

**COMPOSITE MINUTES OF THE 2020 SPRING TERM AREA MEETINGS  
OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION**

<b>North East</b>	<b>Wednesday 4 March 2020</b>
<b>South</b>	<b>Thursday 5 March 2020</b>
<b>West</b>	<b>Wednesday 11 March 2020</b>
<b>Mid</b>	<b>Thursday 12 March 2020</b>

**Action**

**1. WELCOME, THANK YOU AND NOTICES**

- a) Clare Kershaw, Director for Education, and the Area Chairs, welcomed those present, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

**North East**

Mel Cork	Heathlands CE Primary (Acting Headteacher)
Hayley Rollings	Fingringhoe Primary (Acting Headteacher)

**South**

Amanda McAuliffe	St Helen's Catholic Infants
Lorna Pigram	Felmore Primary
Lorraine Ramet	Wickford Primary
Jane Robinson	Hilltop Infants
Samantha Willis	St Nicolas CE Primary, Rawreth, and Canewdon Primaries (Acting Executive Headteacher)

**West**

Renette Fourie	Hereward Primary
Emma Hodgkinson	Fritch Green Academy (Acting Principal)
James Kenyon	Waltham Holy Cross Primary

**Mid**

Victoria Gooding	Templars Academy, Head of School
Jane Landa-Arrese	Moulsham Infants
Richard McIntosh	Barnes Farm Juniors
Danielle O'Connell	Belchamp St Paul Primary, Head of School
Julie Sarti	Executive head at Ridgewell, Belchamp St Paul and Colne Engaine Primaries (previously HT at Colne Engaine)
Kirsty Stuart	Ridgewell Primary, Head of School
Sam Williams-Dunne	Colne Engaine, Head of School
Melissa Raymond	Finchingfield Primary
Carolyn Hunt	St Mary's WF, Acting Headteacher

- b) **Thank you and farewell** to those headteachers who are retiring or leaving their current post this term:

**North East**

Rick Cranfield	Heathlands CE Primary
Suzy Ryan	Fingringhoe Primary

**South**

Stephanie Ireland	South Green Infants
Huma Karim	Noak Bridge Primary

## Mid

Lisa Battersby  
Lorraine Cannon  
Guy Niven

Larkrise Primary  
Moulsham Infants  
Baddow Hall Juniors

## 2. LOCAL AUTHORITY UPDATE

### Clare Kershaw

**Philippa Holliday** (North East meeting)

**Lisa Fergus** (South meeting)

**Nicola Woolf** (West Meeting)

**Catherine Hutley** (Mid meeting)

### a) Corona Virus – advice to schools

#### **THIS INFORMATION WAS CURRENT AT THE TIME OF THE MEETINGS – BUT QUICKLY OVERTAKEN BY EVENTS, INCLUDING THE PARTIAL CLOSURE OF SCHOOLS ON 23<sup>rd</sup> MARCH**

Clare confirmed that she is sending daily emails to schools, ensuring that they are regularly updated about the changing situation in relation to the spread of the Corona Virus, and the response of schools. She has provided a template letter that schools may choose to send to parents.

Public Health England advice is currently “business as usual” except where an individual has recently travelled to a category 1 country, or is unwell following recent travel to a category 2 country. As of 09/03/20 there are 5 confirmed cases in Essex.

#### School attendance

The Essex Code of Conduct, as published on the Essex County Council website (accessible via this [link](#)), sets out the information for unauthorised absences and the criteria under which penalty notices may be issued.

In light of some enquiries ECC has been receiving in relation to Coronavirus (Covid-19) and school attendance, they have decided to provide some additional clarity to be provided to headteachers to enable schools to consistently respond to cases where parents advise of pupil absence due to a decision concerning the illness or the decision to ‘self-isolate.’

Public Health England (PHE) continues to provide clear advice and guidance in relation to the steps that need to be taken if an individual suspects that they may have contracted Coronavirus (Covid-19). In cases where individuals have been provided with professional advice from NHS111 or have clear justification to self-isolate as determined by the latest guidance, schools are advised to record a Y code (depicting exceptional circumstances) for any sessions affected by their self-isolation.

Where a pupil cannot attend school due to illness, as normally would happen, the pupil should be recorded as absent in the attendance register and the school will authorise the absence. Code I (Illness) should be used in this instance.

Where a pupil is placed in self-isolation and the headteacher of the school believes that there is insufficient evidence to suggest that such action is necessary, they should seek to liaise with the family to clarify why a decision to self-isolate has been taken. Where pupils have a history of unauthorised absence and there appears to be no clear justification supporting a decision to self-isolate, headteachers may choose to code absences as unauthorised (‘O’ code) and may seek to exercise their discretion in relation to the request of penalty notices for unauthorised absence, in line with the Essex Code of Conduct.

Below is the latest guidance which you may want to share with parents in your discussions with them. You can also refer parents to the DfE helpline for further advice and also access this yourselves.

The details of the helpline are:

Phone: 0800 046 8687

Email: [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)

Opening hours: 8am to 6pm (Monday to Friday)

#### What guidance has the Government given regarding coronavirus?

Schools and parents should refer to the latest information and advice from the [Department of Health and Social Care and Public Health England](#) to get the most up to date guidance from Government.

#### What guidance has the Government given to schools regarding providing advice to pupils, staff and parents about coronavirus?

The Government has published [guidance for schools and other educational settings](#) in providing advice for pupils, students, staff and parents about the novel coronavirus, COVID-19.

#### The Essex Schools Travel Insurance Policy

The Essex schools/academies travel policy includes Cancellation, Curtailment, Extended, Re-Arranged or other Expenses up to the limits stated in the Policy Schedule for reasons beyond your control. However, the Policy also includes an exclusion relating to "disinclination to travel".

If a school were due to travel to an FCO restricted area, the cancellation cover on the policy will operate as you should not be travelling against FCO advice.

If a school is unable to travel because the transport hubs have been closed, insurers would see this as a reasonable cancellation for reasons beyond their control. If a school were due to travel back but are now unable as the transport hubs are closed, insurers would see this as an extension and reimburse reasonable costs.

However, if a school is due to travel to other areas, not restricted by the FCO guidance, we would expect them to continue with their travel plans. The schools risk assessment should be updated to reflect the current health position and the school should comply with any prevention or screening advice provided by the WHO and Public Health England. Insurers will not pay for any claims if a school decides not to travel to these areas as this would be seen as disinclination to travel.

## **b) Outcome of the area SEND inspection**

Inspection framework:

- How effective is the local area in identifying children and young people with SEND;
- How effective is the local area in meeting the needs of children and young people with SEND;
- How effective is the local area in improving the outcomes of children and young people with SEND;
- Inspection took place 30 September and 4<sup>th</sup> October – expectation that in 2019 the local area should be fully compliant with the SEND Code of Practice
- No grading:
  - Strengths
  - Areas for development
  - Significant weaknesses

### **Strengths**

- Progress towards the implementation of the reforms has accelerated since 2017

and senior leaders are demonstrating a shared commitment towards driving change.

- School leaders understand the need to change the way the local authority works together to improve outcomes for children and young people with SEND.
- Leaders have an honest and broadly accurate picture of the current strengths, weaknesses and complexities of practice across the quadrants, the five CCG's and the 3 STPs- the Self Evaluation was deemed to be accurate
- The area is effective in accurately identifying needs in the early years phase of education
- Significant progress has been made to support young people to prepare for adulthood
- Outcomes for children with EHCP's have improved at the end of Key Stage 2.

### **Areas of significant weakness:**

- The joint commissioning arrangements between the local authority and the CCGs do not work well enough to provide children and young people with the services that they need:
  - Too much variation between the CCGs leads to inequality, inconsistency and unacceptably long waiting times for services.
  - Joint commissioning is not sufficiently informed by what is already known about the gaps in services for health and education across the 0-25 age range, across the whole local area.
- The reasons for, and accuracy of, the high proportions of children and young people identified with moderate learning difficulties are yet to be resolved. Potential over-identification could mask underlying difficulties in communication and language, and social, emotional and mental health development.
- Too many EHC plans do not include the information needed to secure high-quality outcomes for children and young people.
  - The EHC plans do not consistently secure the right professional advice to meet children's and young people's needs, and do not have specific details of the provision that will be put in place.
  - Strategic oversight is not effective in making sure that EHC plans are fit for purpose.

### **Next steps**

- Written Statement of Action to be submitted to Ofsted by 27<sup>th</sup> March 2020
- SEND Improvement Board has been established
- NE CCG has taken the lead on behalf of the 5 CCG's.
- 3 working groups have been established for each area of significant weakness
- Schools involvement in all three, but particularly EHCP's and MLD
- Headteacher Inclusion Roundtable has been re-formed.
- Work is already underway to look at working with families and the tribunal service.

### **c) SEND workforce restructure**

Go Live – January 2020!

A reminder of what we are seeking to achieve:

- *A service that understands the experience of children, families, schools and settings and to deliver improved outcomes for children and their families;*
- *Improve expertise and the level of confidence in our service;*
- *Deliver our statutory responsibilities as effectively and efficiently as possible and move towards delivering support 0-25;*
- *Support the school-led SEND programme, PFA and the appreciative enquiry work;*
- *Providing a cost effective service and one that is fair and equitable for our children and young people across the county;*

- A service that is able to be responsive and one that can support families, schools and settings through training and development as well as bespoke work;
- Improved links with Social Care and Health;
- Future proof of the service, including looking at digital solutions.



Each cluster of schools and settings will have dedicated 'link' resources, as shown in blue.

Other resources such as SEND Operations Co-ordinators and Assistants and SEND Engagement Facilitators will work across a whole quadrant allocated to cases or individual pieces of work as required.

Dependent on the size of the cluster, there may be multiple Inclusion Partners and EPs allocated to that cluster.

The nature of the SEND Operations Partner role is different and there are fewer of them and so they will be allocated to more than one cluster.

We will work closely with colleagues outside of the SEND team to deliver a joined up service to our schools and settings and families where appropriate.



All schools are now clustered and will have been invited to their first cluster meeting. Schools will also have been advised of their minimum annual visit from their Inclusion Partner (or have already held a meeting).. Governors with responsibility for SEND/Inclusion should receive updates from the school SENCo/leadership on their support.

#### d) Sustainable Schools Strategy

Clare explained that this is the next iteration of the small schools' strategy, as a result of.

- Impact of National Funding Formula on school budgets, particularly the reduction of the lump sum - £145,000 for primary schools under the Essex formula, £114,000 in the NFF.
- No longer just impacting on small schools, recognise the need to extend the small schools strategy and undertake a desktop review of all schools whose finances do not look sustainable going forward
- Need to be much more proactive with schools whose sustainability is fragile to avoid the need to consider closure.

Primary maintained balances are as follows:

- 2017/18 - £27.5 million
- 2018/19 - £29.8 million
- 2019/20 - £20.6 million based on P9

There are 8 primary schools forecasting to close with a deficit ranging from £7,300 to £81,300

#### Next steps

- Draft and consult on a new Schools Sustainability Strategy
- Produce a flow chart of the process, share with leaders and governors

- Write to all schools with a financial in year/ end year deficit, explain the options available to governors and discuss actions and timescales
- Where schools are fragile we will have a meeting with the school at the earliest point with senior leaders and governors, possibly with parents as and when appropriate.

### **Timescales**

March 2020

- Use of Month 9 reports and trend information – identify schools at greatest risk

April 2020

- Consult on Sustainable Schools Strategy, incorporating flowchart and toolkit

May 2020

- Write to all schools with a financial in year/ end year deficit, offer school based review

June – July 2020

- School based reviews with leaders and governors, using year end information.

### **e) Pupil Premium Programme 2019-20**

- 14 selected schools – cross phase
- Schools were chosen to represent different School Led Partnerships, part of their remit is to disseminate lessons learnt into the partnerships
- Development of Essex Strategy for Quality First Provision with focus on disadvantaged

The Essex Pupil Premium Programme is well underway. The fourteen selected schools are in the process of having an individual Pupil Premium Review led by Marc Rowlands (DfE/EEF/Unity Research School) and will receive a visit report. Each school has been asked to complete a brief self-evaluation or a more in-depth evaluation tool beforehand.

The Heads of Education are participating in their quadrants along with Philippa Holliday, Assistant Director, who is leading on the programme. Joining the review team is the school's allocated SEP and Early Years Advisors who have local knowledge and expertise. The SEP will make a return visit in the summer term.

In order to support a consistent sustainable team approach to supporting schools, a training session with Marc was held for SEPs, Early Years Advisers and SEND colleagues at the end of last term. He also spoke to a wider range of colleagues at the recent Integrated Children's Event as part of the spotlight on disadvantage in Essex. Following the reviews, the overarching key themes will be analysed and schools are invited back to a one day conference in late April where Marc will give a report on what has been learned so far and facilitate their participation in developing an Essex wide strategy for raising the achievement of disadvantaged pupils. In addition, speakers will be invited to provide expertise in the identified joint areas for development. SEPs will then make a return visit to their selected school to evaluate the impact of their recommendations and training. A final summary and strategy report will be collated and the provisional aim is to disseminate this to all schools through the school led partnerships and secondary school associations. This will be discussed at the Lead Headteachers meeting on 3<sup>rd</sup> June.

### **f) Essex Traded Services**

A catalogue, outlining the current ECC support offer to schools and education providers was circulated to headteachers at the meetings.

### g) Essex Payroll

Clare noted that the Essex Payroll will change to a new provider at some point in the future. EPHA offered feedback from headteachers about their concerns that information held by the current provider contains many mistakes, and it is essential that this is put right before data is transferred to a new system. Clare **AGREED** to follow this up, and noted that she will work with headteachers to ensure that a future service is fit for purpose.

### 3. COMMISSIONING A NEW CAMHS CONTRACT FOR ESSEX

North East meeting – Steve Whitfield

South meeting – Lianne Canning

West and Mid meetings – Beth Brown

The current Child and Adolescent Mental Health contract with EWHMS (NELFT) ends in March 2021, and ECC is working with partners (including Southend and Thurrock) to consider a future contract for the next decade. Headteachers are represented on the Education Working Group whose remit is to help decide the specifications of a new contract. The group would like your views on what **MUST**, **COULD** and **SHOULD** be in a future CAMHS offer.

Headteachers were asked to feed back their opinions on a matrix provided at the meeting. The feedback will be collated and shared with headteachers from each quadrant, and will be used to help shape the future CAHMS contract.

### 4. OFSTED INSPECTION FRAMEWORK – LESSONS LEARNED FROM ESSEX SCHOOLS

The presentation was led by the following LA officers:

Stephen Chynoweth – North East meeting

Alison Fiala – West and Mid meetings

#### Aims of the session

- To understand and recap the changes to the Ofsted framework in relation the Quality of Education
- To revisit the rationale and methodology of the ‘deep dive’ into aspects of the curriculum including reading
- To hear from school leaders about their recent experiences and top tips
- To provide points of reference for further research

#### Essex inspections to 28<sup>th</sup> February

	<b>Section 5</b>	<b>Section 8</b>	<b>All</b>
Primary	26	17	43
Secondary	8	4	12
Special	2	0	2
<b>Total</b>	<b>36</b>	<b>21</b>	<b>57</b>

#### Essex outcomes since September 2019

	<b>Good +</b>	<b>Ri</b>	<b>Inadequate</b>	<b>Total</b>
Primary	34	6	3	43
Secondary	5	6	1	12
Special	2	0	0	2
<b>Total</b>	<b>41</b>	<b>12</b>	<b>4</b>	<b>57</b>

## Essex Ofsted judgement changes

	Improved	Static	Declined
Primary	10	25	8
Secondary	1	6	5
Special	0	1	1
<b>Total</b>	<b>11</b>	<b>32</b>	<b>14</b>

### Key findings – crucial elements to a successful inspection

1. Quality of education – close link with Personal Development
2. Curriculum – intent, implementation, impact
3. Reading and phonics

### Curriculum intent

How does our curriculum demonstrate ambition and an ethos of high expectation for all?

Given our school's context, how are we ensuring our pupils have the cultural capital to be successful?

Do all learners study the full curriculum, including disadvantaged and SEND pupils?

### Curriculum implementation

How are we supporting teachers' subject knowledge, development and teaching effectiveness?

How are we ensuring pupils are embedding knowledge in their long term memory?

Is our curriculum implantation delivering the curriculum intent?

### Curriculum impact

Is our curriculum resulting in high quality outcomes for our pupils?

Are our SEND and disadvantaged pupils succeeding and do we show high aspirations for these pupils?

Are we equipping our pupils for the next stage of their education?

Curriculum transition arrangements have been extended for another year until July 2021.

### Personal development

•How has the school thought about the **context** in which it sits?

•What are the **gaps in pupil knowledge** and experience that the school is able to fill through the curriculum and/or through extra-curricular activity?

•The school promotes a **diverse cultural capital** offer –this means that pupils not only access a wide curriculum but they have opportunities to engage in high quality cultural experiences. These experiences are not just about the experience but they help children to broaden their knowledge and open up different possibilities for them in later stages of their curriculum –it is often about **inspiration and aspiration** beyond the academic.

•The promotion of **British values** –in particular democracy and the rule of law have been identified within recent inspections.

•The school promotes a deep **understanding of diversity**. Children are able to articulate their understanding of differences and similarities between groups of people. This comes through in their actions towards one another and their tolerance of each other.



Reading and phonics – key in primary inspections

Inspectors will pay particular attention to pupils who are reading below age-related expectations (**the lowest 20%**) to assess how well the school is **teaching phonics** and supporting all children to become **confident, fluent readers**.

Inspectors will listen to several low-attaining pupils in **Years 1 to 3** read from unseen books appropriate to their stage of progress. They should also draw on information from the **school's policy for teaching reading, phonics assessments, phonics screening check results and lesson visits**.

Inspectors will look for evidence that:

- The school has clear **expectations** of pupils' phonics progress term-by-term, from Reception to Year 2
- the **sequence** of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.
- Teachers give pupils sufficient **practice in reading** and re-reading books that match the grapheme-phoneme correspondences they know, **both at school and at home**
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception

### **Key learning from Ofsted inspections since September 2019**

1. Reading and Phonics are key.
2. Leaders need to ensure they have a comprehensive understanding of the Intent, Implementation and impact in curriculum subjects.
3. All staff can articulate core messages regarding intent and implementation.
4. The inspection process is about the effects of leadership as a lived and breathed experience –what is systemic throughout the school?
5. It is important that pupils' can articulate prior learning in detail.
6. Curriculum sequencing is crucial to discussions about progress. This should be available in a written format so that inspectors can scrutinise the document.
7. Assessment procedures linked to knowledge and transition points.
8. SEND and PPG pupils access the full curriculum including any additional offer, e.g. extra-curricular activities, school trips etc.
9. Identification of SEND is swift and consistent. All staff understand the process.

## **9. COMPUTING HUBS CPD OFFER TO SCHOOLS**

David Struthers – North East, South and Mid meetings

Director of South Essex Teaching School Alliance, Westcliff High School for Girls

Katie Vandepereere – West meeting

Currently there are around 750 – 800 Teaching Schools across England (18 in Essex). They will continue to be funded until Spring 2021, but will be replaced by Teaching School Hubs, each of which will support/service around 200 – 300 schools.

A “test and learn” phase is underway, two Hubs in and around Essex in Saffron Walden and Thurrock. (6 test and learn hubs nationally). Other hubs are being invited to apply.

UK needs **1.2 million** new technical and digitally skilled people by 2022 (UK Digital Strategy)

**£63 billion** of GDP per year is lost to the UK economy due to digital skills shortages. Lack of digital skills inhibits growth and opportunities for employment. (UK Digital Strategy)

**75%** of existing GCSE CS teachers do not have an academic background in Computer Science

To meet demand we will need:

- **240,000 young people** taking Computer Science GCSE every year  
(In summer 2019: 77,400 took it of which only 21% were girls )
- **8,000 teachers** of Computer Science GCSE

The presentation gave details of a number of courses and qualifications that are free or subsidised and suitable for primary-phase teachers.

### Face to face courses

2-day courses:

Teaching & leading Key Stage 1 Computing

- Algorithms and programming
- Digital literacy, creative computing & presenting information.

Teaching & leading Key Stage 2 Computing

- Computer systems & networks
- Data fundamentals (e.g. binary)
- How computers handle data to carry out useful tasks

1-day courses:

Primary programming  
& algorithms

Engaging and effective ways to help children use computational thinking

Develop pupils' knowledge of how technology works & the skills to make computers follow instructions in simple programs

Introduction to primary computing \*NEW\*

Knowledge to get started on the journey to outstanding computing in your school

For subject coordinators or other interested teachers

Online courses

Teaching Programming in Primary Schools

- Understand key programming concepts and apply them using Scratch

Creating an Inclusive Classroom: Approaches to Supporting Learners with SEND in Computing

- Explore ways to make your computing lessons more inclusive for learners with special educational needs and disabilities.

Primary computing certificate

Awarded by BCS, The Chartered Institute for IT

For those already teaching or planning to teach computing

Support teachers from all backgrounds who want to improve their knowledge of computing

Cover new areas while reinforcing existing skills

Obtain recognition for subject knowledge

Choose from face-to-face & online modules

Save time on lesson planning

Meet other teachers to share ideas

<https://teachcomputing.org/primary-certificate>

## Fees and bursaries

- Free online courses
- Schools receive a bursary to fund one face-to-face course place per academic year
- No upfront cost; the course fee is deducted from the funding your school will receive on completion of the course:

Course fee	£35 per day
Bursary	£220 per day
The school receives	£185 per day

## Computing at schools – local communities of practice

### Computing Hubs will:

- draw on local knowledge to ensure a range of CPD opportunities for all teachers to build local expertise and capacity for **school-to-school support**
- Promote and support **Computing at School (CAS) local communities of practice**, extending the NCCE reach to all schools and colleges while supporting the NCCE to develop a sustainable model of CPD. Local hubs:
  - Colchester
  - Chelmsford
  - Wickford & Basildon
  - Southend

## Subject Matter Experts (SMEs)

NCCE SMEs will work closely with Computing Hubs to support schools and colleges across England to develop their computing curriculum.

### They are:

- Computing and Educational experts
- Supporting primary and secondary schools in category 5 & 6 priority areas
- Providers of bespoke CPD/consultancy

### They will:

- Provide ½ day of SME support to Priority Schools and agree 3 year action plan
- Support the schools to achieve their action plans

## Useful links

<https://www.setsa.info/1546/courses> List of all our Computing and Science courses  
<https://teachcomputing.org/> NCCE's Teach Computing website  
<https://www.computingatschool.org.uk/> Computing at Schools website  
<https://www.stem.org.uk/cpd> STEM Learning's searchable database of Computing & Science CPD

For more information please contact:

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follow us on twitter @cs\_essex

## Science Learning Partnership

Our Science Learning Partnership (SLP) combines local expertise in teaching and learning in science, facilitating CPD, & providing school-to-school support.

Part of STEM Learning [www.stem.org.uk](http://www.stem.org.uk)

- High quality CPD for science teachers and technicians
- To provide science-specific support, mentoring and advice
- Outstanding science teaching for all pupils
- All pupils knowledgeable about STEM pathways and careers

What else can we offer primary schools?

- Bespoke CPD for schools, MATs, Clusters
- Network groups
- Annual primary conference
- Professional development as Facilitator for STEM Learning or leading a network group.
- Mentoring & support

For more information, please contact:

Project Lead: David Struthers

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01702 476026 ext. 255

## 10. DATES AND TIMES OF FUTURE MEETINGS

### Area Heads Meetings

Summer term 2020

N-EAST	Wednesday 10 June	Colchester Football Stadium
SOUTH	Thursday 11 June	Holiday Inn, Basildon
WEST	Wednesday 17 June	Weston Homes Business Centre, Takeley
MID	Thursday 18 June	Chelmsford City Football Club

Autumn term 2020

N-EAST	Wednesday 11 November	Colchester Football Stadium
SOUTH	Thursday 12 November	Holiday Inn, Basildon
WEST	Wednesday 18 November	Weston Homes Business Centre, Takeley
MID	Thursday 19 November	Chelmsford City Football Club

Spring term 2021

N-EAST	Wednesday 3 March	Colchester Football Stadium
SOUTH	Thursday 4 March	Holiday Inn, Basildon
WEST	Wednesday 10 March	Weston Homes Business Centre, Takeley
MID	Thursday 11 March	Chelmsford City Football Club

Summer term 2021

N-EAST	Wednesday 16 June	Colchester Football Stadium
SOUTH	Thursday 17 June	Holiday Inn, Basildon
WEST	Wednesday 23 June	Weston Homes Business Centre, Takeley
MID	Thursday 24 June	Chelmsford City Football Club

### EPHA Conferences

Headteachers' Conference

Friday 20 March 2020 Stock Brook Country Club, Nr. Billericay

Pam Langmead  
EPHA Professional Officer  
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