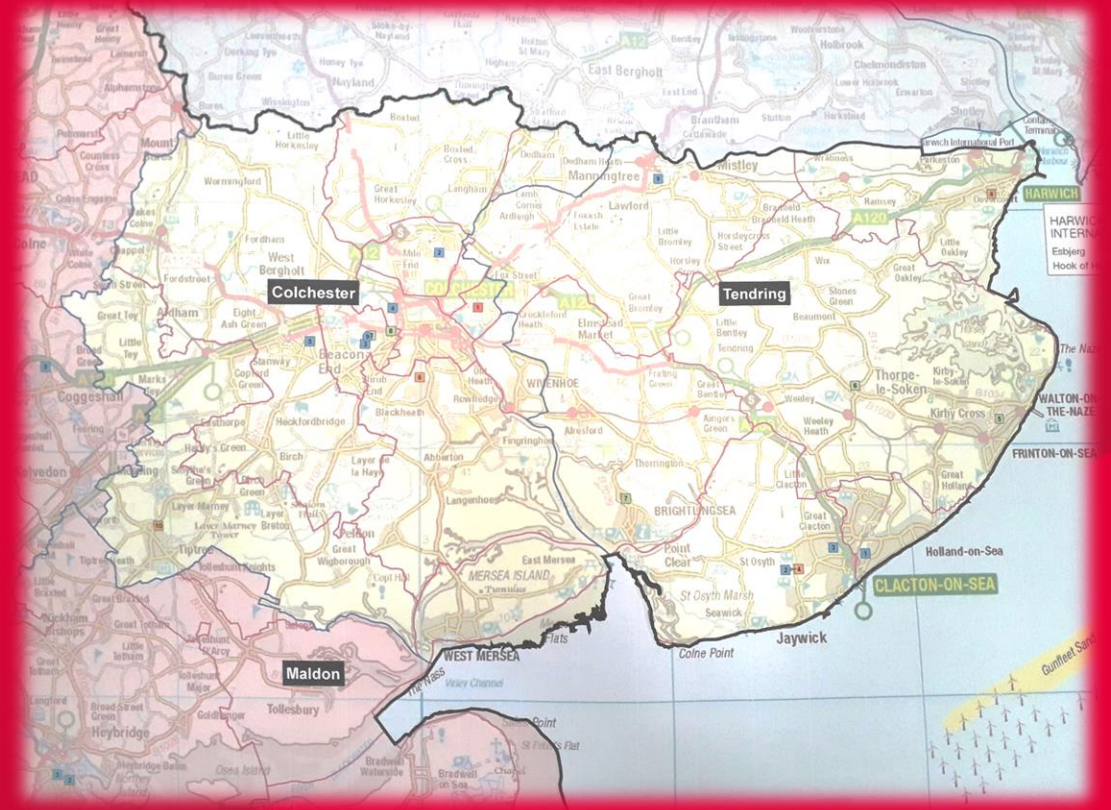


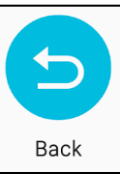
NE EPHA Quadrant Area Meeting

Autumn Term 2025

Clare Kershaw, Director of Education

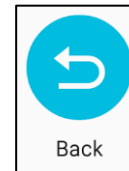


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1. [Director of Educations updates including:](#)
 - a. [2024-2025 pupil outcomes](#)
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2. [Attendance roundtable discussion](#)
3. [OfSTED renewed framework update from Peter Stonier, HMI](#)

Agenda

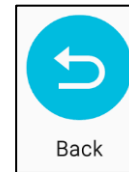


9:10am - 9.40am	Director's LA Updates	Clare Kershaw [Director of Education]
9.40am - 10am	Attendance Table Discussion	Stephen J. Chynoweth [NE Head of Education & EY]
10am – 11am	Strategic Update: Ofsted's Renewed Inspection Framework	Peter Stonier [Senior HMI, Ofsted]

2024-2025 ATTAINMENT OUTCOMES

District & Cohort Focus

Caveats and data information



EYFS & Year 1 Phonics data – 2025 outcomes collected from schools this summer. Data has not been formally published by DfE but is not expected to change from that used in this pack.

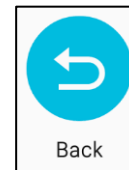
KS2 data – 2025 outcomes are based on the provisional dataset supplied by DfE in July 2025. Revised data not available until December 2025 but any changes likely to be minimal.

KS4 data – the 2025 data collection from schools is incomplete and as such must be treated with some caution. It only uses data from mainstream schools and is purely based upon aggregated figures submitted by schools on results day in August. Official DfE data not available until October 2025.

KS1-2 progress scores – there will be no data for 2025. This is due to there being no KS1 data for the pandemic years of 2020 and 2021 against which KS2 performance can be mapped.

Pupil groups data – to aid visual interpretation of these tabs, a colour scheme is used to denote the **highest** and **lowest** performing districts.

Key Messages for 2025 attainment outcomes



EYFS: % achieving a Good Level of Development

- Performance up from 69.4% in 2024 to 70.6% in 2025.
- Essex has exceeded the England average (68.3%) every year since 2013.
- The span between districts remains low at just 8.0% points (Uttlesford 75.4% v Braintree 67.4%). Only two districts are lower than England average.
- 49.9% of disadvantaged pupils achieved. Whilst this is up from 47.9% in 2024, it remains lower than the England average of 51.4%.
- Essex SEN Support pupils only saw a 0.2% points improvement to 23.0%. Nationally the increase was 1.4% points to 26.4%.
- Disadvantaged pupils perform lowest in Brentwood (42.2%) and Uttlesford (41.2%) - the two highest performing districts for all pupils.

KS2: % achieving the expected standard in Reading, Writing & Maths

- Since 2016, Essex has exceeded the national average for pupils achieving the expected standard in all three subjects. 2025 data shows Essex to be 62.7% compared to 62.2% nationally. Just three districts below England.
- Essex SEN Support pupils were up by 2.3% points to 27.4% but remain below their national peers (28.8%).
- Improvements over the last few years in Tendring have not been maintained. 2025 sees a drop of 0.2% points to 53.5% which extends the gap to the highest performing district (Brentwood 69.5%) to 16.0% points. Tendring is the only district with performance below 60%.
- Disadvantaged pupils improved by 0.2% points since 2024 to 43.5%. Nationally improvement was greater - going up 1.5% points to 47.4%.

Year 1 Phonics: % achieving the required standard

- Just 10.2% points is between the highest performing district (Brentwood 84.9%) and the lowest (Tendring 74.7%).
- Essex performance has always been +/- 1% point of the national average since Phonics Checks were introduced. 2025 data shows Essex to be 79.5% compared to 79.9% for England.
- Essex disadvantaged pupils (60.7%) perform significantly below their national peers (66.7%). Performance is down 3.7% points on 2024 (64.4%).
- Similarly, SEN Support pupils in Essex are nearly 6% points lower than their national peers (46.2% v 52.0%).

Overall Primary Phase

Essex 2025 performance in the primary phase shows a very similar pattern to previous years. There is particular strength in the Early Years Foundation Stage Profile, similar (to national) performance in Year 1 Phonics, and slightly higher than national performance in Key Stage 2.

However, particular concerns remain about the performance of disadvantaged pupils which make up around a quarter of all pupils - thus having a significant impact on overall Essex performance.

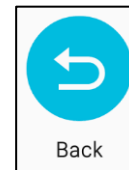
The differences between districts encouragingly remains low at the age of 5 and 6 but continues to increase as pupils get older. By age 11 this now reaches 16.0% points with Tendring no longer seeing the improvements of recent years.

EYFS - % pupils achieving a Good Level of Development

Trended data for ALL pupils								
District	2022	2023	2024	2025	Change since 2022 baseline		Change since 2024	
Basildon	63.1%	68.0%	68.0%	70.1%		7.0%		2.1%
Braintree	67.3%	69.6%	68.7%	67.4%		0.1%		-1.3%
Brentwood	71.0%	69.3%	73.2%	73.8%		2.8%		0.6%
Castle Point	58.9%	66.4%	68.8%	70.8%		11.9%		2.0%
Chelmsford	68.4%	69.6%	70.6%	72.6%		4.2%		2.0%
Colchester	67.9%	66.6%	68.7%	70.3%		2.4%		1.6%
Epping Forest	65.8%	70.4%	69.0%	70.2%		4.4%		1.2%
Harlow	64.8%	64.4%	65.8%	69.0%		4.2%		3.2%
Maldon	72.4%	69.8%	72.2%	72.2%		-0.2%		0.0%
Rochford	70.4%	75.1%	72.0%	74.1%		3.7%		2.1%
Tendring	65.8%	69.1%	69.2%	67.7%		1.9%		-1.5%
Uttlesford	72.5%	73.1%	74.0%	75.4%		2.9%		1.4%
Essex	66.8%	69.0%	69.4%	70.6%		3.8%		1.2%
England	65.2%	67.2%	67.7%	68.3%		3.1%		0.6%

* All percentage figures rounded to nearest one decimal place

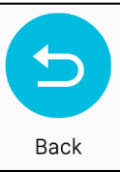
EYFS - % pupils achieving a Good Level of Development



2025 data by pupil groups								
<i>District</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>No SEN</i>	<i>SEN Support</i>	<i>EHCP</i>	<i>Disadvantaged</i>	<i>Non disad.</i>
Basildon	70.1%	63.3%	76.9%	78.3%	21.6%	5.6%	50.6%	74.4%
Braintree	67.4%	59.9%	75.6%	75.1%	23.2%	6.1%	47.9%	70.3%
Brentwood	73.8%	69.1%	78.7%	79.4%	20.4%	0.0%	42.2%	77.0%
Castle Point	70.8%	63.6%	77.4%	76.5%	22.2%	5.6%	50.0%	74.2%
Chelmsford	72.6%	65.3%	80.1%	80.0%	21.5%	7.4%	40.5%	76.7%
Colchester	70.3%	64.7%	76.2%	78.2%	21.3%	5.3%	50.3%	73.5%
Epping Forest	70.2%	62.3%	78.7%	76.1%	20.5%	13.3%	43.6%	74.1%
Harlow	69.0%	59.6%	78.4%	75.3%	27.7%	6.7%	56.2%	71.9%
Maldon	72.2%	64.5%	80.2%	76.5%	36.4%	0.0%	53.8%	75.0%
Rochford	74.1%	65.6%	82.3%	78.9%	26.5%	0.0%	58.8%	76.1%
Tendring	67.7%	58.0%	77.6%	76.6%	23.5%	4.5%	55.3%	71.4%
Uttlesford	75.4%	67.6%	84.5%	80.6%	23.3%	0.0%	41.2%	77.9%
Essex	70.6%	63.3%	78.3%	77.7%	23.0%	5.1%	49.9%	74.1%
England	68.3%	61.6%	75.4%	76.7%	26.4%	3.9%	51.4%	71.5%

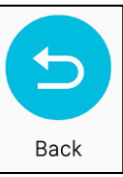
* All percentage figures rounded to nearest one decimal place

Year 1 Phonics - % pupils achieving the expected standard



Trended data for ALL pupils								
District	2022	2023	2024	2025	Change since 2022 baseline		Change since 2024	
Basildon	71.9%	76.1%	79.3%	78.3%		6.4%		-1.0%
Braintree	75.2%	80.1%	81.0%	77.9%		2.7%		-3.1%
Brentwood	79.5%	79.9%	82.9%	84.9%		5.4%		2.0%
Castle Point	72.1%	76.4%	76.4%	79.8%		7.7%		3.4%
Chelmsford	73.5%	82.3%	81.3%	78.6%		5.1%		-2.7%
Colchester	78.0%	81.2%	79.2%	79.7%		1.7%		0.5%
Epping Forest	72.7%	75.2%	82.0%	79.1%		6.4%		-2.9%
Harlow	75.8%	78.3%	79.0%	78.2%		2.4%		-0.8%
Maldon	77.6%	78.7%	83.2%	84.1%		6.5%		0.9%
Rochford	83.1%	84.8%	86.2%	83.6%		0.5%		-2.6%
Tendring	70.5%	74.9%	78.0%	74.7%		4.2%		-3.3%
Uttlesford	81.9%	84.9%	84.3%	84.6%		2.7%		0.3%
Essex	75.3%	79.2%	80.7%	79.5%		4.2%		-1.2%
England	75.5%	78.9%	80.2%	79.9%		4.4%		-0.3%

* All percentage figures rounded to nearest one decimal place

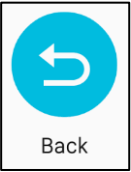


Year 1 Phonics - % pupils achieving the expected standard

2025 data by pupil groups								
District	All	Male	Female	No SEN	SEN Support	EHCP	Disadvantaged	Non disad.
Basildon	78.3%	73.8%	82.8%	86.7%	46.6%	13.5%	57.5%	84.2%
Braintree	77.9%	73.8%	82.1%	86.5%	40.5%	18.8%	58.9%	82.0%
Brentwood	84.9%	82.5%	87.4%	91.1%	43.1%	32.1%	59.8%	88.5%
Castle Point	79.8%	75.7%	84.6%	87.3%	47.9%	17.9%	63.6%	82.3%
Chelmsford	78.6%	73.4%	84.3%	86.7%	43.7%	26.0%	51.5%	83.3%
Colchester	79.7%	74.4%	85.3%	87.2%	47.0%	21.9%	63.3%	82.8%
Epping Forest	79.1%	76.1%	82.5%	86.6%	45.8%	14.3%	63.6%	82.1%
Harlow	78.2%	74.6%	82.1%	86.2%	51.6%	19.6%	66.4%	81.9%
Maldon	84.1%	78.5%	89.3%	91.3%	38.3%	30.8%	73.5%	86.3%
Rochford	83.6%	79.3%	87.7%	88.7%	54.9%	35.7%	66.7%	86.8%
Tendring	74.7%	69.2%	80.2%	83.6%	45.5%	6.6%	59.7%	80.4%
Uttlesford	84.6%	83.6%	85.8%	89.7%	52.5%	34.6%	58.0%	87.4%
Essex	79.5%	75.3%	84.0%	87.2%	46.2%	20.1%	60.7%	83.6%
England	79.9%	75.9%	84.0%	88.2%	52.1%	19.9%	66.8%	83.4%

* All percentage figures rounded to nearest one decimal place

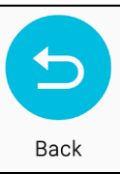
KS2 - % pupils achieving the expected standard in RWM



Trended data for ALL pupils								
District	2022	2023	2024	2025	Change since 2022 baseline		Change since 2024	
Basildon	61.3%	61.9%	62.3%	62.3%		1.0%		0.0%
Braintree	57.0%	60.8%	59.9%	59.8%		2.8%		-0.1%
Brentwood	67.8%	68.4%	67.9%	69.5%		1.7%		1.6%
Castle Point	58.2%	56.9%	63.3%	64.9%		6.7%		1.6%
Chelmsford	61.8%	64.1%	63.6%	61.3%		-0.5%		-2.3%
Colchester	58.9%	59.8%	60.3%	62.2%		3.3%		1.9%
Epping Forest	55.6%	58.6%	58.6%	63.2%		7.6%		4.6%
Harlow	60.3%	61.6%	62.7%	65.4%		5.1%		2.7%
Maldon	55.0%	57.4%	60.5%	62.8%		7.8%		2.3%
Rochford	62.0%	66.5%	70.9%	66.1%		4.1%		-4.8%
Tendring	45.0%	52.6%	53.7%	53.4%		8.4%		-0.3%
Uttlesford	65.9%	66.7%	67.8%	63.9%		-2.0%		-3.9%
Essex	58.9%	61.1%	62.0%	62.7%		3.8%		0.7%
England	59.0%	59.9%	61.1%	62.2%		3.2%		1.1%

* All percentage figures rounded to nearest one decimal place

KS2 - % pupils achieving the expected standard in RWM



2025 data by pupil groups								
<i>District</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>No SEN</i>	<i>SEN Support</i>	<i>EHCP</i>	<i>Disadvantaged</i>	<i>Non disad.</i>
Basildon	62.3%	59.9%	64.7%	71.6%	26.8%	12.3%	43.9%	70.5%
Braintree	59.8%	58.1%	61.7%	71.5%	25.7%	6.0%	41.9%	66.1%
Brentwood	69.5%	64.5%	74.8%	79.9%	35.3%	10.2%	43.3%	75.0%
Castle Point	64.9%	59.8%	70.3%	77.5%	27.9%	6.6%	44.2%	71.1%
Chelmsford	61.3%	61.2%	67.6%	75.7%	24.0%	7.3%	38.2%	71.2%
Colchester	62.2%	58.1%	66.5%	72.9%	29.3%	4.1%	41.8%	69.5%
Epping Forest	63.2%	57.1%	69.3%	73.2%	27.3%	7.8%	42.5%	69.7%
Harlow	65.4%	60.7%	69.9%	75.5%	26.8%	11.7%	52.5%	72.1%
Maldon	62.8%	60.1%	65.5%	73.1%	23.5%	16.7%	51.6%	66.9%
Rochford	66.1%	67.4%	64.8%	74.2%	21.4%	16.7%	49.0%	70.7%
Tendring	53.4%	50.1%	57.1%	65.5%	25.9%	10.4%	39.6%	62.9%
Uttlesford	63.9%	57.3%	70.7%	73.3%	34.1%	2.6%	44.3%	67.4%
Essex	62.7%	59.1%	66.3%	73.3%	27.3%	8.4%	43.5%	69.5%
England	62.2%	59.1%	65.5%	73.6%	28.7%	9.4%	47.4%	69.1%

* All percentage figures rounded to nearest one decimal place

Attendance

8.2%

Overall absence

5.3%

Authorised absence

2.8%

Unauthorised absence

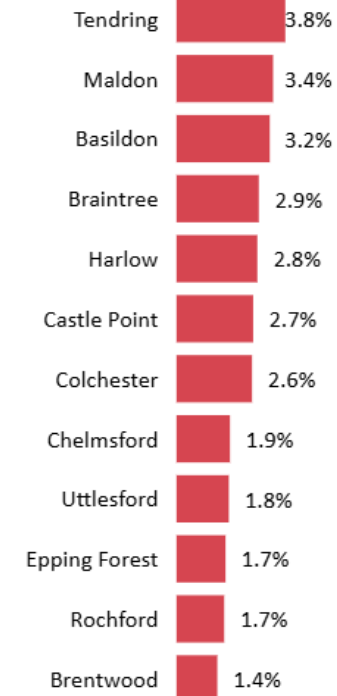
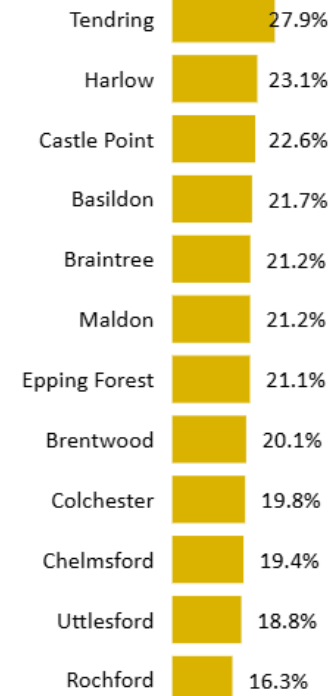
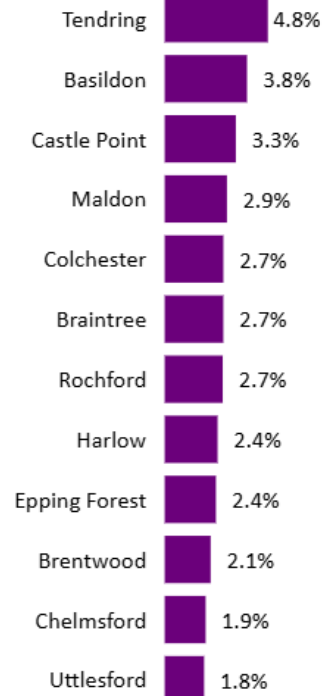
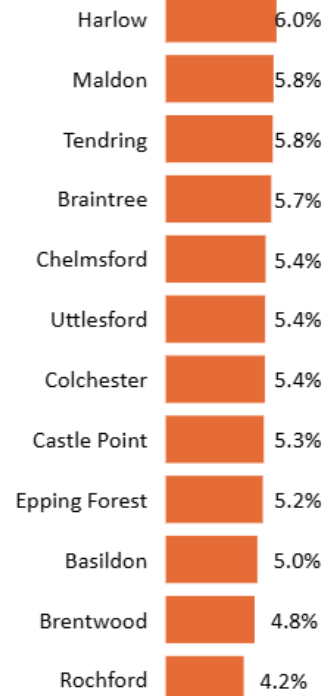
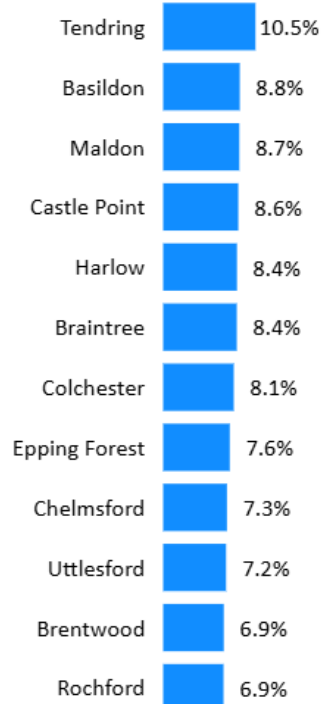
21.2%

PA absence

2.5%

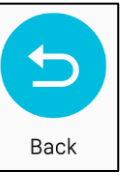
SA absence

Essex



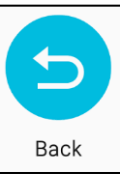
15th Sept:
the DfE published an
update that school
attendance data will
be shared with
Ofsted from
November 2025.

Essex priorities



- Ongoing development of strong partnerships and promotion of collaborative working across all schools
- SEND – ongoing improvement of the system.
- Inclusion Strategy incl.
 - Attendance
 - Ordinarily Available Inclusive teaching framework
 - Inclusion Conference
 - Inclusion Reviews
- Essex Year of Opportunity
- School place planning

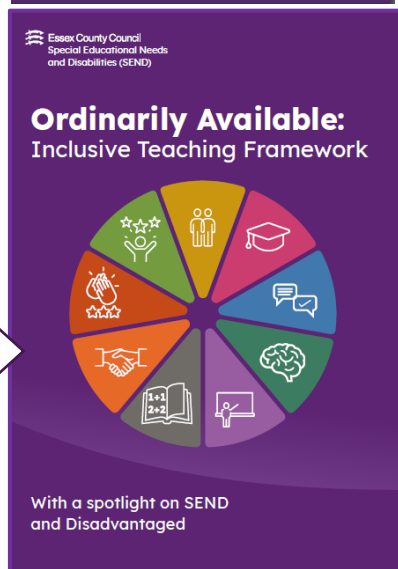
The Ordinarily Available



A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

SEND Code of Practice 6.15



Ordinarily Available: Targeted Support

- for some pupils
- “provision different from or additional to”
- delivered by Early Years practitioners, classroom teachers, pastoral and SEND teams, overseen by SENCO

Specialis
t

Targeted

Universal

Ordinarily Available: Inclusive Teaching Framework

- for all pupils
- “whole class provision”
- delivered by classroom teachers and subject teachers, overseen by curriculum lead for teaching and learning

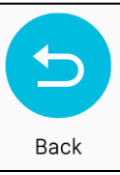
Specialis
t

Targeted

Universal

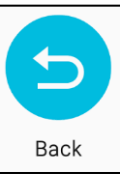
Self-evaluation audit tool available on [Infolink](#)

Education Health Care Needs Assessments



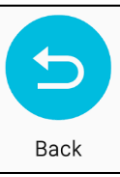
- Recruitment and retention of Educational Psychologists
- Commissioning of an agency to deliver EP assessments
- Developing our approach to using 'virtual assessments' where appropriate - led by Essex CC on behalf of the East of England
- Increasing our associate EP pool, which is our workforce that supports the central EP team.
- Invested additional funding to expand our teams
- Work to improve parental confidence in the offer from some mainstream schools which is driving both requests for assessment and requests for special school places.
- Special schools being full or over capacity - additional challenges for the SEND teams.

SEND headlines - provision



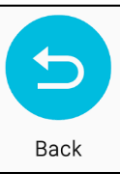
- 2015 to 2023 – 53% increase in Essex pupils in maintained special schools in the county
- Since 2015 four new special schools have opened in Essex (Chatten, Greenwell, Grove House and Hawthorns) with Sir Geoff Hurst in construction and a consultation open for a new special school in Rayleigh.
- Investment in expansions and improved facilities at Cedar Hall, Glenwood, Harlow Fields, Kingswode Hoe, Langham Oaks, Lexden Springs, Market Field, Oak View, Ramsden Hall and Southview.
- Development of Market Field Farm – a unique and innovative new provision funded via a developer's enabling contribution.

(cont.) SEND headlines - provision



- New PRU builds in North-East and South with Mid PRU in development (the first time there has been investment in our provision for children and young people who have been excluded or medically unable to attend school).
- Investment in specialist provision in mainstream schools (Grow/SEMH provision, autism support centres, new provision for children with severe learning difficulties).
- An overall capital investment of over £110 million and rising.

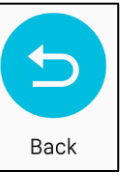
Wider Continuous Improvement



This Transformation Programme will sit on solid foundations of service improvement. The service lead continuous improvement has already delivered:

- Improved quality One Planning – leading to high quality EHCNAs and a low refusal rate
- High quality EHCPs, assured through a multi-agency quality assurance process
- Streamlined and consistent decision making
- Updated guidance, training and process improvements for Annual Reviews
- Improvements to Early Years oversight, One Planning and funding
- Improved oversight of children and young people receiving education other than in school (EOTIS)
- Ordinarily Available framework
- Support for mainstream schools with children awaiting specialist provision

Education Access



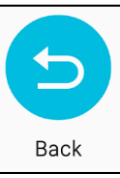
Medical team: key responsibilities

- Arrange suitable alternative education where the section 19 statutory duty is met
- Attend planning & review meetings with schools, families and other professionals
- Plan and support a child's return to school where appropriate
- **Key contacts: Vicky Young, Melissa Brooker & Eloisa Dellas**

Exclusion team: key responsibilities

- Support schools with CYP on the cusp of exclusion to consider suitable alternatives
- Fulfil the LA statutory duty to provide education from day six following notification of permanent exclusion
- Review alternative provision to ensure it remains suitable to the CYP needs.
- Provide advice and guidance to schools on exclusion process.
- Triage all requests for support- supportive intervention for CYP who would benefit from a time limited intervention placement in AP.
- **Key contacts: Diane Kirsh & Deborah Barnard**

Education Access



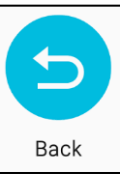
Section 19 'otherwise' team: key responsibilities

- Consider all referrals for CYP who are not attending school under the LA wider section 19 'otherwise' duty.
- Represent the Education Access team at the S19 panel- multiagency meeting to consider all cases where it is unclear whether our statutory duty has been met.
- Monitor all children on reduced timetables.
- Support children accessing non-school alternative provision, who are not on a school roll to find a suitable school place, where they have been identified as ready to reintegrate.
- Represent the Education Access team at MACE
- Represent the Education Access team at Behaviour & Attendance Partnership meetings.
- **Key contacts: Ross Thompson & Sharon Bryan**

QA team: key responsibilities

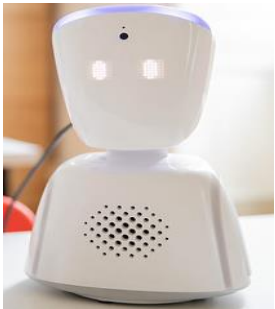
- Monitor daily attendance for all children who are not on a school roll accessing unregistered alt ed.
- Monitor all safeguarding and child protection matters for the not on roll cohort.
- FSM checks for not on roll children- issue weekly supermarket vouchers to eligible families.
- Quality Assurance including quality visits for providers on the IPES framework.
- Oversee the Essex Online school.
- **Key contacts: Megan Keeble & Anna Wightman**

Alternative Education provision



89 AV1s

- Support the child to access their classroom. Can also be used to supplement an AP offer.



Registered alternative provision schools

- Four registered alternative provision schools in Essex:
- **Mid Essex Cooperative Academy (MECA)**- mid Essex
- **North Essex Cooperative Academy (NEECA)** – N/E Essex
- **Beckmead Moundwood Academy**- west Essex
- **Children's Support Service (CSS)**- south Essex & west Essex for medical support

IPES Framework

- Often commissioned where registered AP school is at capacity or unable to meet need. IPES framework is divided into four lots:
- Lot 1: Tuition
- Lot 2: Vocational
- Lot 3: Online
- Lot 4: Mentoring

Online school

- Essex Online school is delivered by Tute education. The online school is often used to provide interim support whilst longer term options are being considered.

Wraparound Childcare

Application Closing Dates

10 th Nov	9 th Feb
8 th Dec	9 th March
12 th Jan	

By 2026 the Government expects all **primary schools** to have onsite childcare 8am until 6pm during term time.

Schools are required to **signpost** local wraparound provision on their websites.

- **88** schools in Essex still offering **no or unknown** wraparound childcare, **17** of those are in North.
- **152** Schools offering **partial** wraparound (either before/after school or not full hours), **37** of those are in North.
- Funded **23** North providers – **£692,500** of grant spent.
- **717** places created in the North Quadrant.



DfE Change of Guidance

DfE have introduced greater flexibility to fund partial wraparound childcare places, aiming to support the final schools in joining the initiative.

The priority remains on delivering full wraparound childcare, and any settings currently offering partial provision should be encouraged to move toward a full offer.

Minimum offer:

- ✓ **3 days/week**
- ✓ **Breakfast club:** ≥ 30 mins before school
- ✓ **Afterschool club:** ≥ 90 mins after school

SEND Considerations

- ✓ Case-by-case exceptions for SEND settings
- ✓ May include **shorter hours** or **fewer days**

Can Fund	Cannot Fund
After school only if breakfast club is also available (e.g. Greggs Programme, Early Adopters)	Standalone breakfast or afterschool clubs
Monday–Thursday provision	
Monday–Thursday + early finish Friday	
Finishing at 16:30	

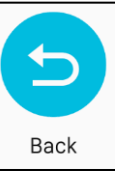
Contact Us

For general enquires and more information please contact:

Wraparound.childcare@essex.gov.uk

For support on applying for funding please contact:

Alan.Haylock@essex.gov.uk



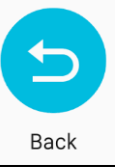
Government updates



- The RISE programme (7 schools in Essex in targeted intervention)
- Best Start in Life Strategy published (Essex has received a GLD 78.4% by August 2028 (2025 71% GLD))
- Ofsted revised framework
- Curriculum and assessment final report due
- Schools White Paper
- DfE Accountability reforms
- Outlines DfE will move forward with school report cards



Minister for School Standards:
Georgia Gould MP
Minister of State



Minister for Children and Families:
Josh MacAlister OBE MP
Parliamentary Under-Secretary of State



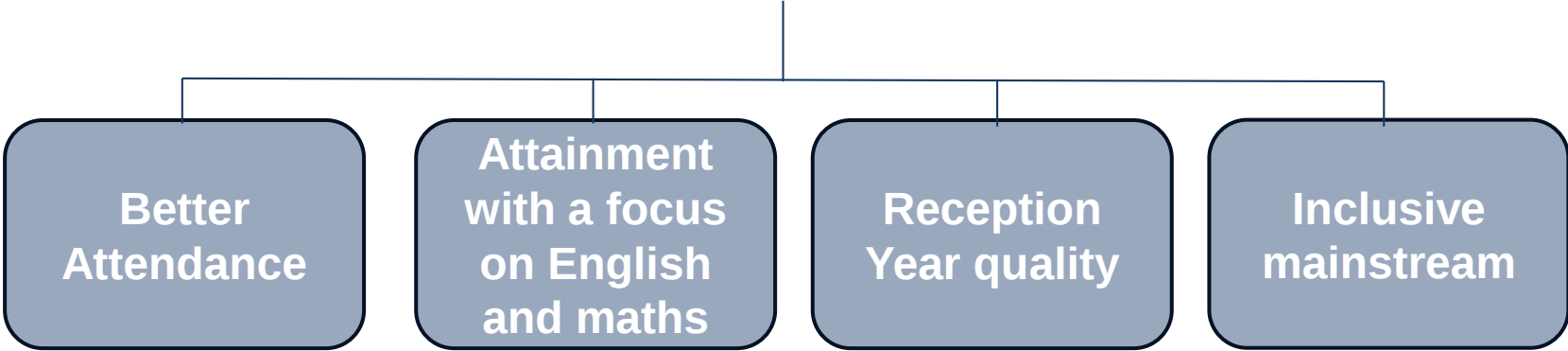
Minister for Early Education:
Olivia Bailey MP
Parliamentary Under-Secretary of State

Universal offer – national priorities

The government’s **Opportunity Mission** is focused on breaking down barriers to opportunity. In the DfE our mission priorities are:

Best start in life	Every child achieving and thriving	Skills for opportunity and growth	Family security
High-quality early education; early-child health; home-learning environment; family support	High school standards with a broad curriculum; focus on school belonging; excellent teachers and targeted interventions; mental health support; access to arts, culture and sport; youth services and provision	A strong skills offer; pathways into work – youth guarantee, work experience, careers advice	Removing underlying barriers to opportunity, including: • Tackling child poverty and improving housing • Keeping children safe

The mission priorities inform the four national priorities for RISE universal support – all focused on raising standards and removing barriers to learning



The goal of RISE teams is to raise standards for all schools, as part of the government's **Opportunity Mission**.

There are three broad strands of work:



1. **Targeted Intervention:** Schools facing particular challenges ('stuck schools') improve rapidly through **bespoke targeted intervention for 12-24 months**.

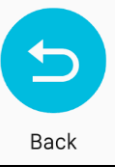


2. **Universal Service:** Ensuring all schools can access high quality school improvement through improved signposting to hubs and best practice, facilitating connections, and promoting peer review and networking.



3. **Regional Planning:** ensuring every part of the country has a **coherent plan to deliver the RISE national priorities**.

Our EoE RISE advisers



Jonathan Taylor –
CEO, Sapiaientia
Education Trust

Lesley Birch – Deputy CEO,
Meridian Trust



Clare Flintoff – Previously
the CEO of ASSET
Education

Lucie Calow – Director of
SEND, Unity Schools
Partnership

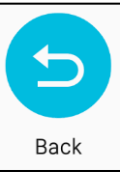


Julian Axford – Director
of School
Improvement, Chiltern
Learning Trust

Lucy Scott – CEO,
Eastern Learning
Alliance



How LGR and Devolution Work Together



The Devolution Priority Programme and **Local Government Reform (LGR)** are interconnected, forming two sides of the same transformation coin in England's governance landscape

Devolution transfers new powers to Greater Essex from Westminster with control over functions essential for business growth; skills, transport and housing.

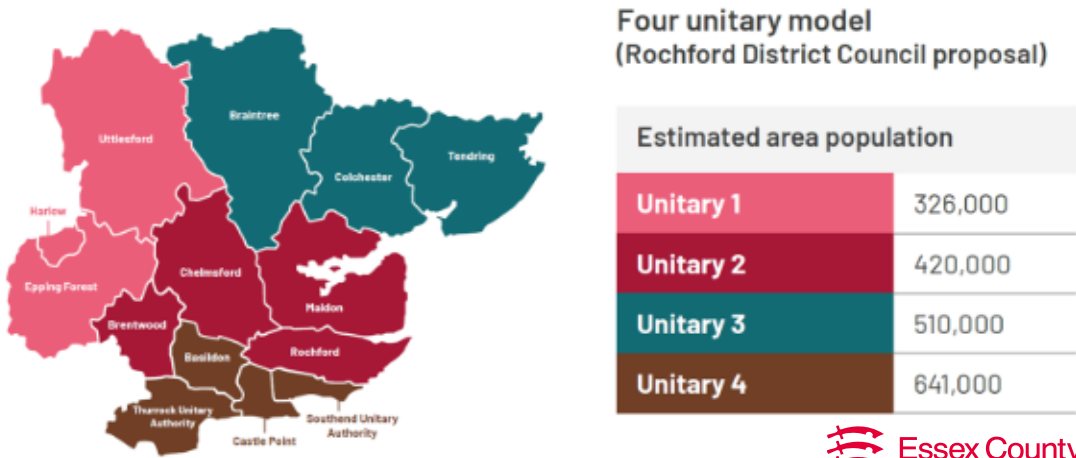
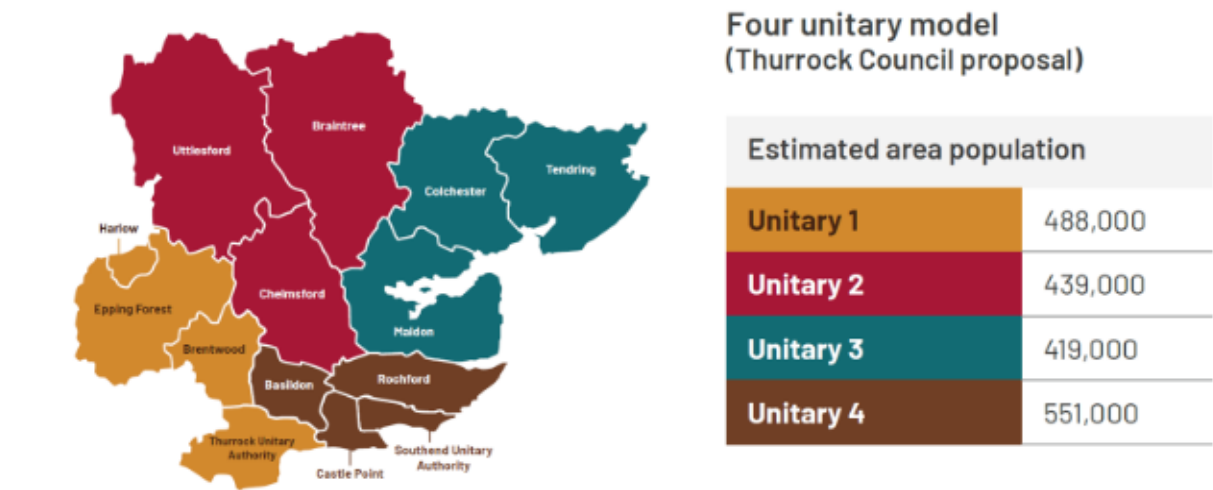
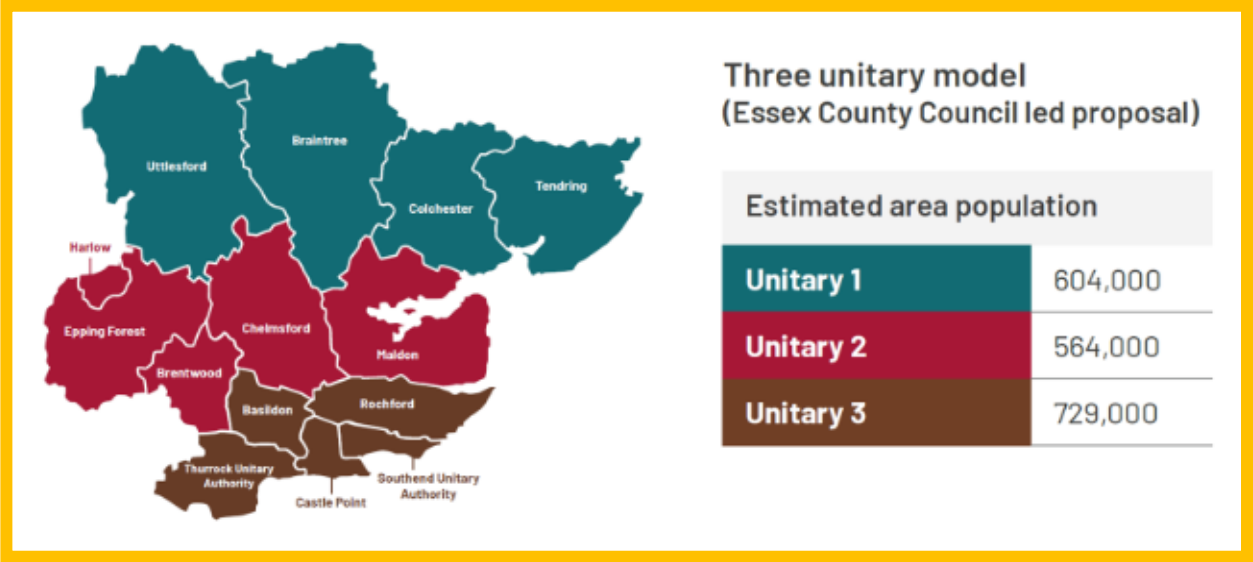
Local Government Reform (LGR) supports effective implementation of these services: streamlined structures and stronger councils working with the Mayor to drive growth.

Three Unitaries align with economic corridors, making joint planning and delivery simpler.

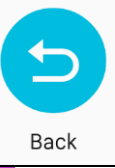
- Without change, the Mayor inherits a fragmented system – slower decisions, weaker growth outcomes.
- With change, Essex can move faster and with more certainty through streamlined & larger unitary councils better positioned to receive and manage powers with the Mayoral Combined Authority.



Four business case options from Greater Essex



Our proposal: Three New Councils for Greater Essex



North Essex Unitary



- **Geography:** Braintree, Colchester, Tendring, and Uttlesford.
- **Population:** 604,000; projected 10% growth by 2040
- **Economy:** £14.2bn GVA; 249,000 jobs.
- **Transport links:** A120, A12, Stansted Airport, Harwich Port.
- **Sector strengths:** clean energy, life sciences, digital tech, manufacturing, logistics, tourism.
- **Key growth sites:** Tendring-Colchester Garden Community
- **Additional homes needed by 2040:** 64,000

Mid Essex Unitary



- **Geography:** Brentwood, Chelmsford, Epping Forest, Harlow, and Maldon.
- **Population:** 564,000; projected 4% growth by 2040
- **Economy:** £17.6bn GVA; 259,000 jobs.
- **Transport links:** A12 and M11 corridors and Great Eastern Main Line.
- **Sector strengths:** Life sciences, professional & financial services, construction, digital technology.
- **Key growth sites:** Chelmsford Garden Community, Harlow Gilston Garden Town.
- **Additional homes needed by 2040:** 67,000

South Essex Unitary



- **Geography:** Basildon, Castle Point, Rochford, Southend, and Thurrock.
- **Population:** 729,000; projected 10% growth by 2040
- **Economy:** £19.1bn GVA; 317,000 jobs.
- **Transport links:** Thames Freeport, Southend Airport, A127, the A13 and the Essex Thameside rail corridor.
- **Sector strengths:** Logistics, construction, clean energy, advanced manufacturing.
- **Key growth sites:** Dunton Hills Garden Village .
- **Additional homes needed by 2040:** 77,000



Why Three Unitary Councils?

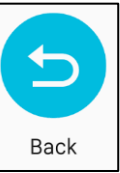
- Aligned to real economic geographies (North, Mid, South Essex)
- Balanced size, strength & resilience
- £387m savings by 2040 – payback in 2.7 years
- Less disruption, lower risk, quicker transition

Any more than three unitaries...

- Higher costs, diluted capacity
- More complexity, slower growth
- Mayor works with a fragmented, unstable system



High-level timelines (LGR & Devolution)



Local Government Reform	Date		Devolution	Date
Submission of formal unitary proposals submitted	26 September 2025		Final Greater Essex proposals submitted to Government	September 2025
Statutory consultation on Governments preferred option	November 2025 – January 2026		Legislation laid before parliament	Autumn 2025
Government decision to implement a proposal	March 2026		Parliamentary scrutiny and approval	Late 2025
New Unitary Authority Elections	6 th May 2027		Legal establishment of Greater Essex MCCA	Early 2026
Shadow period	May 2027 – March 2028		Mayoral Election	May 2026
New Unitary Authorities go live	1 April 2028			



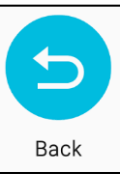
Attendance Table Discussion

Stephen J. Chynoweth
Head of Education & EY

LA Attendance Roundtable discussion - EPHA quadrant events
November 2025



Improving Attendance



Attendance continues to be at the forefront of everyone's mind.

How do your relationships support attendance at school? How does your curriculum support attendance or your pastoral support?

The DfE 'Working Together...' document (republished in August 2024) is clear that Trusts, Local Authorities and schools must focus on

“the link between improving attendance and wider school culture.....”

What is in YOUR control?

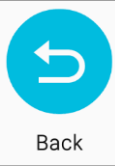


CELEBRATE

What **is** working well with your school's current approach to attendance?

EXPLORE

What **isn't** working well with your school's current approach to attendance?



BARRIER

What **could** work well and what is the barrier to this currently?

OPPORTUNITY

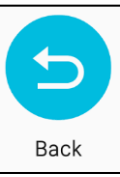
What would make the biggest difference to **whole school attendance** for you?

Strategic Update: Ofsted's Renewed Inspection Framework

Peter Stonier
Senior HMI, OfSTED



Peter Stonier, Senior HMI, OfSTED



[Ofsted education inspection framework: state-funded primary schools](#)

Peter's input at EPHA

Supporting OfSTED reference documents complementing Peter's input at EPHA

[Inspection information for state-funded schools: for use from November 2025 - GOV.UK](#)

[Education inspection framework \(EIF\) - GOV.UK](#)

[School monitoring operating guide for inspectors: for use from November 2025 - GOV.UK](#)

[School inspection: toolkit, operating guides and information - GOV.UK](#)