

**LA /ESSEX PRIMARY HEADS' ASSOCIATION MID AREA
THURSDAY 10 MARCH 2022**

MEETING SUMMARY

Agendas and minutes for these meetings available at www.essexprimaryheads.co.uk

Attendance List	
DISTRICT AND EPHA AGENDA (a.m.) (Notes below) Dawn Dack, Chair	<p>Welcome to the following Headteachers: Michelle Cole Widford Lodge School Debbie Hanson Clarity School</p> <p>Farewell to the following headteachers: Michelle Keeling Rayne Primary Lois Osbourne Larkrise Primary Mike Williams Trinity St Mary's CE Primary</p> <p>Dame Alison Peacock Marie Staley and Steve Whitfield</p> <p>Christina Gooday Dawn Dack</p>
COMPASSIONATE LEADERSHIP ENHANCED PROVISION AT MOULSHAM JUNIOR SCHOOL COACHING AND COUNSELLING EPHA UPDATE	
p 1 -11	<p>AREA AGENDA LA updates on current priorities including:</p> <ul style="list-style-type: none"> • Work of the Essex Taskforce and the Year of reading • Essex RE syllabus • Leadership wellbeing update • Bringing the inclusion framework to life: case studies from pilot schools • SEND workstream focus <p>Lisa Fergus Anita Kemp Catherine Hutley Alex Abercrombie Stephen Chynoweth Ralph Holloway Alison Fiala</p>
p 12	<p>Key dates</p> <p>MID headteacher meetings 2022/23 Thursday 16 June 2022 Thursday 10 November 2022 Thursday 9 March 2023 Thursday 22 June 2023</p> <p>Headteachers' Annual Conference 2022 Friday 25 March 2022 Chelmsford City Race Course</p> <p>Deputy Headteachers' Annual Conference 2021 Friday 7 October 2022 Colchester Football Stadium</p>
*Page numbers refer to the full minutes (posted on the EPHA website) of the Spring term Education Team update, held online on 1 st March 2022	

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DISTRICT AND AREA MEETING
THURSDAY 10 MARCH 2022
ATTENDANCE**

Present

Dawn Baker	CEO Hera Academy Trust
Jamie Bearman	St Peter's CE Primary
Rebecca Black	St Andrew's Juniors
Dida Burrell	White Court School
Stewart Caplen	Cressing Primary
Hannah Cagney	Bocking Primary
Lisa Christian	John Ray Infants
Alina Clay	Stock CE Primary
Anna Conley	The Howbridge Infants
Michelle Cole	Widford Lodge School
Sue Crace	Downham CE Primary
Andrew Cumpstey	St Michael's Juniors
Dawn Dack	Wentworth Primary/Mid Chair
Sharon Derbyshire	St Pius X Catholic Primary
Anita Easton	Great Bradfords Infant and Nursery
Kate Garnett	Tollesbury School
Carol Gooding	Danbury Park Primary
Mary Gurr	Hatfield Peverel Infants
Karen Harrison	John Ray Juniors
Natalie Hawkes	Newlands Spring Primary
Ceri Jones	Chipping Hill Primary
Jenny Kemp	Latchingdon CE Primary
Michelle Keeling	Rayne Primary
Ann Kelliher	Holy Family Catholic Primary
Jane Landa-Arrese	Moulsham Infants
Liz Maycock	Little Waltham Primary

In Attendance

Pam Langmead	EPHA Professional Officer
Alison Peacock	
Steve Whitfield	ECC
Alan Garnett	North Primary School
Christina Gooday	Councillor and coach
Bridgette Gough	Feering CE Primary
Susan Locke	Milldene Primary
Julie Sarti	Colne Engaine/Belchamp St Pauls
Jacky Wragg	Notley Family of Schools

Claire Mills	Chancellor Park Primary
Richard McIntosh	Baddow Hall Juniors
Sarah Meares	Terling CE Primary
Joanne Morgan	Gosfield Primary
Dominic Mulholland	Mildmay Juniors
Maire O'Regan	Margaretting and Roxwell
Natasha Outhwaite	Trinity Road Primary
Jennifer Penney	Shalford Primary
Rachael Plunkett	Priory Primary, Bicknacre
Matt Poyton	Lawford Mead Primary
Rowen Prigg	St Michael's CE Juniors
Amanda Reid	Perryfields Infants
Lesley Roche	Our Lady Immaculate C Primary
Emma Seward	Notley Green Primary
Lesley Schlanker	Baddow Hall Infants
Helen Shaw	Elmwood Primary
Claire Smyth	Beckers Green Primary
Marie Staley	Moulsham Juniors
Paul Sully	Beehive Lane Primary
Hayley Todd	Holy Trinity CE Primary, Halstead
Mike Walsh	Kelvedon Academy
Lisa Waters	East Hanningfield CE Primary
Cath Williams	Oaklands Infants
Mike Williams	Trinity St Mary's Primary
Carolyn White	De Vere Primary
Mike Wood	Elm Hall Primary
Justin Wrench	Great Bradfords Juniors

Apologies

Lois Ashforth	Cold Norton Primary
Ian Bowyer	Boreham Primary
Spencer Bragg	Southminster Primary
Amanda Buckland-Garnett	Collingwood Primary
Jinnie Nicholls	Bulmer St Andrew's/St Giles CE Primary
Emily Welton	ESSET

Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at pam@langmead.me.uk for amendment.

MID EPHA AREA MEETING MINUTES 10 MARCH 2022

1. WELCOME

Dawn Dack, the Mid Area Chair welcomed headteachers to the meeting and, in particular, the following new heads:

Michelle Cole	Widford Lodge School
Debbie Hanson	Clarity School

Farewell to the following headteachers:

Michele Keeling	Rayne Primary
Lois Osbourne	Larkrise Primary
Mike Williams	Trinity St Mary's CE Primary

If you are leaving please make use of the EPHA new heads' checklist, and complete it for your successor. This is available on the EPHA website at

<https://essexprimaryheads.co.uk/info-and-documents/good-practice/>

2. COMPASSIONATE LEADERSHIP

Dame Alison Peacock

Professor Dame Alison Peacock is Chief Executive of the Chartered College of Teaching, a new Professional Body that seeks to raise our status through celebrating, supporting and connecting teachers to provide expert teaching and leadership. Prior to joining the Chartered College, Dame Alison was Executive Headteacher of The Wroxham School in Hertfordshire. Her career to date has spanned primary, secondary and advisory roles. She is an Honorary Fellow of Queens' College Cambridge, member of the Royal Society's Education Committee, and a Visiting Professor of both the University of Hertfordshire and Glyndŵr University. Her research is published in a series of books about Learning without Limits offering an alternative approach to inclusive school improvement.

She acknowledged the challenge of the last two years, noting that schools have never shut and that headteachers have been expected to have the answers to everything, for everyone!

She started her presentation with a story about Miles, a pupil who attended her school in Wroxham. He had severe learning and developmental challenges, and spent much of his primary school life at a special school, but returned to Wroxham in Year 5. The school offered such personalised support to Miles that he achieved level 5 in his SATs and, years later, has been offered a place at the University of Birmingham.

The school's approach is that there are no limits to learning:

Fixed thinking:

Everything is stuck – nothing changes.

or

Transformability:

The art of the possible.

Alison argued that, more than ever, post pandemic, it is essential to build a listening school,

share a calm appreciation of all that is good and offers hope, and foster a sense of belonging and shared identity for both students and staff.

Making a difference – the **Affective domain**

- Our core purposes and values matter more than ever as we support refugees and youngsters hearing of war atrocities
- Less focus on 'catch-up' and more on re-inspiring connections and collective appreciation of learning
- How can we keep trying to 'find a way through' to every child?

She focused on the importance of wellbeing

- Self-care and awareness of how YOU and your staff team are feeling
- Awareness of your role in 'holding' anxiety of others, especially the headteacher
- Impact of loss and change for our young people
- Acknowledging the impact of world events on our community

Social Domain – generosity empathy

Alison posed a question to headteachers: what is the best (and worse) class to experience as a learner in your school? Also, what is the best/worst time of day, the best/worst place in the school. She stressed that it is essential that everyone – pupils and staff – feel comfortable enough to take risks.

The curriculum

What are the **key** areas of learning within each subject?

Are there new opportunities afforded to us via flipped or blended learning models?

- Appreciating diversity as strength
- Curriculum response
- Valuing heritage languages
- Cultural capital

Alison noted that, in her school, they developed collective leadership through **faculty leadership teams**, which included

- Experienced and novice teachers
- Teaching assistants and nursery nurses
- Governors
- Pupil feedback via Circle Groups

The teams were

- Humanities – history, geography, languages, design & technology, maths
- Creative – play, music, dance, drama, English, computing, art
- Health and wellbeing – forest school, extended school, lunchtime play, religious education, RSHE, science, physical education and games, global education

Intellectual domain

Quality of teaching

- Clear explanation
- Scaffolding
- Feedback

Assessment – low stakes methodology

- Choice and challenge
- Personal best
- No ranking or sharing of grades / predicted grades
- Learning Review Days
- Report writing in partnership

Chartered College of Teaching

Alison explained the vision of the Chartered College of Teaching:

As the Professional Body for all teachers, our vision is that the Chartered College of Teaching will help teachers to work in a research-informed way, providing the best possible education for all children and young people.

One of the college’s remits is one of passionate advocacy – speaking truth to power

- Mutant algorithm
- Hungry children and young people
- Accountability without nuance
- Exhausted teachers
- Unfair media portrayal

They offer career pathways

- Recruitment into our global profession
- Support during Early Careers
- Promotion prospects across the full range of posts
- Being the change we want to see

Chartered Status – from January 2022



Five years since its inception the College has achieved

- Chartered Status rigorous accreditation designed tested and available online – already accessed by 1,600 + teachers
- Over 1,000 peer-reviewed articles in Journals

- 4 million + visits to Chartered College resources
- Over 45,000 members and growing
- Financial independence from government

The EPHA Professional Officer suggested that the Association might consider establishing group membership for all Essex primary-phase headteachers; she will follow this up with the Executive.

Alison finished her presentation with a quote from Maya Angelou: “At our best, we are all teachers.”

The second session was a “fireplace chat” giving headteachers the opportunity to ask Alison questions. She covered the following issues:

How much should schools follow the directives of the DfE?

The educational settings status form was given as an example of a DfE directive that many schools felt was unreasonable and extremely time consuming.

Alison said that school should do what they felt was important and a good use of their time. She did not advocate ignoring or refusing to carry out DfE tasks, but did suggest that schools should do the bare minimum to meet the requirements.

Her view on the value and future of SATs

The NEU has been undertaking research around primary assessment, and is suggesting a national database of assessment materials. However, Alison felt it would be a brave government that would scrap the SATs altogether. She would like to move away from the high-stakes nature of SATs and questioned their value as children transition from Year 6 to Year 7. She is positive about all-through schools, particularly as a way of providing more effective transition into secondary education.

Parentkind is undertaking a survey of parents, asking their views of the value of SATs.

Heritage languages

The Chartered College employs a researcher and expert linguist, with a focus on decolonisation and diversification.

Alison argued that we need to see multi-languages in schools as a positive, rather than an additional educational need.

The forthcoming White Paper

Alison was asked about her understanding of the White Paper, in particular whether it will force all schools into MATs. Just under 50% of primary schools in Essex are still maintained.

Alison suggested that the White Paper will emphasise the importance of “families of schools”, and noted that academisation is complex and expensive. She argued that academisation of schools is “yesterday’s news”. If she had policy carte blanche, she would be looking at the impact of schools in deprived areas.

Early Career Framework

Many schools are finding the 2-year programme and provision of mentors a real challenge.

Alison noted that the intention behind a two year programme is sound, but the reality is that there are many hiccups as the new framework is being rolled out. Concerningly, the number of

people joining teacher training is down.

Top tip for wellbeing – particularly waiting for Ofsted

Alison's top tip was to be prepared, with data readily available and up to date, to avoid any last minute panics.

The Chartered College view of governors?

Choose them well, if you can.

Dawn Dack, the Mid Chair, asked if EPHA could put forward a representative to be part of the Chartered College Roundtable. Alison agreed that this would be a good idea.

3. ENHANCED PROVISION AT MOULSHAM JUNIOR SCHOOL

Marie Staley, headteacher at MJS, and Steve Whitfield, ECC SEND Strategy and Innovation

Marie and Steve explained that, as part of the Inclusion Framework pilot programme, Moulsham Junior Schools is setting up an invoice Enhanced Provision for Children and Young People with SEMH.

There are a small yet significant group of young people who really struggle on transition to KS3. Marie explained that these are the children that a primary schools nurtures and "hangs on to", but who often struggle in secondary school. This is often because they are emotionally and/ or socially very young. In order to best prepare these students we need to work in partnership to support their successful start in mainstream secondary school. The provision is a channel into mainstream secondary.

An enhanced approach for pupils with SEMH needs; situated at and lead by Moulsham Junior School for KS3 students who need additional support on transition to mainstream secondary provision. This is a similar set up to another provision in North East. It will offer:

- Early Intervention
- Tailored support
- Trauma Perceptive Practice aware
- A focus on emotional and social readiness
- Compassionate, hopeful and connected

Who is it for?

Students who have identified needs on the continuum of SEMH.

- Anxious
- Withdrawn
- Exhibit external, undesirable behaviours
- Previously excluded
- Potential school refusers

Referrals will be made by primary schools, in conjunction with their destination secondary school – the pupil will be on the secondary school role. Ideally students will only stay in the provision for a couple of terms. Steve Whitfield shared information about the referral process, using a "request for support" form. The unit will also offer additional support to primary schools such as outreach and support around TPP.

There were some concerns around the admissions process; would the provision take into account whether the pupil has been offered a place by the receiving school. Steve agreed to follow this up.

It was noted that the secondary school retains the AWPU for the student, so they should be able to fund transport if this is required.

A number of headteachers asked if something similar was being set up to support the very youngest children, when they transition into primary/infant school, as many schools are seeing similar problems. Steve noted that this has not been considered as part of the Inclusion Framework pilots, but that he would raise this with Catherine Hutley (ECC lead on the Inclusion Framework).

One headteacher noted that it was essential that the provision was not filled up with pupils who are waiting for places in specialist autism units; there was some concern that this provision might be used to avoid referral to more expensive settings.

4. COUNSELLING AND COACHING SERVICE

Christina Gooday

Christina retired as an Essex headteacher around 5 years ago. She explained that she had been a headteacher for 10 years and had been finding the job increasingly difficult; she started to have alarming medical symptoms. She ended up in A & E and was advised to change her job, see her GP and start counselling!

Christina acknowledged that the role has got even more challenging, particularly over the last couple of years. She has trained and now runs counselling and coaching sessions for headteachers and teachers. These are either face to face, online or by telephone. Her hope is that if someone under extreme stress and pressure accesses counselling, they may be able to cope and even thrive in their job.

Christina's contact details are
07784 490 434
CGooday@outlook.com

5. MID EPHA MEETING

Dawn Dack shared the following information:

- a) **The Spring term EPHA newsletter**, including dates for the 2021/22 school year, was circulated to headteachers in advance of the meeting -these can also be found on the EPHA website www.essexprimaryheads.co.uk.
- b) **Evaluations of the area meetings**
Dawn acknowledged the changed format this term, with the usual LA Education Team update online rather than at the beginning of the headteacher meeting. We will be going back to "normal" next term, with the LA update in the morning and the safeguarding forum, led by Jo Barclay, in the afternoon.

The Professional Officer will send out a questionnaire after the meeting to ask everyone's opinions about the termly headteacher meetings and, in particular, the format used this term.

c) Conferences

The annual Headteachers' conference will be held on Friday 25 March 2022 at Chelmsford City Race Course. Please note the change of date and venue, to enable us to accommodate everyone who wants to attend. The programme and booking form for the conference has been emailed to headteachers – please contact Pam Langmead if you want to attend. Key note speakers include Lady Marie Stubbs, Gillian Bridge and Ben McBean.

Next year's Deputy Headteachers' conference will be held on Friday 7 October 2022, at the Colchester Football Stadium. Presenters will include Jonathan Bond and Lee Parkinson (of Mr P fame).

d) Managing Complaints

EPHA has had a key focus this term on the management of complaints, recognising how challenging and time consuming they can be for headteachers.

Alongside two training sessions, delivered by Natasha Taylor, EPHA has developed a number of resources:

- Refreshed model complaints policy/procedures;
- Updated concerns/complaints leaflet;
- Rewrite of the Complaints Toolkit, now in line with the DfE 2019 guidance;
- A 7-minute staff meeting on managing complaints.

All of these resources are available on the EPHA website.

The online training session was also recorded – the link to the recording can be found at <https://youtu.be/p8bXEMFzExE>

e) Small Schools Support group

There are 59 schools in Essex with fewer than 120 pupils on roll; the smallest currently has just 40 children. Running a small school comes with its own unique challenges, the size of the budget being just one.

Other problems include the limited number of staff, including the size of the leadership team, the fact that a small-school head often has a timetabled teaching commitment, lacks administrative and support staff, and often has no caretaker – all of these pressures have to be managed and it is usually the headteacher who fills the gaps.

In addition there are logistical challenges, including how to deliver and lead the curriculum, educational visits and trips and so on. Parents of children with special educational needs often feel that a small school will offer a nurturing and secure space for their child – and they often do – but this adds hugely to the pressure on an already limited budget. Many of these schools are rural and the difficulty of accessing support from other services adds to their workload.

Finding and recruiting good governors is a challenge for all schools, but may be even harder in a small school in a rural location, with a limited local population.

EPHA recognises all of these issues, and so has decided to set up a Small Schools group, to

support these headteachers and to offer a regular forum for discussion, as well as a chance to share ideas and expertise. The first meeting of the group will be on Thursday 17th March at 3.30 pm – the Professional Officer has sent an invitation out to the small-school heads; we look forward to developing the group and offering support to these schools.

f) SEND Strategy – please try to complete the survey about Early Intervention and Inclusion

Following on from the recent Education Essex editorial and agenda items at EPHA and Headteachers Round Table meetings on the Inclusion Framework, the LA is completing a wide reaching piece of research and evaluation related to early intervention and the Inclusion Framework.

The **research and literature review** looks at statutory processes, provision in Essex and pupil life trajectories. The conclusion supports a shift in culture and practice across the local area towards early and timely intervention.

There is now an online **survey** to all schools to build on the research and determine what this could mean in practice in Essex, particularly what support, processes and initiatives are needed to enable and enhance inclusion in mainstream settings. The survey is an online activity with closed questions for the purposes of data analysis. This will be combined with qualitative information, feedback and case studies to inform recommendations going forwards.

6. FUTURE DATES

MID headteacher meetings 2022/23 – The Lion Inn, Boreham

Thursday 16 June 2022

Thursday 10 November 2022

Thursday 9 March 2023

Thursday 22 June 2023

Headteachers' Annual Conference 2022

Friday 25 March 2022 Chelmsford City Race Course

Deputy Headteachers' Annual Conference 2022

Friday 7 October 2022 Colchester Football Stadium