

**COMPOSITE MINUTES OF THE 2017 SUMMER TERM AREA MEETINGS
OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION**

South	Wednesday 14 June 2017
North East	Thursday 15 June 2017
West	Wednesday 21 June 2017
Mid	Thursday 22 June 2017

Action

1. WELCOME, THANK YOU AND NOTICES

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

South

Diana Mason	Montgomerie Primary (Headteacher)
Sam Proctor	Hadleigh Infant and Nursery (Headteacher)

North East

Natasha Bennett	Two Village CE Primary
Charlotte Booth-Rylett	Kirby Primary
Ceri Daniels	Holy Trinity CE Primary, Eight Ash Green
Clare Walker	St Luke's CE Primary, Tiptree (Acting Head)

West

Tim Bowden	Ongar Primary (Acting this term)
Ian Kendal	St Alban's Catholic Academy & St Luke's Catholic Academy
Vanessa Thomas	Dr Walker's CE Primary, Fyfield (Acting this term)
Kim Williams	Theydon Bois Primary

Mid

Dida Burrell	Maldon Primary (now substantive)
Bridgette Gough	Feering CE Primary (Exec Headteacher)
Joanne Morgan	Gosfield Primary (Headteacher)
Ginny Nichols	Bulmer St Andrew's CE Primary (Exec Headteacher)
Lorna Pigram	St Mary's CE, South Woodham Ferrers (Exec Headteacher)
Susie Price	Feering CE Primary (Acting Head of School)
Michael Wood	Elm Hall (Acting head for Summer, permanent from Sept)

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

South

Luke Bulpett	Kingswood Primary
Helen Craig	Downham CE Primary School
Mel Gaskin	Greensted Juniors
Hilary Luckman	Quilters Infants
Isobel Unite	Brightside Primary

North East

Lehla Abbott	Broomgrove Infants
Mandy Barlow	Frinton Primary
Dave Bridge	Stanway Fiveways Primary
Claire Claydon	Brightlingsea Juniors
Tony Cosans	Prettygate Juniors
Helen Dudley-Smith	Friars Grove Primary
Julia Hall	St Martin Frobisher Academy

Jenny Hunt	Hazelmere Infants
Janet Meacock	Alresford Primary
Val Metcalf	Harwich Primary/The Mayflower Primary
Jackie Moore	St George's New Town Infants
Jayne Mitchell	Gosbecks Primary
Pam Rose	Kings Ford Infants
Clare Sampson	The Mayflower Primary
Mark Walter	Monkwick Juniors
Serena Williams	Roach Vale Primary

West

Penny Bennett	High Ongar Primary
Tim Bowden	Ongar Primary (Acting this term)
Rachel Callaghan	Katherine Semar Juniors
Helen Coop	Birchanger Primary
Gill Doyle	Takeley Primary
Sue Giles	Henham and Ugley Primary
Kate Hockley	Radwinter Primary
Wendy Myers	Dr Walker's Fyfield
Ian Pollard	Great Sampford Primary
Vanessa Thomas	Dr Walker's CE Primary, Fyfield
Tim West	Potter Street Primary

Mid

Tracy Ahern	Mildmay Juniors
Hazel Arnill	Ford End Primary
Lisa Finch	Westlands Primary
Kim Hall	St Margaret's CE Primary, Toppesfield
Rosie Mirecki	Elm Hall Primary
Stephanie Redgate	St Mary's CE Primary, South Woodham Ferrers
Linda McSweeney	St Pius X Catholic Primary
Rachel Welch	Barnes Farm Infants

2. LOOKING FORWARD

Clare Kershaw, Director of Education (South and North East meetings)

Alison Fiala, Interim Head of Primary Improvement, and Ralph Holloway, SEND Transformation Manager (West and Mid meetings)

a) Outcomes and recommendations from the review of the Specialist Teacher Team (STT)

Background

The review, conducted by Simon Carpenter, looked at all of the STT teams, apart from pre-school. Interviews were held with a number of schools and headteachers, from primary, secondary, special, alternative and enhanced provisions, and 115 schools responded to the online survey.

Key responses from schools

Role, vision and purpose

- schools with less SEND capacity may feel that they have more hurdles to jump to get STT support
- The service is increasingly focused on EHCPs, with a tension between high needs and early intervention.

Service delivery and quality

- The survey highlighted very diverse views, although most schools value parts of the service highly.
- Many schools were dissatisfied with support for SEMH (Social, Emotional and

Mental Health)

- Positive feedback generally about support for Hearing Impairment (HI), Vision Impairments (VI), Autistic Spectrum Condition (ASC), Physical and Neurological Impairment (PNI), Learning Difficulties and Disabilities (LDD), Speech, Language and Communication (SLCN) and INSET training.

Many schools see STT as a source of valuable expertise and schools that invest in that relationship see this as leading to greater value. Inconsistency is seen as the biggest issue, and several respondents raised implications for new headteachers and SENCOs because of the importance of “who you know”.

Leadership, management and organisation

Questions were raised about funding, and the lack of clarity around this.

Schools want more “protocols” and quality assurance to achieve consistency. There is frustration where schools feel that known quality issues are not addressed.

Headteachers want to be involved in shaping the future service.

SEMH

Clearly seen differently by many schools – a varied response.

Concerns relate to:

- Out of date practice
- Impractical advice – e.g. championing one child at the expense of the other 29
- Not acknowledging what the school has already done
- Lack of empathy
- “Teaching us to suck eggs”
- SEMH is very broad – mental health an area where there is less expertise.
- Lack of agreement about the team’s methodology and role – and the STT themselves don’t always know the remit of the service
- Often approached in a crisis, although the STT is not intended to be an emergency service.

Heads/SENCOs reported that it works best when:

- STT advice is practical and grounded
- They are flexible and responsive, adapting their approach to the changing needs/situation of the learner and the school
- It is based on a partnership with the school
- There is skilful coaching of school staff
- The school is clear about what it needs and wants from the STT and the input links to the School Development Plan.

But it works less well when:

- the STT are out of date and the “school itself has moved on and developed capacity, but they haven’t”
- they don’t appreciate the constraints of the school, the classroom and/or the class teacher
- their advice isn’t feasible or practical
- they “tell us what to do”
- the STT don’t have the right training
- they signpost schools to other support or training rather than sharing their own expertise

Main points emerging from schools

- Most say the referral system is effective and encourages specific requests for support
- Many say that they get a quick response, either by a phone call/telephone advice, although there can be delays before full engagement.

- Some schools only engage with STT when seeking an EHCP
- Is there a conflict between STT, SAS and EHCP?
- Many see insufficient Quality Assurance, but also see good practice from individual.
- “STT keeps children in school” – but there is limited evaluation of their input and outcomes
- STT has a one-size fits all package
- Some secondary schools are interested in working with STT

Recommendations to the LA

- Service delivery/quality
- Leadership, management and organisation
- Development of the service and link to strategic priorities
- Effectiveness, outcomes and value for money
- Working with schools to develop speciality teaching support in a school-led system

It was noted that the STT has accepted the recommendations and the outcomes of the review. The LA focus must be on the development of the service and a link to strategic priorities, with a link to research and current practice (for example, in relation to autism).

Headteachers were reminded that the development of the service links to the wider review and restructure of SEND, and it is critical to bring special schools into the provision for mainstream schools, particularly through outreach support and sharing resources. Clare noted that the 3 special free schools have now been approved (with the possibility of a fourth being approved) which will extend provision in the county.

Outcomes and recommendations from the review of the Statutory Assessment Service (SAS)

Background

The review, conducted by Simon Carpenter, looked at the SAS across the county. Interviews were held with 24 schools from primary, secondary, special, alternative and enhanced provisions, and 115 schools responded to the online survey.

Key responses from schools about service delivery and quality

- Schools recognise the huge workload and hard work of individuals, though there were also concerns about the practicalities of how the teams work
- Special schools are more consistently positive about the SAS
- Positive comments are often about people, negative comments are about systems and processes
- Some frustration where schools feel that known quality issues are not addressed
- EHCP decisions are not consistent, and the guidance about documentation varies – schools want guidance, standards and protocols to achieve consistency.
- Frustration about the “notional” £6,000
- Schools do not feel like “co-workers” with SAS, but would welcome this relationship

Communication is schools’ biggest concern and many are negative about communication and responsiveness (e.g. unanswered emails and calls)

The following issues were raised at the area meetings:

- Essex County Council has awarded a ten year contract (£34 million) to Virgin Care and Barnardo’s to run its new Pre-Birth to 19 Health, Wellbeing and Family Support Service across Essex. The new service will combine a range of existing services from April 2017, including the Healthy Child Programme, Healthy Schools, Family Nurse Partnership and children’s centres.

- Schools were concerned about the quality of EHC plans. It was confirmed that this task had previously been out-sourced, but has now been brought back in-house and staff have received training to support this process.
- A headteacher asked what the SEND provision following transformation would actually look like for schools, across the county. It was confirmed that the new provision funded by the spend-to-save investment is mainly to reduce the current (complex and very expensive) out of county placements and so will not impact those children in mainstream schools who need support. However, the new autism and SEMH hubs will add some additional capacity for primary schools.
- It was noted that NEAPS (North East Alternative Provision School) and GROW projects are at capacity and are not able to offer any places to children in primary schools. Their provision is not fit for purpose for very young children. The current review of Alternative Provision is mainly focused on secondary needs.
- Headteachers expressed concerned about who takes responsibility for the very youngest children as there is no alternative provision available to support their needs.
- A number of heads felt that the Statutory Assessment Service do not inform parents of their various options, and fail to stress the most suitable educational route for their child. It was felt strongly that parents should be given sufficient information in order to make an informed choice.
- It was argued that the responsibilities for children always fall on the headteachers and they want more support, understanding and cooperation from the SAS.
- It was felt that Specialist Teachers sometimes assume that the school staff are to blame for failing to manage a challenging pupil. (E.g. One school was asked what the adult had done wrong when a pupil misbehaved and was out of control.) There was a feeling that the approach of the team can fail to recognise and meet the needs of schools (who are paying for the service).
- Another frustration is the oft repeated statement that schools have £6,000 in their budget for each child with SEND. It was argued that this is not a straightforward equation and the team needs to recognise the complexities (and inadequacies) of the funding system. There is also insufficient liaison between SAS and the finance team, who determine funding.
- In all of the meetings it was noted that Specialist Teachers continue to advise that the whole class should be removed when one child is being disruptive. It was felt that this advice is outdated and unfair to the education of the majority of children in the class; this strategy should only be used in exceptional circumstances when other pupils are physically at risk of being hurt. Ralph agreed with this and will take this back to the team.
- A headteacher raised the issue of EHCPs being given to pre-school children late in the summer term, which doesn't give the school time to recruit appropriate support. She asked if the SAS team would support a delayed start for that child – the response she had been given was “this is not our responsibility”.
- One headteacher said that she had been sent a letter giving details of the school's SEND funding, which asked for heads to advise ECC of any incorrect information. When she contacted the team to make corrections she was advised that they didn't

have the capacity to undertake this!

Clare and Ralph offered to run meetings in a number of areas to enable headteachers to continue the discussion and air their concerns around the current support. These will be organised via the Professional Officer.

At each of the area meetings, headteachers were asked to discuss and record their suggestions for the future of each service. Their written suggestions were as follows:

Specialist Teacher Team

Behaviour Support team

- Suitability for post – we don't want staff who have been rejected from classroom teaching. We need quality, and those who have a verified track record of behaviour management and exclusion.
- Understand the dynamics of a school and provide bespoke support.
- Better support/training for pre-school settings so that requests for support are not always left until a child starts school.
- More effective work with Early Years and pre-school settings. *This point was made numerous times.*
- Consistency – some are excellent, some are not.
- Trying to avoid a change of staff and having sufficient staff to cover frequent sickness.
- Full time contacts in SEMH – lots of part-time staff, only available on certain days.
- More development of GROW units and additional places.
- More outreach from special school staff working with staff in mainstream and training – including through clusters/partnerships.
- The skills set of some specialist teachers is lower than that of school staff – still suggesting “stickers”, marble jars and reward charts etc
- Recruitment of “specialists” within the team.
- More early intervention needed – highly skilled for behaviour support.
- Joined up communication between different elements of STT so that they don't “bat” specific children back and forth.
- STT should be prepared to stand by the knowledge that some children are not suitable for mainstream schooling and work to help find better and more suitable alternatives.
- Concern about lack of support we receive from SAS and specialist teachers when it is clear and obvious that a child is failing in mainstream. We are the ones who are forced to be 'big bad wolf' in communicating with parents that we cannot meet their child's needs. This constant 'sitting on the fence' by SAS and the STT works against the process and does not promote honest good intentions.

The advice from the STT

- Clear, consistent messages from all Specialist Teachers.
- Advice given needs to be updated – e.g. NOT removing the rest of the class when this is not appropriate. Today's children and today's needs require up to date thinking and approaches. STT are often suggesting strategies that school have already trialled. *This point was made numerous times.*
- Realistic advice – all advice should take into consideration the impact on all of the other pupils in the classroom. *This point was made numerous times.*
- Specialist teachers need to be aware of the context and complexity of mainstream schools.
- We need programmes that are accredited and manageable for teachers.
- Tangible help – not just talking about the situation or providing impractical ideas.

This requires face to face conversations with the class teacher.

- We need help – and not spending time writing lengthy referral forms.
- More observations of the child to gain a more complete assessment of good days and bad days. Advice and support must be based on a first-hand knowledge of each child.
- Schools need individual help for the cases that are “stuck”.
- New modern approach, based on current research.
- Behaviour is not a tick box exercise, but often seems to be reduced to this rather than a clear focus of a pupil’s needs. e.g. “I’m not here for that” – said when pupil behaviour escalated during a visit and the STT was asked to observe the child.
- Actually working with children to model strategies.
- Shorter, defined timescales for support.

Cooperation between agencies

- Joined up work between agencies i.e specialist teachers, KidsInspire/NELFT
- One point of contact – clear structure publicised and communicated
- Increased monitoring of home tuition to avoid children falling through the cracks and becoming “invisible in plain sight”.
- More than one team to work with a child at the same time to address multiple needs, including those of the family (but working together and giving consistent messages)
- Increased involvement and support from Health.
- STT shouldn’t be the “gatekeepers”, preventing access to other support routes.

Quality assurance

- Improved QA to ensure a consistent service.
- Updated feedback form needed.
- Clear solutions-focused approach where teams invest in the issues and take shared responsibility for improvement.
- A report on the actual success rate of the team – IMPACT - and data around number of visits to schools rather than just giving advice on the phone (this is an expensive service funded by schools).

What else do schools need?

- A recognition and acknowledgment that STTs work for schools, not parents.
- Money – to employ, train and support quality staff.
- Support within school whilst awaiting specific provision.
- A quicker response. *This point was made numerous times.*
- Clear criteria around the allocation of support.
- A simplified referral process.
- More training for the whole school staff.
- Support workers/mentors to work alongside teachers.
- Clear sign-posting to services and support – a Service Directory.
- A crisis team – rapid response for emergency situations.
- A specialist teacher assigned to each school.
- A helpline (similar to the HR helpline) – giving advice about who to talk to, what to try next, where to find additional support.
- Resource library.
- Increase the availability of drop-in advice services.
- A named point of contact – to discuss case with an expert. Clear structure with names and phone numbers.
- Criteria and a flowchart for discussion/action relating to different scenarios (e.g. positive referrals, reduced timetable)

- Model paperwork and support for statutory work.
- Access to dual provision.
- Increase availability of Pupil Referral Unit places for primary age children.
- There is a big issue around supporting schools who are dealing with children with very physical and aggressive behaviour.
- Mental health is becoming a huge issue in schools – including anxiety, self-harm, aggression.

Statutory Assessment Service

Appropriate referrals

- Schools should not be made to take a child who is known to be difficult, into a class that is already managing other challenging children – this pushes the teacher to overload.
- Schools are being made to feel that they 'should manage themselves' extreme pupil behaviour, even if a decision has been reached that the child should transfer to another setting
- Our situation - SAS saying in relation to a particular child in October 2015 that 'we are able to make alternative arrangements for his educational provision as it is clear that they are not currently being met in a mainstream setting'. It is now June 2017 and he is still in our mainstream setting!!!
- Being offered a new setting for a child without them actually checking if there are places in that setting. Our parent visited an autism hub in a school, liked it, wanted his child to move then was told they were not taking any more children until building work was carried out!
- Promises being made about start dates which consistently get moved. Also, information about this is found out third hand - no official emails or letters are sent to us informing us of changes in agreed actions.
- Lack of communication in relation to organising visits to special school settings and arranging transition procedures. We are being left high and dry and caught between arguments involving SAS and other settings, each blaming each other.

Communication

- Information and advice given to parents can be different to what is said to the school.
- Help parents to make an informed decision. Establish parent network groups in each setting who are happy to talk to other parents in the same position who have been through a similar process.
- Individual team members need to take responsibility for, and be honest about, the advice and information they give to parents about the various provision options: mainstream schools, mainstream with specialist units, special schools.
- No communication from SAS in relation to follow-up requests, especially when they have promised to 'email or call within the week' etc.

Information gathering

- Improved transition – shared information with receiving school, at EYFS and mid-phase
- Better communication

Timeliness

- To not land EHCPs on headteachers' desks a few days or weeks before the end of the year for Early Years pupils to start in September. May be impossible to recruit appropriate support and the child also misses all of the induction visits to school.
- Timely response to enable planning.

- Top up funding decisions needed more quickly.

Reports

- Special teachers deployed through and by schools –ensuring that their reports carry as much weight as traditional reports by SAS
- Better quality reports and faster turnaround
- The avoidance of sub-contracting services to ensure consistency for the children.

Quality assurance

- Improved QA to ensure a consistent service.
- Updated feedback form needed.
- Comparable effective support from all teams.

It was noted that Simon Carpenter is carrying out a similar review of the Essex Educational Psychology Service. He has posted a survey which can be accessed at <http://simoncarpenter.co.uk/review-of-essex-educational-psychology-service>

b) Growth Fund

A paper setting out the current availability of growth funding for primary-phase schools was circulated at the meeting.

The growth fund provides funding for the following categories:

- Basic need growth where schools are expanding
- Bulge classes where temporary growth is required
- Furniture and equipment for new and expanding schools
- Short Term Viability
- Key Stage 1 Class Sizes

The Authority has a statutory duty to ensure there are sufficient school places for pupils aged between 4 and 16 and therefore assesses where capacity needs to be increased. If an existing school is expanded the Authority agrees to provide additional funding based on the total places expanded. For example if a school is expanded by 30 places, it will receive funding for an additional 17.5 pupils (7/12ths), for the period 1st September to 31st March. The additional funding continues for up to 5 years for secondary schools, 7 years for a primary school or when the school is full whichever is the earliest.

If a school has a temporary growth in pupils, the Authority provides additional funding. Bulge classes are funded at 25 pupils at the relevant AWPU value.

The Authority provides new and expanding schools with additional funding to provide the necessary furniture and equipment. Funding is calculated by a formula.

Short term viability is the Authority's scheme to help schools with a temporary decline in pupil numbers. This is now replaced by the Falling Rolls Fund and short term viability is only applicable to those schools within the scheme before the introduction of the Falling Rolls Fund.

Key Stage 1 Class Size class size funding applies to all infant and primary schools. For this calculation it is deemed that the Essex formula, in its totality, generates sufficient resource to provide a classroom teacher for every 25 pupils funded. Individual school's staffing requirements, based on a maximum class size of 30, will be calculated following the Autumn Census, e.g. 151 pupils require 6 teachers. This

teacher requirement will be used in the calculations.

Significant Increase in Pupil Numbers (Trigger)

With effect from 1st April 2017 this funding has ceased as it will not be allowed to continue under the Schools National Funding Formula. No funding has been delegated from maintained schools in 2017/18 for this contingency.

c) Attendance and Penalty Notice Code of Conduct update

Following the Isle of Wight 'v' Platt - the Supreme Court ruling unanimously upheld the Council's appeal, deciding that 'regular' attendance means 'in accordance with the rules prescribed by the school.'

This replaces the meaning of 'sufficiently frequently' assumed in earlier cases and stated clearly that:

- School attendance is compulsory
- Absence is a disruption on the education of the individual and other pupils
- Addresses the criminality argument – penalty notices
- Referred Mr Platt to the magistrates court

The Penalty Notices Code of Conduct group (which includes representatives from EPHA and the other headteacher associations) met on 16 June to discuss the Essex Code of Conduct and to decide whether it should be changed following the Supreme Court ruling. Schools are still awaiting guidance from the DfE, delayed by the period of purdah before the General Election.

The current Code of Conduct states that penalty notices may be issued where there have been at least ten unauthorised sessions of absences during a period of six school weeks. In respect of unauthorised leave of absence, the ten sessions must be consecutive.

Other Local Authorities vary in what absence period triggers a penalty notice – one LA issues penalty notices for 3 day absences, another only after 20 session absences. It was felt that Essex sits in the middle and that this seemed reasonable. It was noted that the service also doesn't have the capacity and funding to increase the number of PNs that are issued, and there has to be a consideration of the impact and effectiveness of issuing PNs, balanced against the cost and the impact on a school's relationships with parents.

The trigger for penalty notices will continue to be ten sessions of unauthorised absence in a 10 week period, and consecutive days if for a term time holiday. In addition, the new code may introduce an additional trigger if a pupil does not attend school during the first few weeks in the autumn term. However, headteachers should be reminded that triggering a penalty notice is entirely at their discretion.

Julie Weddell (MECES County Manager) has agreed to update the guidance relating to attendance policies, and it was agreed that it would be helpful to develop a joint EPHA/ASHE/ESSET policy that schools and academies could adopt. It will include statements from the Supreme Court judgement, including the expectation that a pupil will attend school every day. However, it is important that any school's policy does not give a percentage figure for what is "satisfactory" attendance, as this can be challenged in court.

d) Restructure of School Improvement Services

The proposed changes affect the Primary, Secondary and Inclusion Standards and Excellence Commissioner (SEC) teams as well as the Schools Communication team

and Ethnic Minority and Traveller Achievement service. The principles of the proposed new structure are:

- to create a single crossed phase team (primary and secondary) within each of the four quadrants;
- to retain specialist SEND expertise in a separate team that will support the transformation of SEND across Essex but with reduced resources;
- all schools will continue to be supported but we will allocate a significant amount of time to support the School-led Improvement Partnerships and other school partnerships (e.g ASHE groups) across Essex. We will work with the partnerships to agree the key priorities to take forward;
- schools causing concern will continue to be supported on an individual basis;
- safeguarding, critical incidence and media support will be retained in its current level;
- an element of the service that is currently free will be traded from September 2017;
- ECC will work towards gaining approval to open an LA initiated MAT.

The proposed new model, which ECC is consulting with staff on, and is still subject to approval, has taken full account of formal and informal feedback from school leaders about their priorities and what aspects of a school improvement service are of greatest value. They will aim to retain as much expertise as possible within a reduced financial envelope due to the ESG cuts.

Core work –no changes

- Schools Causing Concern, where schools are vulnerable, an additional allocation of days for individualised support is included within the proposed way of working, in addition to their allocation as part of a school partnership.
- Investigating safeguarding complaints
- Attending Ofsted inspection
- School communications (Education Essex, school closures, critical incidences, business continuity Schools' Infolink etc.)
- Data and intelligence (School Summary Report, district and partnership analysis, Nexus etc.)
- Media support (reactive press statements, advice etc.)
- Informal support for headteachers/school leaders – email/telephone/drop-in visits
- One day - advice and support for the governing body in Headteacher recruitment (additional support provided as a traded activity)
- Support for structural solutions – federations, amalgamations and support to the development of Multi Academy Trusts.

School-led improvement partnerships - considerable allocation of days. Topics may include:

- Data analysis of schools within the partnership in partnership with headteachers
- Evaluation of schools' 'Ofsted readiness', which are likely to be inspected within the academic year
- Support for newly appointed headteachers
- Monitoring and support for schools where outcomes for vulnerable pupils are of a particular cause for concern
- The use of the majority of allocated days will be agreed in consultation with partnership headteachers. A minority of primary schools are not in recognised partnerships. It is proposed that these schools have a half day visit per academic year.

The proposed traded daily rate for maintained schools and academies is £450. Traded activities will be finalised in due course but are expected to include:

- Headteacher performance management
- Deputy headteacher/leadership recruitment
- Reviews of governance
- Collaborative tailored reviews including 'Ofsted ready'
- Support for engagement with parents
- Support to governing bodies
- SEN/pupil premium reviews
- Safeguarding audits and reviews
- Quality assurance of self-evaluation/school action plans
- Planning of conferences/events.

The full presentation can be found on the EPHA website at www.essexprimaryheads.co.uk

3. PRIMARY IMPROVEMENT

South meeting – Lisa Fergus

North East meeting – Jacky Castle

West meeting – Nicola Woolf

Mid meeting- Alison Fiala

a) Statutory Assessment

- **KS1 data** must be submitted to the **LA** by Thursday 29 June 2017
- **KS2 data** must be submitted via **NCA tools** by Thursday 29 June 2017
- **All KS1 and KS2** submitted data will be analysed by the Standards and Excellence team to check that it matches external moderation decisions and to investigate any unexpected pattern of attainment
- **KS1** – schools will receive email notification that the data has been checked. If there are any queries schools will be asked to respond within 3 working days of receipt of the email
- **KS2** – if no queries are raised schools will receive email notification that the data has been checked. If there are any queries the school's Standards and Excellence Commissioner will contact the school by phone on 28th June.

A headteacher in Mid noted that the moderation process carried out in his school had been a very positive experience, and the moderators were well informed and well trained.

b) Support for schools when reviewing safeguarding

A question for schools to consider - how does your governing body ensure and evidence compliance with all statutory responsibilities in regard to safeguarding all pupils?

What training has the link governor for safeguarding had to ensure they have the skills and knowledge to effectively carry out their role?

What training have members of the Governing Body had to ensure they have the skills and knowledge to effectively evaluate the safeguarding and child protection arrangements in the school?

What evaluation has taken place to establish the Governing Body's capacity to carry out their safeguarding duties and responsibilities?

Headteachers were reminded of the new (free) email training course for governors provided by Andrew Hall

<https://www.safeguardinginschools.co.uk/understandingsafeguardingandgovernance2/>

In development:

Governors' Safeguarding Framework;

Audit tool for self or peer review with guidance prompts

Termly calendar for monitoring and evaluating

Route cards to use to rectify any areas of non-compliance

The EPHA Professional Officer asked for reassurance that these tools would be available to ALL schools and not only as a traded service. Alison Fiala stressed that they would be, although there would be a charge for on-site reviews.

Standards and Excellence Commissioners' focussed visit to schools in summer term, schools due inspection are a priority. Raising awareness of safeguarding at any event with leaders and governors including SLIS

Traded review of Safeguarding: Half and full day options available September 17

ECC strongly recommends that schools buy in the external audit from Schools HR. This has been well received by schools.

A headteacher at the North East meeting asked whether the pupils in schools that had been judged to be inadequate for safeguarding were actually at risk. It was accepted that the failings in these schools were generally around paperwork and record keeping and the pupils were not in an unsafe environment. This headteacher stated that the real risk was to vulnerable pupils who are deemed not to meet social care thresholds and who therefore live in unsafe households. In addition, the bureaucratic requirements in relation to safeguarding are becoming disproportionately onerous for headteachers.

It was noted that Ofsted is to carry out a review of inspection, including how safeguarding is inspected, and heads were asked to send their comments to the Professional Officer, to be passed on to Prue Rayner (Senior HMI).

c) Analyse School Performance (ASP)

The Department for Education (DfE) is launching a new service, ASP – Analyse School Performance -

The current RAISEonline service will be available until Monday 31 July 2017. This will allow users to familiarise themselves with the new service and provide feedback before the current one is taken offline. During this period of dual running they will continue to develop the new service and plan to release an updated version in July 2017. During this time, they will also seek feedback through formal testing and user surveys which will be built into the new service. Inspectors will continue to use the data available in the existing summary report and inspection dashboard to prepare for inspections, until 2017 datasets are released in the autumn term.

The new system

- Compares school performance at school and pupil group level against national averages
- Ofsted and LA can see the same data, but anonymised
- This is the first release which will be added to with features such as:
 - Question Level Analysis
 - Named Pupil Data
- The last three Inspection Dashboards are available to download and there are plans to release a 2017 version
- Summary view of data, data tables and scatter plots are there now, downloadable and printable

- ASP will allow users to filter on multiple characteristics
- Easy to navigate, same view for teachers, governors, LAs, MATs, Ofsted and Diocesan Authorities

d) FFT Aspire

The FFT subscription is being increased by a modest amount.

Small schools and infant schools will now pay £93 (up from £89)

Primary schools will now pay £145 (up from £139)

Secondary schools will now pay £580 (up from £569)

New developments for 2017 include

Full organisation refresh (including mergers; new schools; MATs and Chains)

- Final (2016 Self Evaluation and Y3 estimates)
 - Updated School Leaders/Governors dashboards
 - Pupil data management
 - Removing pupils from a report
- Favourite report settings – access these quickly via ‘My reports page’
 - Pupil Premium reporting – 4 sections
 - Aspire static PDF dashboards: Extended Headteacher/SLT dashboard
 - Scaled score estimates:
- Pilot of Primary Pupil Tracking (Autumn 17)

FFT is offering to run free training in the autumn term.

e) School Led Improvement Strategy

18 development visits have taken place so far. The **main successes** recorded have been:

- Increased commitment to the partnership and each other, and stronger collaborative working
- Sharing of expertise and professional development opportunities, and supporting schools
- How the partnership has organised itself, and working with the LA and TSAs
- Capacity to lead and facilitate the partnership
- Using funding for partnership projects
- Activities to help schools understand each other’s strengths and areas for development
- Engaging governors
- Developing trust and relationships between schools, and commitment to the partnership
- Projects to develop knowledge, expertise, and capacity

The **main challenges** experienced by partnerships have been:

- Engaging all schools in the partnership
- How the partnership worked together
- Developing relationships and trust between schools
- Commitment of all schools to the partnership
- Sustainability of funding
- Sharing data between schools
- Confidence to share needs, challenge to other schools, and feelings of accountability
- Capacity to lead and facilitate the work of the partnership
- Engagement between primary and secondary
- Support for vulnerable schools

Next Steps

- Engaging other schools and individuals
- Increasing partnership capacity, and developing how the partnership operates
- New and additional priorities for partnership work
- Develop capacity in schools at all levels
- Create links with and learn from others e.g. TSAs
- Work with governors
- Support data and intelligence sharing
- Strengthen partnership tools and processes
- Develop plans to support schools across the partnership
- Evaluate impact
- Plan for the future

The Partnership Evaluation and Development Tool
Roll out 13th June 2017

The presentation included details of the support given to partnerships by the Standards and Excellence commissioners in 2016/17.

The full presentation can be found on the EPHA website at
www.essexprimaryheads.co.uk

4. ACTIVE ESSEX

Presentation by Brian Shaw, Active Essex.

Active Essex is developing an Essex Charter for PE/Sports Provision, to be published in October.

THE ESSEX PHYSICAL EDUCATION AND SCHOOL SPORT CHARTER

We call on all of the partners across Greater Essex engaged in PE & School Sport to adopt the Charter outlined below and work towards ensuring its adoption by all education institutions across the county.

- *Every school pupil in Essex will receive at least two hours per week of High Quality physical education.*
- *Delivered by qualified, excellent and enthusiastic teachers.*
- *Who deliver well planned lessons incorporating a wide range of activities appropriate for the age and ability of each student and stage of development.*
- *Achieving a high level of engagement, participation and enjoyment by all students in each class.*
- *Providing links to the wider curriculum developing personal, social and creative and leadership abilities.*
- *Bringing about high standards of Physical Literacy.*
- *This would be augmented by a rich and diverse extra-curricular programme.*
- *Which lead to strong links to community clubs and activity opportunities.*
- *Resulting in increased physical fitness and enhanced positive attitudes to a sustained healthy lifestyle.*
- *Achieving more and higher levels of appropriate qualifications which allow them to access sporting pathways.*

National Picture:

- Government Departments
- Education, Health, Culture Media & Sport
- Exchequer & Lottery Funding

Working with

- Essex County Council

- County Sports Partnerships
- (Sport England & ECC)
- Youth Sport Trust
- (Sport England)
- Association for Physical Education

Through

Schools, School Sport Partnerships, MATs, Academy Chains, BAPs, Quadrants.

Primary PE and Sport Premium – revised vision and objectives

VISION

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Brian gave examples of templates to develop a plan for PE/Sports provision, and a way of showing impact. These are available on the Active Essex website, which also gives details of the support that they offer schools, including the Daily Mile, School Games, Small Grants, Keeping Dance Alive, Hadleigh Park and Curriculum support.

<https://www.activeessex.org/>

Facilities and healthy lifestyle funding

- Primary PE & Sport Premium – promised to continue to 2020 with a potential increase in the next academic year.
- Schools are to receive £415 million to help pupils benefit from healthier, more active lifestyles. This includes Primary Premium and new funding. This is likely to equate to around £4million in Essex.
- Primary, secondary and sixth-form colleges will be able to use the funding to pay for facilities to support physical education (PE), after-school activities and healthy eating.
- Schools will also be able to use the new healthy pupil's capital programme to improve facilities for children with physical conditions or support young people struggling with mental health issues.

The full presentation can be found on the EPHA website at

www.essexprimaryheads.co.uk

5. GENERAL DATA PROTECTION REGULATIONS

Presentation delivered by Lauri Almond, Information Governance Service

The General Data Protections Regulations (GDPR) are

- Replacement for the Data Protection Act 1998
- Introduce data management that is fit for purpose in our digital world
- The GDPR comes into force on 25th May 2018. Schools and organisations must comply with Data Protection Act 1998 (DPA) until then.

The new legislation brings in requirements such as:

- Codes of Conduct & Certification Schemes
- Privacy Impact Assessments
- Prescribed Security measures
- Notification of data breach/loss
- Outsourcing requirements
- Changes to the 'Legal basis' for using personal data
- Biometrics added to sensitive data items
- Statutory Data Protection Officer post

Not all will be applicable to schools – this depends on the statutory legislation already directing schools and academies.

Key preparation tasks

- Understand what personal data you have (pupils/staff/parent/carers) and how you are using it
- Understand what the law requires you to do with personal information to carry out your service
- Check your website privacy notice to ensure it accurately reflects what you are doing with personal data, and use the ICO guidance to ensure you have captured all of the requirements – ico.org.uk
- Where you are using consent, consider if you really do need it, or does one of your statutory duties require you to do it?
- Ensure any consent forms point to your online privacy notice
- Familiarise yourselves with the Whole Essex Information Sharing Framework portal – weisf.essex.gov.uk which provides guidance and templates on key processes
- Ensure you have a robust policy and procedure for managing data breaches

Whole Essex Information Sharing Framework

Provides advice and templates for all public organisations in ECC.

[Weisf.essex.gov.uk](http://weisf.essex.gov.uk)

Records Management

You have to know what you already have in terms of personal data, and what you are doing with it, before you can start implementing GDPR elements. This is best achieved by:

Create or review your **Information Asset Register**, ensuring its completeness and accuracy.

Guidance - <http://www.nationalarchives.gov.uk/documents/information-management/identify-information-assets.pdf>

Template - https://weisf.essex.gov.uk/Documents/iar_template.xls

Map data flows

How data flows in and out of the school – and which remains static.

Evidence of compliance

Add in the remaining elements required under Article 30 to produce your full **Records of Processing Activity**, these include:

- Details of the Data Controller and DPO
- Purpose of processing
- Categories of Data, Recipients and subjects
- Link to associated PIA/privacy notice/contract/ISP
- Transfers overseas, which country and the safeguards applied
- A description of the technical and organisational security applied to personal data
- A list of Data Processors, with names and contact details, any associated representatives, and their DPO contact details

Template available for IGS when purchasing support

Key Legislative Changes – Privacy Notice

<https://ico.org.uk/for-organisations/guide-to-data-protection/privacy-notice-transparency-and-control/where-should-you-deliver-privacy-information-to-individuals/>

Once you have compiled your Records of Processing Activity, you will have full sight of all of the processing you carry out, and must then make sure that your privacy notice covers every element of processing:

- Main privacy notice should be hosted on your website
 - Sub menus at the side to break down types of processing will help users access the correct details for their data, e.g.:
 - Pupils
 - Parents
 - Staff
 - 3rd Parties/Contractors
- All consent forms and data capture forms must point to the webpage privacy notice, and explain how to access if no internet connectivity
- See example at www.essex.gov.uk/privacy
- Use all communications channels available to you to publicise your privacy notice
- You **MUST** explain how you process personal data across your organisation via your privacy notice, regardless of whether you have a statutory duty for the processing, or are using consent
- Ensure you capture your processing of staff data, including any volunteers

Accessibility

Ensure your privacy notices are:

- Clear, plain English
- Clear to a child where a notice is directed at them
- Has an easy read version
- Has a link to Google Translate
- Link your privacy notices to your Records of Processing Activity

Consent

Ensure you understand your statutory duties. Re-familiarise yourselves with your relevant legislation e.g. Education Act, Education & Skills Act, Children Act etc., so you are clear about how, and to what extent, the law requires you to process personal data.

Where consent is **necessary**, ensure that any consent you collect is:

- Clear, unambiguous, explicit, accessible and intelligible
- Recorded to evidence that consent was given
- Provided with clear instruction on how to withdraw that consent
- Without an imbalance of power

Data Protection Officer

The Data Protection Officer (DPO) is a new statutory post prescribed in the regulation. Each School must assign a DPO, either internally, outsourced, or in an umbrella group, e.g. MATs where one DPO can be assigned to cover all schools within the Trust. DPOs are not personally responsible in cases of non-compliance with the GDPR. The GDPR makes it clear that it is the controller or the processor who is required to ensure and demonstrate that the processing is in accordance with its provisions. Data protection compliance is a responsibility of the controller or the processor.

There should be adequate and regular training for DPOs – but this is not yet prescribed.

ECC's Information Governance Support service (IGS) has a range of services we can provide to support your implementation of the GDPR

- Training,
 - Bespoke focussed sessions
 - DPO training
- Audits – including provision of action plan and templates
- Helpdesk for compliance related queries
- Statutory requests service

We recommend that schools cluster wherever possible to share costs – however audits are bespoke to the school.

To access services, please contact us at:

- IGS@ESSEX.GOV.UK

At all of the meetings headteachers expressed strong concerns about the requirements, complexity, cost and time needed to implement the GDPR. It was noted that school staff and governors have been made extremely anxious by the training sessions that they have attended in the last few months.

It was **AGREED** that EPHA will produce a straightforward guide to both the current Data Protection regulations (to make sure that schools comply with existing regulations) and a guide to implementing the GDPR over the next 11 months.

The full presentation can be found on the EPHA website at

www.essexprimaryheads.co.uk

6. DATES AND TIMES OF FUTURE MEETINGS

Area Heads Meetings

Autumn term 2018

N-EAST	Wednesday 8 November	Weston Homes Community Stadium
SOUTH	Thursday 9 November	Holiday Inn, Basildon
WEST	Wednesday 15 November	Weston Homes Business Centre, Takeley
MID	Thursday 16 November	Chelmsford City Football Club

Spring term 2018

SOUTH	Wednesday 21 February	Holiday Inn, Basildon
N-EAST	Thursday 22 February	Weston Homes Community Stadium
WEST	Wednesday 28 February	Weston Homes Business Centre, Takeley
MID	Thursday 1 March	Chelmsford City Football Club

Summer term 2018

SOUTH	Wednesday 13 June	Holiday Inn, Basildon
N-EAST	Thursday 14 June	Weston Homes Community Stadium
WEST	Wednesday 20 June	Weston Homes Business Centre, Takeley
MID	Thursday 21 June	Chelmsford City Football Club

EPHA Annual General Meeting

Thursday 12 October 2017

Chelmsford City Football Club

EPHA Conferences

Deputy/Assistant Headteachers' Conference

Friday 6 October 2017

Weston Homes Community Stadium

Headteachers' Conference

Friday 23 March 2017

Stock Brook Country Club, Nr. Billericay

Pam Langmead

EPHA Professional Officer

pam@langmead.me.uk

01621 786359

07791 143277