

ESSEX PRIMARY HEADTEACHERS' ASSOCIATION

MINUTES OF THE EXECUTIVE COMMITTEE MEETING HELD ON THURSDAY 24 JANUARY 2019 at 9.00 am – 12.20 pm at Chelmsford City Football Club

Distribution	Lehla Abbott	North East Vice-Chair
	*Lois Ashforth	Dengie
	*George Athanasiou	West Vice-Chair
	*Dawn Baker	Chelmsford West/Mid Treasurer
	*Sue Bardetti	Tendring South
	*Nicky Barrand	South Chair/Basildon East & Pitsea
	Isobel Barron	West Chair
	*Liz Benjeddi	Billericay
	*Heidi Blakeley	Wickford
	*Amanda Buckland-Garnett	South Woodham Ferrers
	John Clements	Uttlesford South
	*Anna Conley	Witham
	*Dawn Dack	Maldon
	*Emma Dawson	Castle Point and Benfleet
	*Sarah Donnelly	Halstead
	*Fiona Dorey	Mid Chair
	*Andy Douglas	South Vice-Chair
	*Mary Jo Hall	West Treasurer/Uttlesford North
	Bridget Harris	North East Treasurer
	*Shelagh Harvey	Brentwood
	*Nick Hutchings	EPHA Vice-Chair/North East Chair/ Colchester West
	*Chris Jarman	Epping Forest South
	*Pam Langmead	EPHA Professional Officer/County Treasurer
	Julie Lorkins	Epping Forest Rural
	*Ian MacDonald	Tendring Mid
	*Mark Millbourne	Harwich and Dovercourt
	*Kate Mills	Braintree
	*Nicola Morgan-Soane	Mid Vice-Chair/ Chelmsford South
	*Hayley O'Dea	Rochford
	Donna Parker	Tendring North
	*Paula Pemberton	Colchester East
	*Lorna Pigram	Rayleigh
	*Harriet Phelps-Knights	EPHA Chair
	Amanda Reid	Chelmsford North
	*Angela Russell	Basildon West
	*Suzy Ryan	Colchester South
	*Karen Tucker	Canvey Island
	*Jonathan Tye	Harlow

Also in attendance

Jan Bloomfield	Essex Police
Jeremy Spencer	Ofsted Senior HMI

1. WELCOME AND APOLOGIES FOR ABSENCE

Action

Harriet Phelps-Knights, the EPHA Chair, welcomed everyone to the meeting, including new colleagues on the EPHA Executive:

- Heidi Blakeley, who represents Wickford
- George Athanasiou, the new West Vice-Chair

She noted that this would be Andy Douglas's last meeting as he is moving to take up a headship in Southend. Andy was thanked for his contribution and commitment to EPHA as the South Vice-Chair.

Apologies were received from:

- | | |
|-----------------|-----------------------|
| • Lehla Abbott | North East Vice-Chair |
| • Isobel Barron | West Chair |
| • John Clements | Uttlesford South |
| • Julie Lorkins | Epping Forest Rural |
| • Donna Parker | Tendring North |
| • Amanda Reid | Chelmsford North |

2. MINUTES OF THE PREVIOUS MEETING

The minutes of the Executive meeting held on 11 October 2018 were confirmed as an accurate record.

The Professional Officer gave the following update about the Colleague Supporter programme, which was discussed at the EPHA Annual General Meeting in October and launched later in the autumn term.

"As you know, the EPHA Colleague Supporter programme was developed following discussions at the Annual General Meeting in October, about what support we could offer new and acting headteachers in Essex primary-phase schools. After that meeting I developed the programme information and a questionnaire for both new heads and for Colleague Supporters to complete. The pen portraits are in a directory on the EPHA website (I need to chase a few heads who have said that they will offer support, but haven't had the chance to complete the questionnaire and pen portrait).

This service is *absolutely free* to new and acting primary, nursery, infant and junior headteachers in Essex. EPHA recognises the importance of supporting new heads in their early days of headship and wants to ensure that every new head feels able to connect with a Colleague Supporter, without having to draw on their school's budget. At the same time, EPHA remunerates a Colleague Supporter's own school, so that they are able to commit to a professional role knowing that they are contributing financially to their school, as well as benefiting professionally. I will set up a separate cost centre on the accounts, so that we can keep track of the cost of the programme. These will be paid from the main current account.

We now have 8 Colleague Support pairs and I am busy contacting new headteachers

this term (and still some from last term) to continue offering support. I will follow up with the “pairs” to check that they have got going, and to keep tables on whether the support is working for both.

Multi-Academy Trusts

Where there is a new Head of School, I have contacted the Executive Headteacher/CEO of the MAT, rather than contacting the HoS directly, as I don't want to undermine the CEO's authority. In one case the Executive Headteacher has come back to say that she welcomes any support on offer, so I will contact any new Heads of School directly. In a couple of other cases I have not had a reply from the Executive Head, but I will continue to try to make contact, so that the offer has been made.

We need more Colleague Supporters, particularly those who are heading up academies, and in Mid in particular. Please let me know if you are happy to be added to the list. In a few cases the support had already been arranged by the LA; in those cases I have been contacting the supporting headteacher to ask them to do this within the CS programme. They have all been very happy to do this (not least because they can then claim for their time).

Colleague Supporters signed up so far

South

Luke Bulpett (Brightside Primary)
Dominic Carver (South Benfleet Primary)
Emma Dawson (Thundersley Primary)
Melissa Eades (Sunnymede Infants)
Kerry Geary (The Phoenix Primary)
Christine Redpath (The Robert Drake Primary) - *Linked with Sarah Warnes (Jotmans Hall Primary)*
Gary Soars (The Edward Francis Primary)
Sean Tobin (Berlesduna MAT) – *linked with Chris Joy (Hamford Academy)*
Michael Wade (Quilters Infants and Juniors)

Mid

Amanda Buckland Garnett (Collingwood Primary) - *linked with Kelly Koller (Beaulieu Park School)*
Marie Staley (Moulsham Juniors)
Mike Williams (Trinity St Mary's, South Woodham Ferrers)

West

Tracey Bratley (Manuden Primary) – *linked with Rebecca Pine (Newport Primary)*
Mary Evans (The Henry Moore Primary)
Kim Hall (Henham and Ugley Primary)
Ian Kendal (St Luke's and St Albans Catholic Primaries)
Christine Peden (Pear Tree Mead Primary) – *linked with Jane Harvey (Staples Road)*
Colin Raraty (Rodings Primary)
Linda Todd (Radwinter Primary) – *linked with Hannah Wheatcroft (Farnham and Rickling Primaries)*

Kevin Watts (Great Dunmow Primary)

North East

Sue Bardetti (Holland Haven Primary)
Liz Bartholomew (The Mayflower Primary)

Tracey Caffull (Great Bentley and Frinton Primaries)
 Nick Hutchings (Hamilton Primary)
 Mark Millbourne (All Saints Dovercourt)
 David Milligan (Gosbecks Primary)
 Julie Sarti – *linked with Abbie Fairbairn (Lawford CE Primary)*
 Suzy Ryan (Fingringhoe Primary) - *linked with Donna Gaffney (Laver-de-la-Haye Primary)*

3. EPHA REPRESENTATION ON WORKING GROUPS AND COMMITTEES

a) Chairs Report

The Chair noted that, due to the launch of the EPHA Colleague Supporter programme, the NAHT has decided not to pursue the introduction of a mentoring programme in Essex.

The EPHA Chairs and Professional Officer attended a leadership meeting with Clare Kershaw and the Assistant Directors. A number of key issues of concern to schools were discussed.

The Local Authority has ceased offering a Staff Sickness Insurance scheme, with effect from 1 April 2019, and there was concern that the information was shared with schools relatively late in the day. EPHA Chairs argued that there could be an impact on the buy-in to Essex Payroll as one of the current benefits of that system is the direct administrative link with the SSI scheme.

A number of headteachers have reported the increase in electricity costs associated with the provider procured by Essex LA. The basic costs have remained the same, but there has been a huge increase in associated charges within the new contract. One headteacher noted that the cost for her school has risen from around £500 to around £4,000 a quarter.

The Local Authority is planning to charge for its data package from September 2019. They also said that they wish to change their approach to the termly headteacher meetings and want to include more case studies and good practice. This has not always been well received in the past, and one headteacher suggested that EPHA should suggest specific themes to the LA, rather than waiting for them to decide the focus. In addition it would be helpful to hear from schools in different quadrants. The group discussed whether the termly meetings were the right forum for this approach, noting that the School Led Improvement Partnership quadrant meetings also give an opportunity to share good practice. It was **AGREED** that EPHA will produce evaluation forms for the termly headteacher meetings, to gather feedback about the new approach.

The Chair noted that the EPHA Professional Officer will produce a consultation response to the proposed Ofsted framework. Executive members were asked to comment on an initial version, and the model can then be shared with schools, who may choose to use or adapt this version as a response to the consultation.

The Chair noted that she had attended a SEND IASS meeting on 21 November, on

Professional
Officer

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behalf of EPHA. It was noted that there are just four case workers across Essex. The meeting discussed transition points, the need for their website to be more effective, and a possible link with the SEND roundtable. SEND IASS also noted its concerns about some third party attendance consultancies that are failing to take into account the problems that some children with SEND may experience, which impact on their attendance.

SEND IASS has conducted a parent survey but there were insufficient responses to make the feedback meaningful.

Schools Forum

In November the Schools Forum voted against the Local Authority's proposal to transfer 0.5% of the Schools Block funding to mitigate the projected overspend in the High Needs Block. The LA subsequently wrote to the DfE to ask for this decision to be overturned.

Schools Forum has asked (repeatedly) for better and more transparent information around the High Needs Block expenditure. There is some feeling that there is a lack of support and understanding from some LA Officers about the funding pressures on schools and a continuing concern about the lack of funding and support in mainstream schools for the increasing number of children with complex needs.

The primary AWPU will be £2,844.77 in the 2019/20 financial year, an increase of £20.45. However, this does not relieve the additional pressures on school funding, including the Local Government pay award (being implemented in April), the increase in teacher pensions contributions, and the increasing costs of traded support services. An additional 131 primary schools will trigger the Minimum Funding Guarantee.

SEND Headteacher Roundtable

The group continues to discuss the sign-up to the Inclusion Statement, which is key part of the aim for schools to become equally inclusive and responsible for children with SEN. The NAHT had advised schools to be wary of signing the statement (in case they were held legally accountable for the intentions within the statement) but have now agreed to promote the Inclusion Statement, as long as one word – "possible" – is changed to "reasonable". To date 63 primaries, 6 special and 16 secondary schools had signed up to the statement.

The Local Authority redesign and workforce development is in the early stages. A redesign of the system is underway, and there will be public consultation in advance of a consultation with current staff.

b) Professional Officer's report

Pam Langmead referred to her report circulated in advance of the meeting. She noted that in addition to the attendance at meetings (and writing follow up reports), her work for EPHA has included:

- Information, emails and communications with all headteachers;
- Responding to queries and actions from the Executive, ECC, other association officers, interested companies;
- Individual support for headteachers when issues arise;
- Identifying and supporting new headteachers;

- Creating a job description for the Colleague Supporter role; model pack for clusters to use; establishing the programme;
- Briefings to headteacher groups – 21 partnerships/clusters are now holding termly briefings – researching and writing briefing notes and presentations –and keeping them up to date as new directives, guidance and documents are introduced;
- Writing 7 minute staff meetings – Sexual Violence and Sexual Harassment, Self-harm management toolkit, and Safeguarding for Volunteers;
- Writing an editorial for Education Essex in November;
- Part of the shortlisting panel for the Essex Teaching Awards (primary headteacher and primary teacher)
- Developing support materials for schools, including statutory policy lists, website lists, and the Support Directory;
- Organisation and management of the area meetings in the summer and autumn terms;
- Organisation and management of the WEPHA conferences;
- Organisation and support for the West Expansive Education Network;
- Managing the EPHA finances: paying claims and invoices, supporting area treasurers, producing reports, paying in cheques;
- Managing the bookings, organising and running the Deputy Headteacher conference, future planning for Deputy and Heads' conferences;
- Updating EPHA records and website;
- Writing a Business Continuity Plan for EPHA;
- Other tasks as required.

4. YOUTH JUSTICE TEAM AND COLLABORATIVE WORKING WITH POLICE

Jan Bloomfield, Youth Justice and ASB Manager, Essex Police, was welcomed to the meeting. She explained that Assistant Constable Andy Prophet leads on Communication and Young People in the county.

In the past there were different models around engagements with schools, including a team of school based police officers. Currently there are a number of Children and Young Person's officers, but the system is not working particularly well. There are just 13 officers across Essex, Southend and Thurrock and they focus on the most vulnerable and serious cases. The police force has reviewed the whole of the youth justice system, and is now establishing a central Youth Justice Team. This team will offer

- Central point for consistent advice and guidance to officers and partners.
- 6 YJT Coordinators; 0800-2000hrs Monday to Saturday.
- Contact all victims to ensure a high level of service, record victim views, consent to share and comply with Victims Code (restorative justice).
- Managing investigations that require a safeguarding approach.
- 'Policing Support Officer' powers to enable interviewing and administering outcomes to young people.
- YJT aiming to be fully staffed by March/April 2019. External YJT email available to schools for advice (non-emergency) now.

youth.justice.team@essex.pnn.police.uk

The Youth Justice Team coordinators will review every youth crime and "triage" the

event, deciding whether this should be allocated to the police or to the Community Policing Team. Part of the intention is to avoid over-criminalising children and to promote effective multi-agency working.

The police are also piloting multi-agency panels in the cases where there is an “out of court” disposal (i.e. a caution). The Multi-Agency Out of Court Decision Making Panels include:

- Panel members: police, YOT, Gangs Prevention, RJ Hub, youth service, POWER (Health & Justice), admin support.
- Weekly panels to decide outcomes. (live since September 2018)
- Introducing *Community Resolution PLUS*.
- YJT arranging to administer outcomes alongside CYP officers.
- Review and evaluation process.
- Funding by ECC.

There is no current school involvement, but Jan agreed that there was no reason that schools should not attend, and Andy Prophet is currently considering whether a member of the Youth Justice Team should have an educational background. Jan noted that any headteacher would be welcome to observe a panel meeting.

In future Essex Police is planning to increase the Community Policing Team by an additional 50 officers. Chelmsford District have already identified and named a number of CPOs as linked with secondary schools.

The EPHA Executive stressed that (some) primary schools also need this direct engagement with police officers. Many schools are seeing more crime at a younger age, and argued that intervention at primary age can be extremely effective to break the cycle of criminal and anti-social behaviour.

The group discussed PSHE engagement by the police, and stressed that it should be tailored to the specific needs of a school rather than simply offering generic training that may well be duplicated elsewhere.

The Professional Officer **AGREED** to circulate a presentation provided by Jan. This included information about protocols around serious incidents in schools, and sexting.

Professional
Officer

5. OFSTED UPDATE

Jeremy Spencer, Senior HMI in the Eastern region, was welcomed to the meeting. He gave a presentation, sharing materials from the consultation launch events taking place across the country. The consultation on the new Ofsted framework runs until midnight on the 5th April and Jeremy stressed that it is essential that schools respond to the consultation, as Ofsted is determined to make this the strongest framework possible.

The draft framework is part of the implementation of Ofsted’s 5 year strategy:

Ofsted Strategy 2017–22

Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost.	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour.	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny.
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable.	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear.	Focused We will target our time and resources where they can lead directly to improvement.

The case for change

- Currently, the accountability system can divert schools from the real substance of education.
- What young people learn is too often coming second to delivering performance data.
- This data focus leads to unnecessary workload for teachers.
- Teaching to the test and narrowing of the curriculum have the greatest negative effect on the most disadvantaged and the least able children.

Jeremy noted that standards have risen and outcomes have improved over 10 – 15 years, but schools are spending too much time defending outcomes rather than focusing on the real quality of education. Discussions during inspection are too often based on graphs and charts, and the focus on data has created an unnecessary workload.

The new judgement on the "Quality of Education" has a key focus on the curriculum. Jeremy stressed that this does not mean that Ofsted will no longer be concerned about outcomes, but inspectors will have less of a focus on internal data (and may not look at it at all).

The Overall Effectiveness judgement remains the same, informed by:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

Jeremy stressed that schools will not be expected to have a perfect, advanced curriculum in place for the beginning of September; inspectors should be able to see a gradually improving curriculum over time.

Ofsted is retaining the four grades (inadequate, requires improvement, good and outstanding), and there will continue to be judgements about Early Years and Sixth Form (where applicable),

There will continue to be a sharp focus on safeguarding.

The inspection of safeguarding will continue to be built around three core areas.

- **Identify:** how do leaders and other staff identify learners who may need early help or who are at risk of abuse?
- **Help:** what timely action do staff take to ensure that learners get the right support when they need it, including preventative work, and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and, in particular, how do they manage safe recruitment and respond to allegations about staff/other adults?

Inspectors will continue to judge whether safeguarding is effective or ineffective.

The importance of the curriculum

'If [children's] entire school experience has been designed to push them through mark-scheme hoops, rather than developing a **deep body of knowledge**, they will struggle in later study.'

Amanda Spielman (at launch of Ofsted annual report 2016/17)

Ofsted will ask: Has the content of the curriculum been learned long term?

'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.'

Ofsted has discussed the merits of both skill and knowledge based curricula and has concluded that the two are closely linked:

Knowledge leads to a skill (capacity to perform) = progress

A new Quality of Education judgement:

Intent

Curriculum design, coverage and appropriateness

Implementation

Curriculum delivery

Teaching (pedagogy) –contribution to delivering the curriculum as intended

Assessment (formative and summative)

Impact

Attainment and progress (including national tests and assessments)

Reading

Destinations

Ofsted is responding to some frequently asked questions, including around a transitional period and whether there is an expected "Ofsted curriculum". There isn't, and Jeremy warned that schools should be wary of buying advice and specific products from consultants. Ofsted considers that quality of education is about schools and trusts considering and implementing a curriculum that is right for them.

Consultation questions

Question 1:

To what extent do you agree or disagree with the proposal to introduce a 'quality of education' judgement?

It was noted that, in principal, this seemed like a good development, but in practice would depend on how much inspectors continue to focus on data. One headteacher noted that in her recent Section 8 inspection there was a strong focus on curriculum and it was clear that inspectors were being trained in the new framework.

Lesson observations will still be a core part of inspection (though lessons will not be graded). Inspectors will talk to teachers about sequence of work and expectations of core knowledge. They will sample work, and there will be a continued focus on groups of pupils, such as those eligible for pupil premium funding.

Jeremy was asked if there would be focus on individual subjects or the curriculum as a whole. He noted that this will largely depend on the type of inspection or if, for example, there are any concerns or strengths in a particular subject area. Section 8 inspections may have a greater focus on a subject.

Judging behaviour and attitudes

- High expectations, consistent and fair implementation
- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Jeremy noted that paragraph 186 (draft handbook) notes that when making a judgement, inspectors are asked to focus on the "journey" of a child's behaviour, rather than a one off incident.

Judging personal development

- Spiritual, moral, social and cultural development
- Character
- Fundamental British values
- Careers guidance
- Healthy living
- Citizenship
- Equality and diversity
- Preparation for next stage

Question 2:

To what extent do you agree or disagree with the **proposed separation** of inspection judgements about learners' personal development and learners' behaviour and attitudes?

Judging leadership and management

- Vision, ethos and ethics
- Staff development
- Staff workload and well-being

- Off-rolling
- Governance/oversight
- Safeguarding

The Executive asked how off-rolling was going to be judged. Jeremy noted that Ofsted has information and data available that will enable them to decide whether off-rolling or gaming are an issue within a school.

The Professional Officer asked whether Ofsted will take into account the current funding and recruitment pressures that schools are facing, which may make it hard for them to offer an enhanced curriculum (and in the case of secondary schools, may make it impossible for them to offer the full range of subjects). Jeremy suggested that this comment should be included in the response to the consultation.

Helping to relieve staff workload

Too much of **teachers' and leaders' time and energy** are spent generating, entering, uploading and analysing progress and attainment internal data 'to prove' not 'improve'.

- It can be difficult to establish the **validity** of internal data during inspection.
- Assessments are sometimes also carried out in ways that create **unnecessary burdens** on staff and learners, while not sufficiently helping pupils embed knowledge or producing clear next steps.
- Inspectors will focus on **what is taught** and how it contributes to the school's intent.
- Inspectors **will not** look at schools' internal progress and attainment data for current pupils.
- Inspectors will continue to have regard to published national data and the analysis of it.
- Inspectors will consider how **leaders engage with and manage staff**, taking account of the main pressures on them.

It was noted that the DfE is really keen to address the issue of staff workload and this features heavily in the new handbook, but concerns were expressed that it does not address headteacher workload (and some aspects of the proposals will increase headteacher workload). The proposal that Ofsted will not take into account internal performance data may reduce workload, but may also make it difficult to justify and explain the progress that some pupils are making.

Question 3

To what extent do you agree or disagree with our proposal not to look at non-statutory internal progress and attainment data and our reasons why?

Proposed changes to section 8 inspections of good schools

Purpose of a section 8 inspection of a good school remains the same: to **confirm** that a school remains good.

- The proposed EIF (Education Inspection Framework) represents an **evolution** in what it means to be a 'good' school.
- We are proposing that a s8 inspection of a good school will focus on **specific aspects of provision**, mostly drawn from the quality of education judgement but also elements of behaviour, personal development without 'grading' them

specifically.

- Inspectors will continue to report on whether **safeguarding** is effective or ineffective.
- To ensure the opportunity to gather sufficient evidence while on inspection, we are proposing increasing the lead inspector's time **on site to two days**.
- A section 8 inspection of a good school will have a smaller inspection team than a section 5 inspection.
- Arrangements for conversion and follow on inspections will remain the same.

Question 4

To what extent do you agree or disagree with the proposed focus of section 8 inspections of good schools and non-exempt outstanding schools and the proposal to increase the length of these inspections from the current one day to two days?

Proposal for pre-inspection preparation on the school site

- In order to allow **better communication** between the lead inspector and the school, and to give the school a clear **role in preparation**, we are proposing that pre-inspection **preparation takes place on site**.
- The proposal involves the inspector arriving on site the afternoon before the inspection.
- The intention is to enable inspectors and leaders to **plan the inspection collaboratively** wherever possible.

In reality this means that a school will receive a phone call before 10.00 am and the Lead Inspector will arrive on site at 12.30 pm. Jeremy noted that the afternoon will be used by the Lead Inspector for their preparation and not all of the time will be spent with headteachers and senior leaders. However, one headteacher who had attended a launch event the previous week noted that they had been told that headteachers would be expected to spend the time with the inspectors.

It was argued that this would have a considerable and detrimental effect on staff workload and wellbeing. There were practical concerns about the headteacher's immediate availability: he/she might be off-site, or teaching, or committed elsewhere. Supply cover might need to be arranged for the headteacher or other senior leaders. Headteachers would lose their opportunity to engage with staff (and, in some cases, to reassure and support them) in advance of an inspection. It was understood that the Lead Inspector would leave the school at 5.00 pm, but this then assumes that communication with all staff will take place after school hours.

Jeremy Spencer noted that the reaction to the 2 ½ hour notice time is so far broadly evenly split, although the headteacher who had attended a launch event noted that this was not the reaction she had seen (where most were firmly against the proposal, with some "don't knows"). On the whole, the EPHA Executive thought it was a terrible idea!

Question 5

To what extent do you agree or disagree with the proposed introduction of on-site

preparation for all section 5 inspections, and for section 8 inspections of good schools, on the afternoon prior to the inspection?

One headteacher asked why it is being proposed that Section 5 and Section 8 inspections are now identical in length – why not simply conduct full inspections which gives the opportunity to alter a judgement, if appropriate. Jeremy noted that this decision still relates to capacity, as a Section 8 inspection employs just one inspector.

The Executive asked about the current timetable for follow up inspections when a “good” school has been told that they may be better or worse, as an outcome of a S8 inspection. Jeremy noted that, to give this directive, an inspector needs to be convinced that a school is probably already outstanding (if subject to a full inspection) and the current “return” time is around 6 months (although, as is always the case, this could vary). In the case of a school that is good but potentially in decline, there “call back” is approximately 12 months, giving that school more time to make recommended improvements.

The Executive discussed the current exemption for outstanding schools. Jeremy explained that currently there is funding allocated to inspect around 10% of outstanding exempt schools, and the decision to inspect (under a Section 8) will be based on a risk assessment of outcomes, safeguarding or leadership.

Jeremy confirmed that, following the consultation, the intention is to produce a final framework and handbook in the summer term.

The Professional Officer asked if Ofsted is able to make its final decisions independent of any pressure from the DfE. (Jeremy didn’t really answer, and said he had never been asked this question before!).

A headteacher asked what training would there be for inspectors to ensure consistency and approach to a new framework. Jeremy reminded the Executive that all HMIs are now employed in-house. HMIs have regular discussions with Ofsted Inspectors, shadow their inspections and line manage inspectors. Ofsted insists on the very highest levels of interpersonal skills, but do also rely on intelligence and feedback from school to monitor their inspectors.

One headteacher asked if Ofsted had altered its approach to including serving headteachers as Ofsted Inspectors. Jeremy noted that Ofsted has a limited resource to manage OIs, and there is a continuous cycle of recruitment and ending of contracts, reflecting the demand and capacity in the system.

Another headteacher asked if, in future, serving headteachers who apply to become OIs will be expected to demonstrate that they are delivering an inspirational curriculum in their own schools. (This question was not answered!)

Jeremy was thanked for attending the meeting (and asked to return at a future date). It was **AGREED** that the presentation would be circulated to the Executive members.

7. HR UPDATE

Nicki Harris (HR for Schools) was unable to attend the meeting, but sent a briefing paper in relation to the Local Government pay award that is currently being negotiated with the Unions.

A final decision about the pay award should be agreed on 4th February, and there is likely to be a transition period in which the new rates will be introduced.

8. FINANCE REPORT

The EPHA Treasurer circulated a finance report in advance of the meeting, including information about the current account and conference account.

Current account income and expenditure 31.07.18 – 22.12.18

	Expenditure	Income
Miscellaneous	£1,950.57	£150.00 (research interview)
DSG		£0.00
Subscriptions		£0.00
Supply	£4,272.00	
Travel & mileage	£1,970.75	
Professional Officer	£21,503.98	
Meetings	£11,070.86	
Totals	£40,768.16	£150.00

The Professional Officer expenditure for August – December 2018 is broken down into

- *professional fees* £19,150.00
 - *mileage* £1,395.90
 - *expenses paid on behalf of EPHA* £ 958.08
- £21,503.98**

Bank statements for account 00795978

31.07.18	£227,346.08
13.12.18	£189,739.14

The Conference account Income and Expenditure 31.07.18 – 20.12.18

	Expenditure	Income
Balance		
Deputy conference 2018	£16,821.14	£22,500.00
£5,678.86		
WEPHA conference Sept 2018	£2,394.00	£1,530.00
(£864.00)		

Bank statements for account 00795978

31.07.18	£64,505.73
20.12.18	£55,920.59

There were no questions raised about the finance report.

9. ANY OTHER BUSINESS

One headteacher noted that inconsistent advice is being given by the Local Authority transport department, and planning and admissions. In one case a family was advised to apply to a school of their choice, but was not then informed that, as this was not their nearest school, their child would not then be eligible for free transport. It was **AGREED** that this would be raised at the meeting with LA Officers later in the day.

**Meeting
with LA
Officers
24/01/19**

10. DATES AND TIMES OF MEETINGS FOR THE REMAINDER OF THE 2018/19 SCHOOL YEAR

Executive meetings (Chelmsford City Football Club)

Thursday 9 May 2019

Area Heads Meetings

Spring term 2019

N-EAST	Wednesday 6 March	Weston Homes Community Stadium
SOUTH	Thursday 7 March	Holiday Inn, Basildon
WEST	Wednesday 13 March	Weston Homes Business Centre, Takeley
MID	Thursday 14 March	Chelmsford City Football Club

Summer term 2019

N-EAST	Wednesday 12 June	Weston Homes Community Stadium
SOUTH	Thursday 13 June	Holiday Inn, Basildon
WEST	Wednesday 19 June	Weston Homes Business Centre, Takeley
MID	Thursday 20 June	Chelmsford City Football Club

Conferences

Headteachers' Conference

Friday 22 March 2019 Stock Brook Country Club, Nr. Billericay

Deputy Headteachers' Conference

Friday 4 October 2019 Weston Community Homes Stadium

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Harriet Phelps-Knights
Chair of EPHA

Pam Langmead
EPHA Professional Officer