



ECC Education Directorate

Welcome to the Essex Primary Headteachers Meeting - West Quadrant

8th November 2023



Essex County Council

AGENDA

- 9:10am Welcome (Helen 15min, West) & Clare
- 2022-2023 Essex student outcomes
 - Essex Ofsted overview
 - Updates to Ofsted Framework September 2023
 - Inclusion Strategy update
- 9:55am SEND update
- 10:15am Autism update
- 10:35am Local West Quadrant update
- 10:45am Coffee

EDUCATION DATA OVERVIEW - 2023

Essex Pupils

222,423 pupils in Essex schools

Year Group	Pupils (May 2023)	
<R	4445	
R	16963	
1	17254	
2	17421	
3	17283	
4	17329	
5	17550	
6	17554	
7	17515	
8	17348	
9	16832	
10	16817	
11	16091	
12	6283	
13	5625	
14	113	

19.5% eligible for FSM

10.1% English as additional language

12.2% receive SEN Support

4.0% have an EHC Plan

DATA OVERVIEW – Essex v National 2023

	National 2023 outcomes	Essex 2023 outcomes	Difference
Good Level of Development	67.2%	69%	+1.8%
Y1 Phonics	78.9%	79.2%	+0.3%
KS1 RWM	56%	57.9%	+1.9%
KS2 RWM	59.4%	60.7%	+1.3%

*This is subject to change until all data has been certified as final by DfE.

KS2 DATA OVERVIEW – Disadvantaged v Non-disadvantaged 2023

Year	Group	KS2 RWM
2019	All	65%
	Disadvantaged	50%
	Non- Disadvantaged	71%
	Gap	21%
2023* 17,531 cohort size	All	60.7%
	Disadvantaged	42.5%
	Non- Disadvantaged	67%
	Gap	24.5%

*This is subject to change until all data has been certified as final by DfE.

Attendance (Spring & Autumn terms 22/23)

Source: School Census files processed in NEXUS

% overall absence (Aut/Spr 22-23)

	Male	Female
Essex	7.2%	7.4%
Mid	7.1%	7.4%
North East	7.7%	7.8%
South	7.3%	7.4%
West	6.8%	7.0%
Basildon	7.9%	8.3%
Braintree	7.6%	7.8%
Brentwood	6.5%	6.4%
Castle Point	7.4%	7.4%
Chelmsford	6.7%	6.9%
Colchester	6.9%	7.0%
Epping Forest	7.2%	7.1%
Harlow	6.8%	7.0%
Maldon	7.5%	8.1%
Rochford	6.3%	6.8%
Tendring	8.9%	8.9%
Uttlesford	6.4%	6.8%

Disad.	Non disad.
11.6%	6.1%
12.0%	6.0%
11.8%	6.3%
11.9%	6.1%
10.5%	6.0%
12.7%	6.3%
12.3%	6.3%
10.6%	5.7%
11.2%	6.3%
12.0%	5.7%
11.4%	5.8%
11.2%	6.1%
9.7%	5.8%
11.8%	6.7%
10.4%	5.7%
12.1%	7.3%
10.9%	5.9%

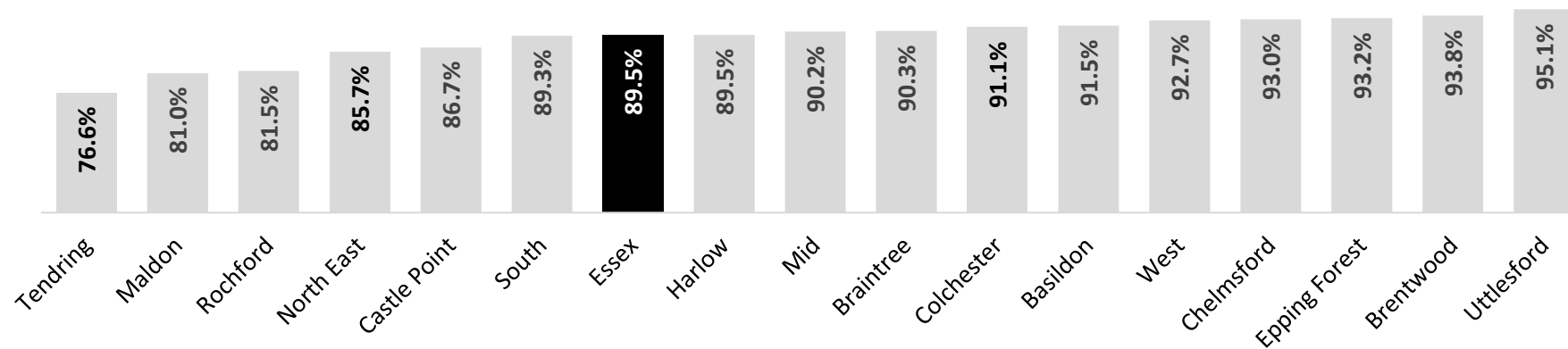
No SEN	SEN Support	EHCP
6.6%	10.7%	12.2%
6.5%	10.7%	11.5%
6.9%	11.3%	13.4%
6.7%	10.4%	12.3%
6.3%	10.1%	11.1%
7.4%	11.1%	12.5%
6.9%	10.9%	12.3%
5.8%	9.7%	10.4%
6.7%	10.5%	11.2%
6.0%	10.6%	12.3%
6.1%	10.7%	13.8%
6.4%	11.0%	11.3%
6.4%	9.4%	11.1%
7.2%	10.4%	13.2%
6.0%	9.4%	11.2%
8.0%	12.1%	12.9%
6.0%	9.8%	10.9%

Gender gap: -0.1% points

Disad. gap: 5.5% points

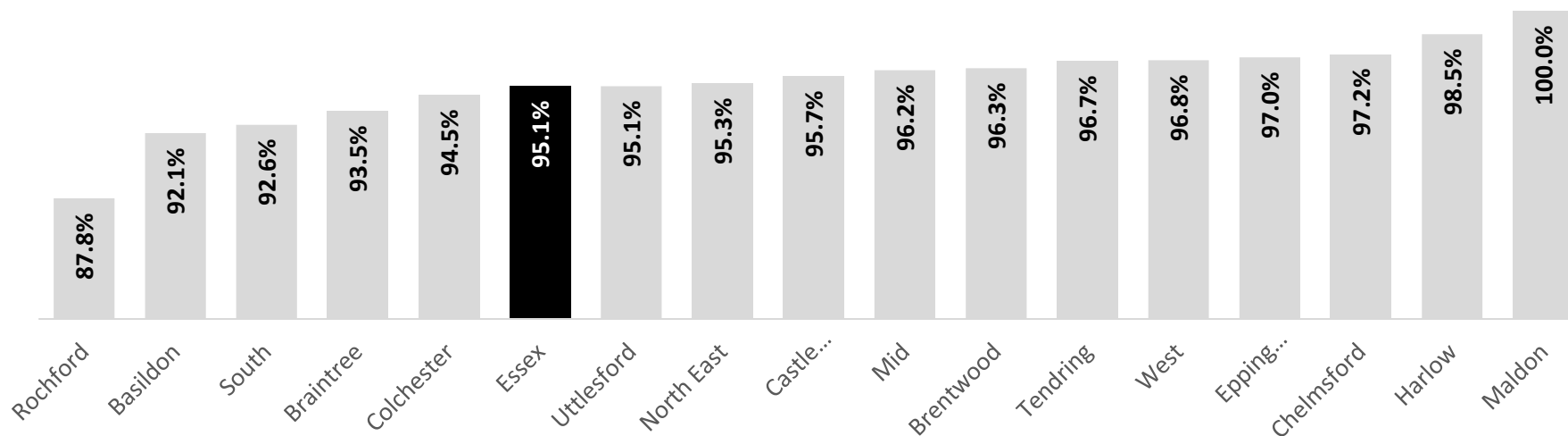
Source: data taken from Ofsted Monthly Management Information reports

% schools graded good or outstanding as at July 2023



- OfSTED overall grade outcomes, of schools, across Essex districts as of July 2023

% Early Years Settings graded good or outstanding as at July 2023



- OfSTED overall grade outcomes, of Early Years settings, across Essex districts as of July 2023

School inspection Handbook - updates in September 2023

- **Terminology** (Para. 18) especially regarding leaders/leadership. More reference to CEO in MATs. Reference to this throughout the handbook eg Para 122-124, 132-136, 338-351. Para. 97-99 as part of the Headteacher phone call – maintained schools/academies. Curriculum leadership – Para. 241-244.
- **Greater clarity over governance in maintained schools/academies** – Para. 344-351.
- **Contextual information** will include all those with responsibility for the school.
- Areas of weakness will be referred to as the **responsibility of ‘the school’ rather than individuals.**
- **Preparation carried out by the lead inspector** (Para 101).
- **Revised complaints procedure** – increased transparency and easier for schools to raise concerns (Para 166-167) or see Inspecting Schools Guide.
- **Staff can be accompanied** when speaking to inspectors (Para. 116)
- **Sharing of information/inspection outcome** – Headteachers can decide which colleagues/others they share this information with, although outcomes remain provisional until the final report is published.
- **Timing of inspections** – greater clarity about the year in which a school is likely to be inspected (Para.34-42).
- **School week** of at least 32.5 hours, must be in place for 1 September 2023 (Para 223) – DfE have delayed until September 2024.
- **Evaluating behaviour** – specific considerations eg attendance (Para. 292-295)



National Wraparound
Childcare Programme

Wraparound Childcare Programme Summary

The national Wraparound Childcare programme is part of the overall childcare reforms announced at the 2023 Spring Budget

The government's ambition is that: -

- starting in September 2024 and by 2026, all parents and carers of primary school-aged children who need it will be able to access term time Ofsted registered wraparound childcare in their local area, from 8am-6pm to support working patterns
- the wraparound care will be school-centred, with provision delivered by a variety of childcare models through: -
 - provision on a school site either run by the school or a private childcare provider,
 - the school supporting signposting parents to alternative local provision, for example PVI's and childminders.

This programme will only focus on: -

- primary school-aged children from reception to year 6
- creating places that are available Monday to Friday, term time 8am-6pm (unless data shows that local demand is for different hours)

The DfE are providing funding to Local Authorities to fund new and expanded wraparound provision to meet current demand and to start to create capacity to meet future demand.

Funding will only be available to create new places or expanded places and will not cover ongoing revenue costs to support running costs

Wraparound Childcare Programme Next steps

The Essex Early Years team are currently undertaking an audit on current wrap around childcare provision and will also be consulting with parents to understand the expected level of need

Once this is concluded, an analysis will be undertaken on the expected demand and identify areas around the County where wraparound childcare places will need to be created

The ECC Early Years team will be offering bespoke support to all schools, private voluntary and independent childcare providers and childminders interested in creating new wraparound childcare places. This support will consist of: -

- Wraparound briefing sessions, that will start to be run in the coming weeks
- Information packs, including the data on needed places and registering with Ofsted
- Business support to create new wraparound places and to apply for available funding
- Facilitation of creating local partnership wraparound childcare models between schools, PVI and / or childminders



Essex Inclusion Strategy

Equity and excellence

an inclusion strategy for Essex

<https://essexcc.pagetiger.com/dpxonua/1>

Supporting Inclusion



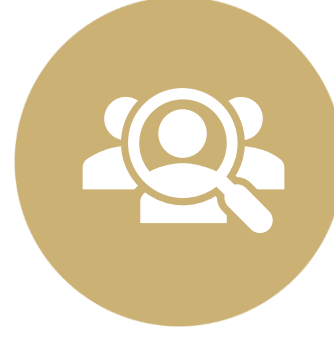
Inclusion Strategy

Our vision and commitments, for equity and excellence in education for all children and young people.



Inclusion Framework

Enabling early intervention and inclusion in mainstream schools through the principle of Lives without Labels.



Inclusion Reviews

Supporting schools to review and reflect on their culture, provision and practices.



Resources & Learning

Research visits, gathering and sharing intelligence and best practice, as well as professional learning programmes.

Commitments

Achieving and moving-on

Commitment 4



Cohorts, contexts and evidence informed practice

Commitment 1



Attending and participating

Commitment 3

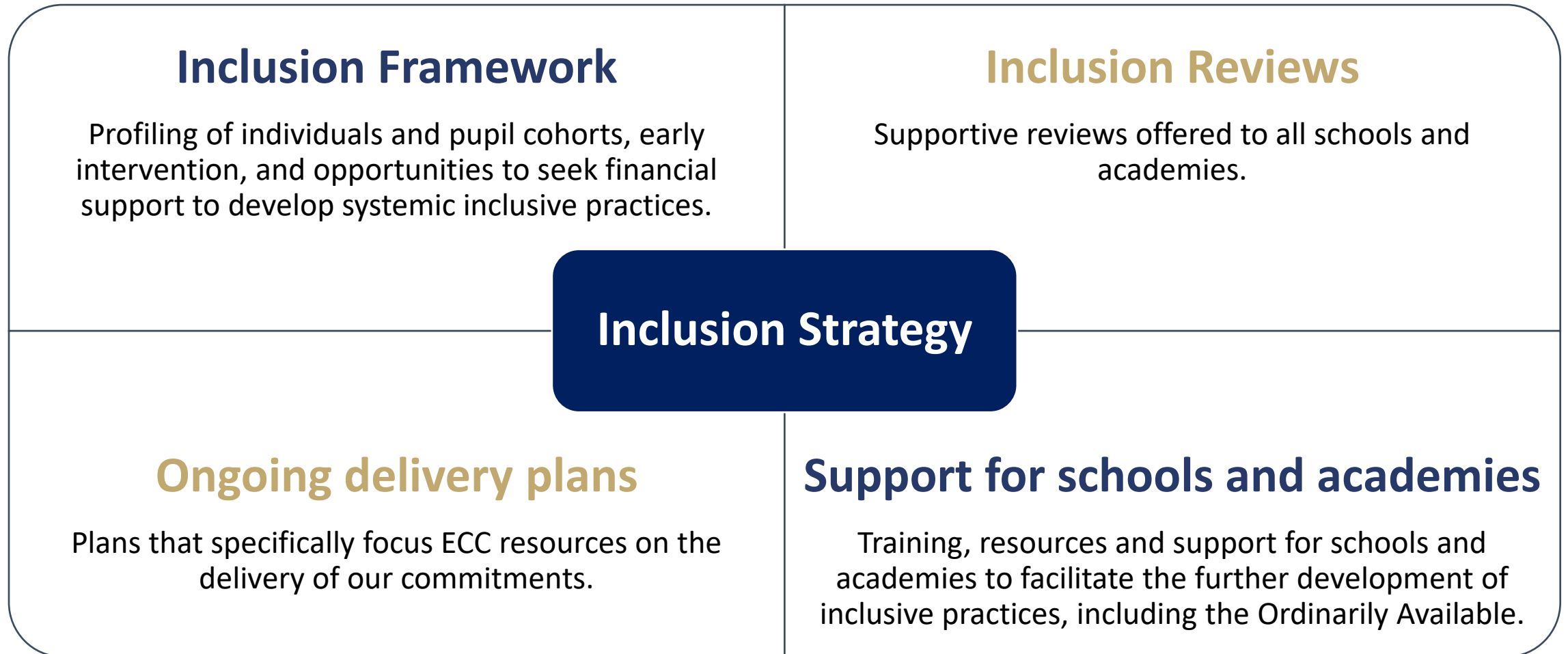


Positive, mutually respectful relationships & wellbeing

Commitment 2



Delivering our commitments





Inclusion Framework

Guidance



Inclusion Framework

Resources and Documents:

<https://essexcc.pagetiger.com/dcneqoo/1>

Guidance:

<https://essexcc.pagetiger.com/dxdfsro/1>

For support, please speak to your Inclusion Partner

Who is the Inclusion Framework for? When can it be used?

The Inclusion Framework is for all pupils/ students who are experiencing a barrier to accessing a full, mainstream education. Use of the Inclusion Framework should therefore not be seen as a tool just for SENCOs.

The approach has been designed to support schools where they are struggling to include any pupil/s.

The process can be instigated at any time, for a single or group of children. We would encourage schools to use the profiling tool proactively, rather than wait for a barrier to present itself.

School-age children. We are continuing to pilot the IF for preschool age children to ensure the approach is as supportive and effective as possible.



Test and Learn Feedback

- Rating the objectives is a useful way of assessing progress and demonstrating this progress to families
- It's positive to have a common language around inclusion
- The IF enabled relationship building, was easy to use, and examined a broad range of needs rather than just one over-arching matter
- Accessing support was faster than existing processes
- IF has been influential in expanding our thinking
- Timing of sharing the OA and the IF has been very helpful – to be clear on what should be in place every day and what should be targeted and additional
- Helpful 'nudging' from our IP!
- With the new format it is easier to see how the columns themselves build on each other left to right, to cover the holistic journey of the child



Inclusion Reviews

Guidance for reviews of average-sized primary schools



Inclusion Reviews

Information for Primary:

<https://essexcc.pagetiger.com/cpiulug/1>

Information for Secondary:

<https://essexcc.pagetiger.com/cpiulug/1>

To express an interest in a review please share your details here:

<https://forms.office.com/e/Fh6Y2mDie3>

What do we review?

Values, vision and culture of inclusion across the school

Pillar 1

**Positive, mutually
respectful relationships,
and wellbeing**

Pillar 2

**Attending and
participating**

Pillar 3

Achieving and moving-on

What reviews lead to / the support offer

- Schools receive a report following their review. This includes evidence-informed recommendations.
- As our evidence base deepens, schools will also be linked to other schools who can share good practice in key areas.
- The recommendations will form a part of the ongoing work with school leaders and their allocated IP/SEP.
- Where appropriate, the report will also highlight links to additional ECC support (e.g. from the traded offer or our package of 'support for schools').

Ready to Regulate – a TPP professional learning programme

Endorsement and Pre- engagement

- Commitment from leadership and alignment with school ethos and development priorities
- Commitment to attend, engage and apply TPP attitudes
- Accessing pre-session materials



Applied Practice

- Using the learning in own work
- Sharing learning with small groups
- Continuing to connect with the learning content outside of training days



Evidence & Research

- Neuroscience and learning from trauma-informed research studies
- Evidence based models such as Panksepp and RRR
- Practical approaches and relationship based regulation techniques



Reflection and Supervision

- Regular protected time for reflection on own practise



Facilitation and Interaction

- Practical activities – experiential learning
- Considering the application of models to own environments
- Sign-posting to additional resources
- Developing own materials



End of Programme Assessment

- Presentation of learning and impact throughout the programme and intentions for the future





Best practice visits

Identify examples of best practice – focus on inclusive practice.

Underpin the inclusion reviews and overall inclusion strategy being adopted in Essex.



Opportunities to become involved

- Nominate a Senior Leader to join a relevant research visit
- Nominate a Senior Leader to shadow an Inclusion Review
- Express interest in an Inclusion Review for your school
- Contribute to development of the ‘facilitated workshops’
- Express an interest in piloting the Ready to Regulate programme



<https://forms.office.com/e/Fh6Y2mDie3>

SEND Sufficiency

Ralph Holloway, SEND Strategy and Innovation

8th November West quadrant – no Ralph, Ralph will send a representative (likely Alex A) so name will need to be changed above.



Essex County Council

Change and growth in volume and complexity

As evidenced by

- EHCP data
- Special School Population
- Independent special schools
- EHCNA data

Number of EHCPs maintained by Essex

Jul-16	7550	EHCPs and Statements
Jul-17	8057	EHCPs and Statements
Jul-18	8536	EHCPs and Statements
Jul-19	9183	
Jul-20	9768	
Jul-21	10,824	
Jul-22	11,275	
Jul-23	12,193	

A 33% increase in number of EHCPs over the last 5 years

Number of EHCPs per quadrant

Quadrant	Jul-19	Jul-21	Jul-23	Total increase
Mid	2584	2965	3221	637 (25%)
North East	2019	2455	2867	848 (42%)
South	2789	3386	3812	1023 (37%)
West	1791	2018	2293	502 (28%)
Total	9,183	10,824	12,193	3010 (33%)

Plans by category of need

	Cognition and Learning		Communication and Interaction		Sensory/Physical/Medical		Social Emotional Mental Health		Unspecified	
2019	2227	24%	4485	49%	963	10%	1504	16%	4	0%
2020	2203	23%	4928	50%	986	10%	1644	17%	7	0%
2021	2294	21%	5517	51%	1089	10%	1916	18%	8	0%
2022	2200	20%	5851	52%	1101	9%	2073	18%	50	1%
2023	2229	18%	6256	51%	1119	9%	2350	19%	239	2%

% have stayed relatively consistent

Most significant change in communication and interaction, where **1771 additional plans** have been issued since 2019.

Number of pupils in Essex special schools

Sep-17	2720
Sep-18	2951
Sep-19	3154
Sep-20	3184
Sep-21	3387
Sep-22	3532
Sep-23	3671

35% increase since 2017
16% increase 5 years

Essex pupils funded in Other LA special schools

Sep-17	220
Sep-18	237
Sep-19	244
Sep-20	234
Sep-21	259
Sep-22	282
Sep-23	266

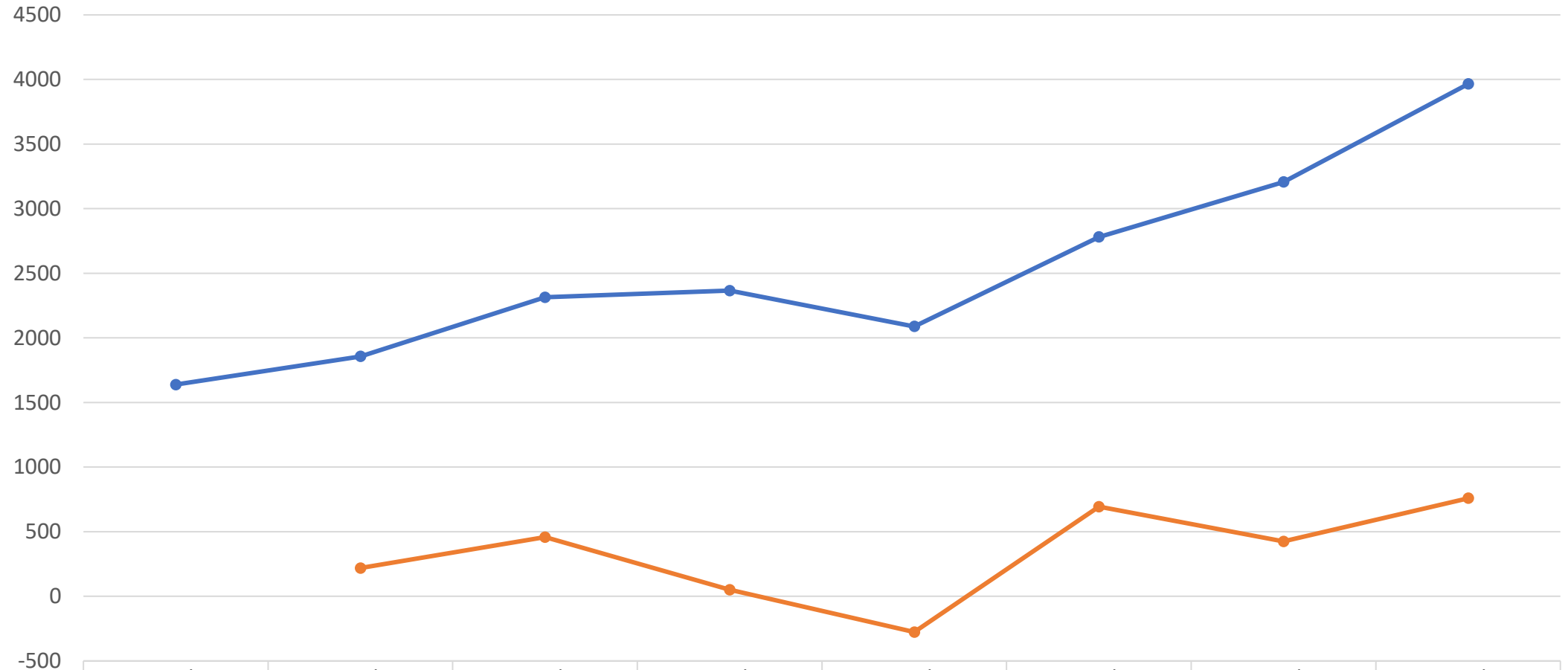
Sep23 may not yet include all pupils so is likely to increase

No. of pupils placed in Independent Special Schools (38 week day)

	No. of pupils placed	Average Yearly Cost of Placement
Sep-19	173	£48,544
Sep-20	174	£49,012
Sep-21	200	£55,102
Sep-22	256	£57,524
Sep-23	351	£60,453

- Between Sept-19 and Sept-23, the **number of known placements** has grown by 178.
This is a 102% increase.
- Between Sept-19 and Sept-23, the **average cost** of a placement has increased by £11,909.
This is a 24% increase.

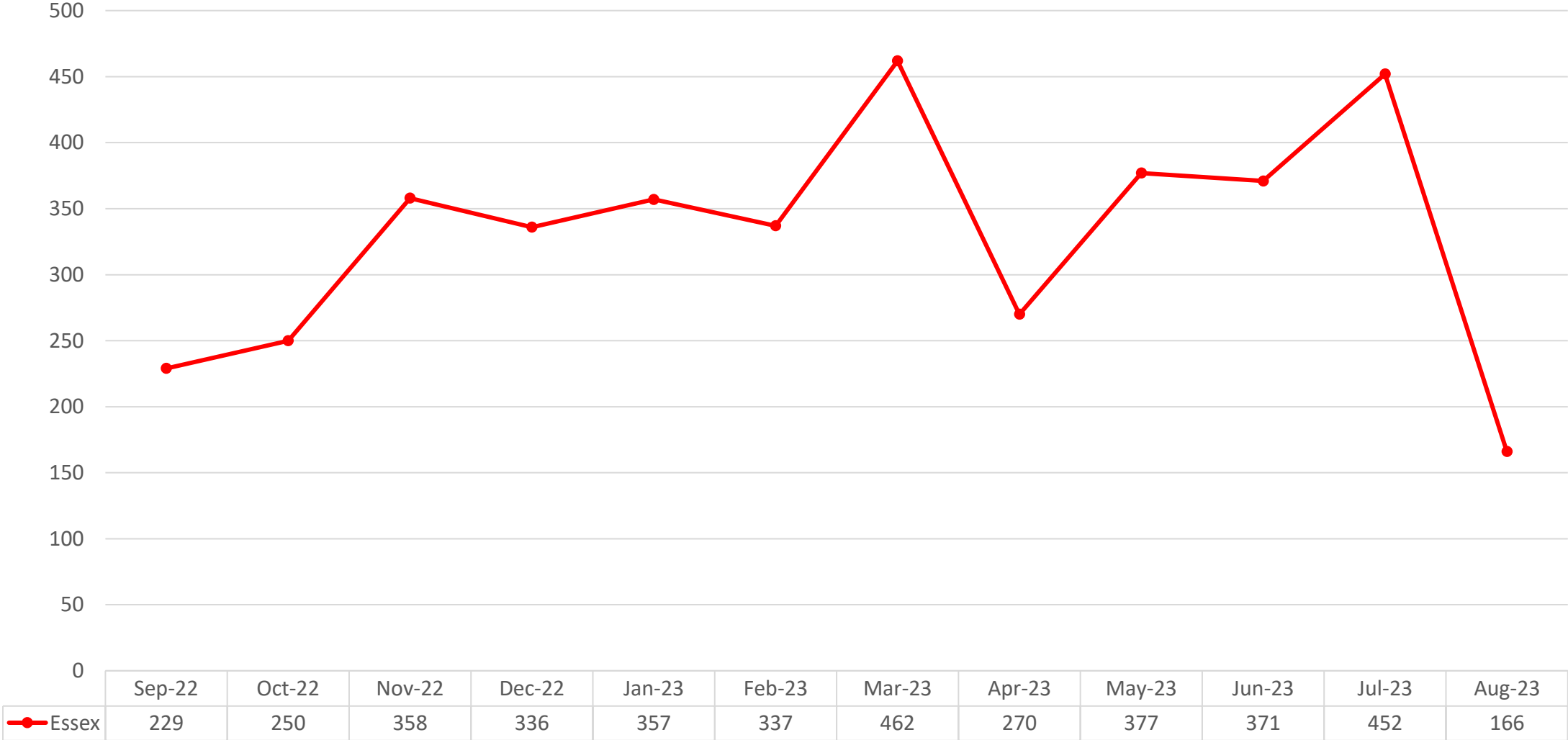
Requests for EHCNA over time – academic years



Essex
Increase

Essex Increase

Requests for EHCNA 22/23 - countywide



Essex

TOTAL countywide academic year = 3611

Response to date

- New and additional special schools
 - £115m capital investment in SEND, including the approval of four new free school special schools
- Increased / over-capacity in Essex special schools
- Additional PRU capacity
- Development of GROW provision and new Enhanced Provision
- £1m+ investment in early intervention for 22/23, additional for 23/24
- Collaborative working with individual schools to develop new onsite provision – primarily in primary

Future Plans



**1. Ensure
Inclusive
Mainstream
Provision**



**2. Enhance the
Mainstream
Offer for
Children and
Young People
with EHCPs**



**3. Review and
Redesign the
Enhanced
Provision Model
in Essex**



**4. Enhance
Special School
Capacity
Appropriately**

To deliver those intentions

- Access new and different **funding streams** i.e. developer contributions, to invest in schools differently
- Develop **new and reclassify existing Enhanced Provisions** appropriate to the needs of Essex children and young people,
- Develop effectively supported **outreach/ inreach** models
- Support for mainstream schools with children for whom special school has been deemed appropriate
- Delivering the wider **inclusion support offer**
- Best practice visits bringing **research and evidence** into Essex
- Rollout of the **Ordinarily Available with associated support offer**
- Capacity analysis, **review and potential reclassification** of existing specialist provision
- Development of **satellite provisions**

What opportunities for growth in provision are available, that we have missed?



Discuss in your groups and share your thoughts?

Autism update

Ondrea Bloom, SEND Strategy Lead- Autism



Essex County Council

Training- Professionals

- **Autism Education Trust Training (AET)**

New format for Good Autism Practice (GAP)

2 x 2hr sessions with implementation/development task

Initial discussion with IP/EP -

- **Advanced Autism Course (10 week course)**

In process of being rewritten and will be launched for Summer Term

AutismStrategy@essex.gov.uk

- **Procured training**

- **Autism, anxiety and transition package**

- **Autism Portal**

https://schools.essex.gov.uk/pupils/Autism_Portal/Pages/default.aspx

For more information about other conditions that co-occur alongside autism, visit the [Autism Central](#) website.

 **Autism Language and Jargon Buster**

 **Autism Support Centres**

 **Autism Training**

 **Diagnosis, One-Planning and EHCPs**

 **Key Resources and Links**

 **Local and National Guidance**

 **Parent and Carers Support**

 **Referral Processes in Essex**

 **Teaching Resources and Assessment Tools**

- **Bitesize Training/ Videos**

Training/ Events - Parent/ Carers

- Good beginnings- for parent/ carers of children in Early Years (inc Reception)
- <https://send.essex.gov.uk/search-support-groups-and-activities/good-beginnings-course>

Good Beginnings Course

A face to face course for parents and carers of children aged 5 or under, who have autism or social communication needs

How it can help

This course covers:

- understanding autism
- communication
- play
- sensory processing
- behaviour is communication
- eating, sleeping and toileting
- managing anxiety

Training/ Events - Parent/Carers

- Peer to Peer regional support hub

peersuppothub@essex.gov.uk

3 part offer- see slides

Please promote with parents/ carers in your school

Programme Governance

Autism Central is a 3-year programme commissioned by Health Education England and will be delivered by a consortium of nine not-for-profit organisations:



Autism Central

- **National Autistic Society (host)**
- **Autism Education Trust**
- **Great Minds Together**
- **Contact**
- **Autism Alliance**
- **British Institute of Learning Disabilities (BILD)**
- **Autistica**
- **Ambitious about Autism**
- **National Network of Parent Carer Forums**



Autism Central



East of England Hub

Essex, Suffolk, Norfolk, Cambridgeshire,
Hertfordshire, Bedfordshire

A Three-Part Offer

A free service for
parents/carers of autistic
people, with or without a
diagnosis.

Peer Educators are all
parents/carers with lived
experience of autism. They are
trained in sharing their
knowledge and experience and
offering support.

Part One - The website



[Autism Central for Parents and Carers](#) | [Autism Central](#)

A growing source of information and guidance for parents and carers



Friendships

It's a myth that autistic people don't want to have friends and are 'loners'. This simply isn't the case for most, but some people do become socially isolated for many reasons. Read more about autism and friendships.

Wellbeing, Adult, Child, Young person



Eating

As a parent or carer, you may be worried that your child's diet isn't healthy enough or that they are not getting the nutrients they need. Read more about eating problems and how you can help.

Wellbeing, Adult, Child, Young person



Diagnosis

You can be identified as autistic at any age – some people will be diagnosed as young children, others later in life. Read more on how to get a diagnosis for children and adults and where to find information and support.

Key topics, Diagnosis, Adult, Child, Young person



How to prepare for secondary school

Moving from primary to secondary school can be a big jump for many autistic children. It often involves getting used to a bigger, noisier environment and changing routines. Find help and advice to make the transition easier for your child.

Education, Transitions, Child



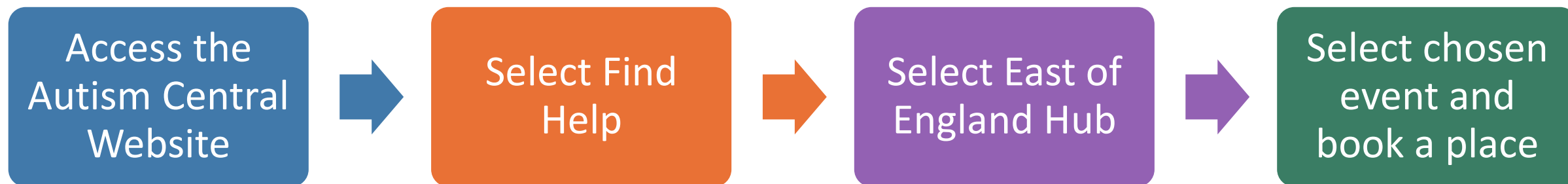
[Looking after yourself as a parent or carer](#)

When you are looking after the needs of someone else, it can be difficult to remember to look after yourself. However, it's important that you set aside time to participate in activities you enjoy and do things just for you. Read more about wellbeing for parents and carers.

Wellbeing, Adult



Part Two - Group Online Session – accessed via the Autism Central Website



Group Online Session – accessed via the Autism Central Website

Featured events

[See all events](#)

Virtual Drop in for Parents/Carers of Autistic Children

An online drop in session for parents/carers of autistic children for advice, guidance and support.

Date:
Tuesday 26 September 2023

Location:
Online

Drop-in session

Virtual Drop in for Parents/Carers

An online drop in session for parents/carers of autistic children for advice, guidance and support.

Date:
Thursday 05 October 2023

Location:
Online

Group session

School Holiday Survival

This session focuses on school holiday support strategies.

Date:
Thursday 19 October 2023

Location:
Online

Group session

Back to School Support

A virtual session to discuss supportive strategies for autistic children when starting or returning to school after a break.

Date:
Thursday 26 October 2023

Location:
Online

Drop-in session

Virtual Drop in for Parents/Carers

An online drop in session for parents/carers of autistic children for advice, guidance and support.

Date:
Monday 30 October 2023

Location:
Online

Group session

Eating, Sleeping & Toileting

An opportunity for parents and carers of autistic children to discuss eating, sleeping and toileting support for autistic children.

Date:
Friday 03 November 2023

Location:
Online

Drop-in session

Virtual Drop in for Parents/Carers

An online drop in session for parents/carers of autistic children for advice, guidance and support.

Date:
Tuesday 07 November 2023

Location:
Online

Group session

Early Communication

An opportunity for parents and carers of autistic children to discuss early communication development and supportive strategies.

Date:
Thursday 16 November 2023

Location:
Online



**Autism
Central**



Essex County Council

Part 3 - 1:1 Support

- ✓ Parents, carers and Personal Assistants can request 1:1 support via a telephone call.
- ✓ For some, this is a brief conversation involving some fact sharing and signposting. For others, it is a longer conversation enabling parents/carers to share and unpick their experiences with someone with lived experience.
- ✓ Parents/carers can scan the QR code to register for a telephone call. The average wait time is less than one week.



Autism
Central



Essex County Council



How else we can support you

- ✓ Schools and other groups can request Peer Educators to attend family/carers events.
- ✓ Many schools are already arranging visits to coffee mornings and support groups.
- ✓ If you would like a visit, please email: peersupporthub@essex.gov.uk

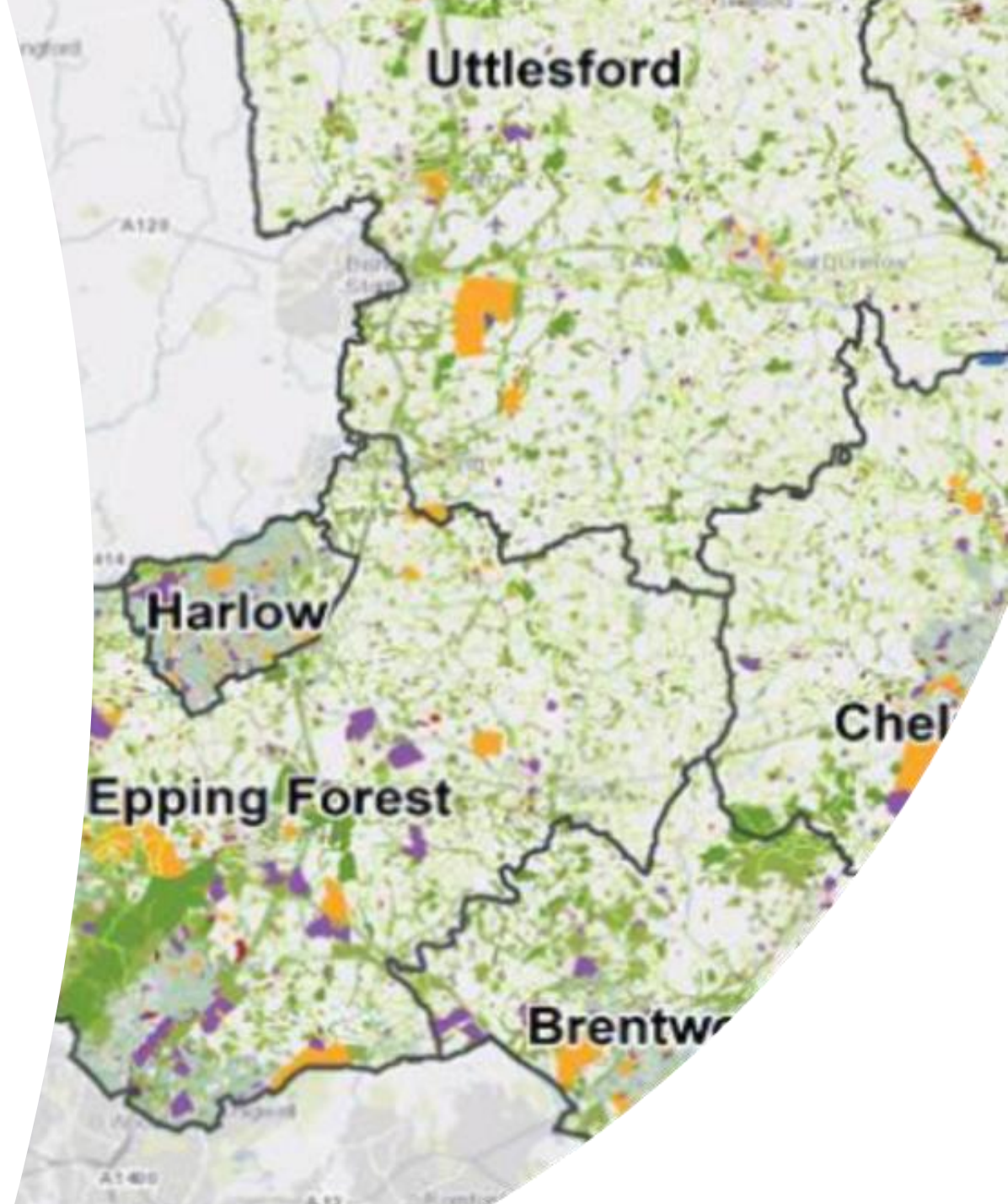
EVENT



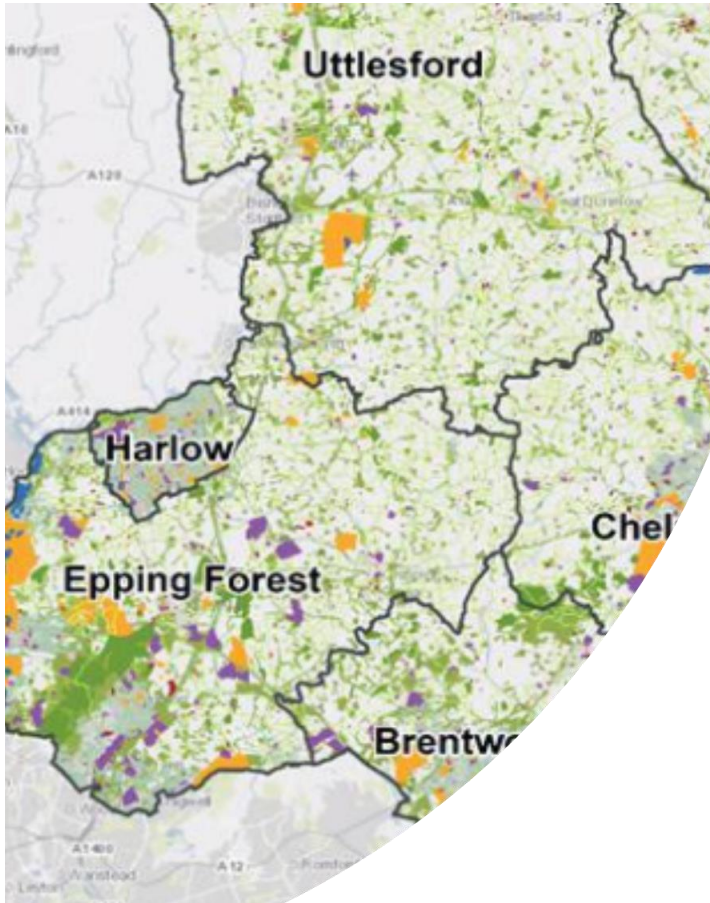
WEST QUADRANT UPDATE



Essex County Council



West Quadrant Staffing updates

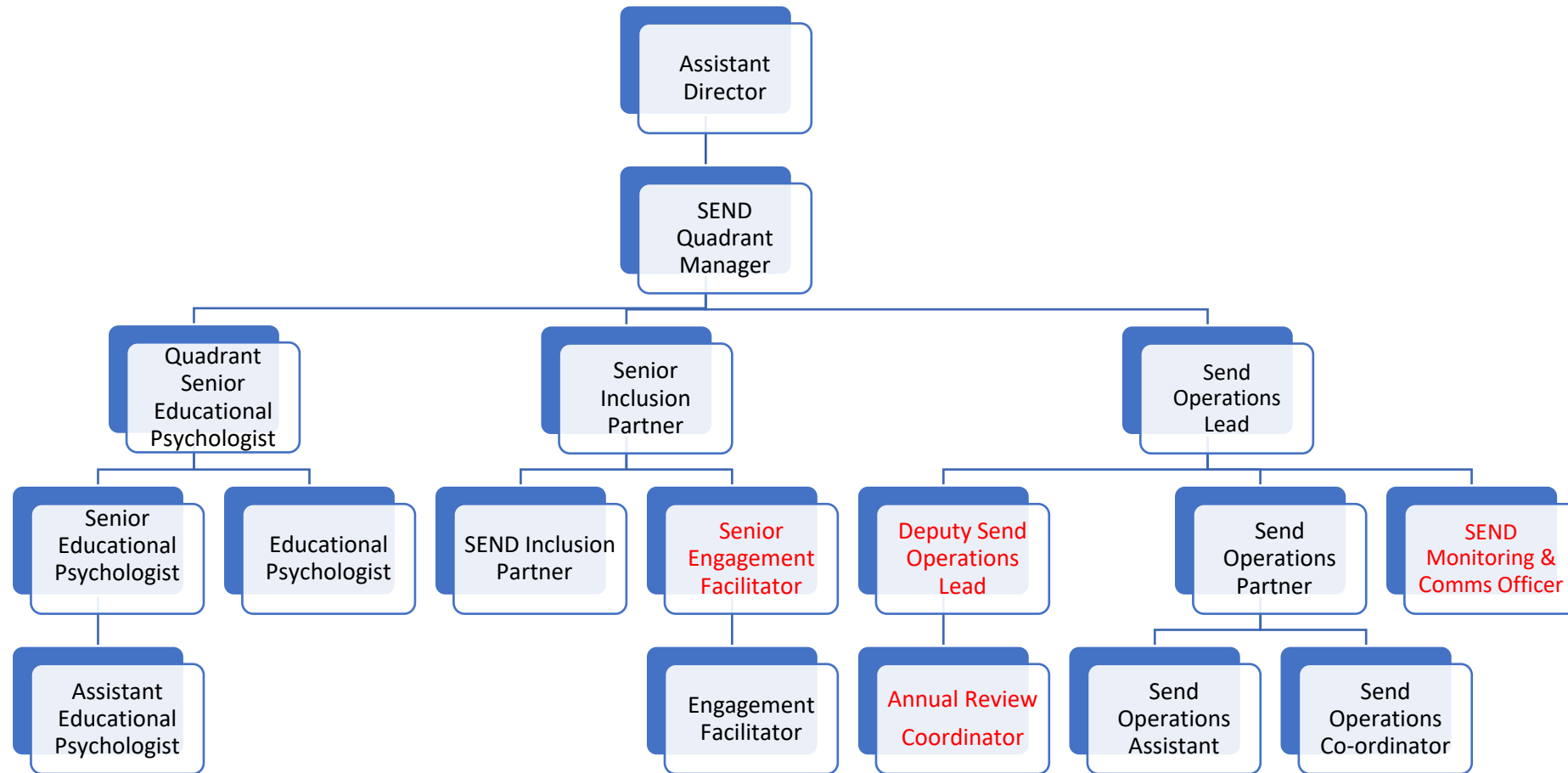


- Early Years Education Partner – Debbie Makepeace left – Stephanie Mottram started – covering Epping Forest Area
- Attendance specialist – recruiting
- Inclusion Partner – Gemma Halliwell leaving on 7th November – New IP starting in January.
- Andrew Stephens – Quadrant Senior EP left – advert out for Deputy Principal EP
- Patch allocation and associate allocation being covered by Sophia Wareham

SEND operations

- SEND Quadrant Manager – Chris O’Nions leaving end of Autumn term – Appointment made
- Lauraine Pryor– SEND Operations Lead
- Jennifer Scarbrough – Deputy SEND Operations Lead

Quadrant SEND Service



WEST Ofsted 2022/2023

William Martin Infant and nursery school
Epping Primary
William Martin Junior school
Jerounds
Theydon Bois
Limes Farm Infant and nursery
Limes Farm Junior School
Chigwell Row Infant School
Staples Row
Great Easton
Hillhouse C of E
Oakview
RA Butler
Coopersale and Theydon Garnon
C of E V/C
Stebbing Primary School
Ashdon Primary School
Manuden
The Downs
Chipping Ongar
High Ongar
Alderton Junior
Sheering
Newhall Primary
Thaxted Primary
Moreton C of E V/A
Pear Tree Mead Academy
The Alderton Infant
Holy Cross Harlow
Abbotsweld Academy
Ongar Primary School,
Longwood Primary Academy
Latton Green
Thomas Willingale

Great Sampford
Radwinter
Water Lane
Rodings Primary
Cooks Spinney
St Mary's CofE V/A Primary School,
Saffron Walden
Little Parndon
Great Dunmow
Debden
St Mary's Hatfield Broad Oak
Dunmow St Mary's
High Beech
Matching Green
Flitch Green
St Andrews North Weald
Chigwell Row Infant School
Nazeing Primary School

50 Primary schools

Roding Valley High
Mark Hall - BMAT
Stewards
BMAT STEM
BMAT academy
St Mark's Catholic
Joyce Frankland

7 Secondary Schools



West quadrant: Primary phase outcomes

	EYFS: % GLD		Yr 1 Phonics: % expected	
	2022	2023	2022	2023
England	65.2	67.2	75.5	78.9
Essex	66.8	69.0	75.3	79.2
Mid	68.5	69.6	74.8	81.0
North East	67.1	67.7	75.1	78.7
South	65.0	69.3	75.1	78.3
West	67.2	69.1	76.6	78.9
Epping Forest	65.8	70.4	72.7	75.2
Harlow	65.1	65.0	75.8	78.3
Uttlesford	72.3	72.7	81.9	84.9

Green = district higher than England average, **Red** = lower than England average, **Amber** = same as England average

West quadrant: Primary phase outcomes

	KS1: % exp RWM		KS1: % exp Reading		KS1: % exp Writing		KS1: % exp Maths	
	2022	2023	2022	2023	2022	2023	2022	2023
England	53.4	56.0	66.9	68.3	57.6	60.1	67.7	70.4
Essex	55.6	57.9	69.4	70.1	60.4	62.3	69.4	72.4
Mid	57.3	59.3	70.7	71.4	62.4	63.3	71.0	74.3
North East	52.0	55.4	66.6	67.7	56.9	60.4	66.4	69.4
South	57.1	60.2	70.3	71.7	61.6	64.5	69.6	73.0
West	55.0	55.6	69.3	68.9	59.8	60.1	70.1	72.0
Epping Forest	54.5	55.0	69.3	66.3	59.5	59.4	69.3	71.6
Harlow	51.0	52.2	66.5	66.8	55.4	57.4	67.9	67.5
Uttlesford	60.4	60.1	72.5	74.3	65.5	63.9	73.8	77.8

Green = district higher than England average, **Red** = lower than England average, **Amber** = same as England average

West quadrant: Primary phase outcomes

	KS2: % exp RWM		KS2: % exp Reading		KS2: % exp Writing		KS2: % exp Maths	
	2022	2023	2022	2023	2022	2023	2022	2023
England	58.9	59.5	75.0	72.6	69.7	71.5	71.7	73.0
Essex	58.8	60.7	74.4	73.6	71.0	73.1	71.3	74.2
Mid	59.0	61.7	75.3	74.9	71.3	73.5	71.4	74.8
North East	53.3	56.4	70.1	69.3	65.7	68.2	66.3	70.2
South	61.9	62.6	76.3	74.3	74.2	76.9	73.9	75.8
West	60.2	61.6	74.9	75.8	71.7	72.4	72.9	75.7
Epping Forest	55.6	58.1	70.8	73.3	69.5	70.2	68.5	73.7
Harlow	60.3	61.1	74.6	74.1	71.2	71.6	73.2	76.2
Uttlesford	65.9	66.3	80.4	81.0	75.0	76.1	77.7	77.5

Green = district higher than England average, **Red** = lower than England average, **Amber** = same as England average

West quadrant: Primary phase outcomes

	KS1-2 Progress: Reading		KS1-2 Progress: Writing		KS1-2 Progress: Maths	
	2022	2023	2022	2023	2022	2023
England	0.0	0.0	0.0	0.0	0.0	0.0
Essex	-0.5	-0.1	0.2	0.3	-0.4	0.0
Mid	-0.4	0.1	0.1	0.3	-0.5	0.1
North East	-1.0	-0.4	-0.7	-0.4	-1.0	-0.5
South	-0.4	-0.2	0.7	0.9	-0.1	0.0
West	-0.3	0.3	0.4	0.2	0.1	0.4
Epping Forest	-0.8	-0.2	0.4	0.2	-0.4	0.1
Harlow	-0.5	0.3	0.2	0.4	0.2	0.9
Uttlesford	0.6	0.9	0.7	-0.1	0.7	0.1

Green = district higher than England average, **Red** = lower than England average, **Amber** = same as England average



Essex School Partnership Strategy

Accelerators of School Improvement



Quadrant update
Autumn 2023

<u>WEST</u> Colin Raraty Head of Rodings	<u>MID</u> Dida Burrell, Head at Whitecourt	<u>NORTH-EAST</u> Kerry Malcolm, Head St Lawrence C of E Primary And Nicky Patrick, Head of Spring Meadow	<u>SOUTH</u> Katherine Parker, Head of St Peter's catholic and Heidi Blakeley, Head of Abacus School
Dunmow Excellence in Education Partnership	Blackwater Partnership and Friends	Colchester Partnership	Basildon Excellence Partnership (BEP)
Epping Forest Partnership	Braintree and Villages Partnership	Colchester Priory Street	Billericay Partnership
Epping Forest Schools Partnership Trust	Chelmsford Learning Partnership	Constable Collaborative Partnership	Brentwood Collaborative Partnership
Harlow Education Trust (HET)	Chelmsford TSA	HEP (North Tendring - Harwich)	Canvey Schools
Saffron Walden Partnership	Colne Valley NE Braintree Partnership	Learning Connections	Castle Point Partnership
Uttlesford Partnership	Dengie Partnership	North Essex Schools Partnership	South Essex Teaching Institute (SETI)
REAch2 Academy Trust	Notley Family of Schools, Braintree District Partnership	CSMT (Colne, Stour, Mid Tendring) Partnership	Wickford Partnership
The Learning Partnership Trust	River Chelmer Partnership	South Tendring Primary Partnership	Academies Enterprise Trust (AET)
NET Academies Trust	Seven Spires Partnership	Tiptree and Stanway Primary Schools Consortium Partnership	South Essex Academy Trust
Burnt Mill Academy Trust	Tanglewood Partnership	Connected Learning	Hearts
	The Witham Collaborative		Berlesduna Multi Academy Trust
	Woodham Ferrers Partnership		The Like Minded Group
	Connected Learning		Lee Chapel Academy Trust
	All Saints MAT		The Epsilon Star Multi-Academy Trust
	Canonium MAT		Brentwood Academies Trust
	Life Education Trust		Lion Academy Trust
	Eveleigh LINK Academy Trust		

WEST PARTNERSHIP

QUADRANT CHAIR

DUNMOW EXCELLENCE IN EDUCATION PARTNERSHIP –

EPPING FOREST LDG PARTNERSHIP |

HARLOW EDUCATION PARTNERSHIP (HEP)

LEARNING PARTNERSHIP TRUST, THE

BURNT MILL ACADEMY TRUST

**NET ACADEMIES TRUST (NETAT)
SAFFRON WALDEN PARTNERSHIP**

EPPING FOREST SCHOOLS PARTNERSHIP TRUST (MAT)

UTTLESFORD PARTNERSHIP

LEAD

Colin Raraty - Rodings Primary

Claire Jackman - Great Easton

Katie Henson

Roger Abo Henriksen / Chris Fluskey

Joe Figg

Helena Mills - Burnt Mill Academy

Jo Coton

Mary-Jo Hall - St Thomas More Catholic Primary School Academy,
Saffron Walden

Peter Tidmarsh

Christopher Jarmain (St Mary's) / Emily Bartram (Radwinter)

Sent by Email

Date: **xx** September 2023

Name of Headteacher
Lead Headteacher of **xxx** Partnership
WEST Quadrant

Support for School Partnerships 2023/2024

Dear **xx**

We hope you have had a good start to the Academic year 2023-24 and that you and your school community are keeping well. We are writing to you in your role as lead of your partnership to inform you about how we intend to support your partnership over this academic year. Please can you share this letter with headteachers in your partnership.

Each Partnership/MAT (if your MAT is not engaged with a wider partnership) as in previous years has been allocated a School Effectiveness Partner (SEP). Your SEP will have been or will be in touch to arrange dates to meet with you and other headteachers in the [partnership](#), if you would like the meeting to involve other colleagues. The purpose of this meeting is to discuss the support to your partnership over this academic year from the LA which is up to 4 days. This support could involve supporting you with Partnership meetings, quality assurance of peer review (whichever model you use) and analysing partnership data to discuss strengths and areas of development. Your SEP can also talk to you about using the Partnership Evaluation and Development Tool to support creating an action plan for your partnership and help identify next steps in your Partnership development.

Your Partnership can also purchase a data booklet which are available now for £299 which will give all your partnership and individual school data benchmarked against national. This will also be broken down by gender, disadvantaged and SEN. If you would like to purchase the data reports and/ or booklets, please email WorkforceDevelopment@essex.gov.uk You will then be sent a data sharing agreement to sign for your schools in the partnership.

If your Partnership is undertaking Peer Reviews and feel that colleagues need a refresher in the training of Peer Reviewers and Improvement Champions if you are using the Education Development Trust model that we rolled out across the County some years ago, please can you let your School Effectiveness Partner know and we can then look at the best way to facilitate this across the County.

If you would like to access Peer Reviewers training online through the Education Development Trust, you can book on to this here. The price per attendee is £64.49 and it November 23rd 9.30am-12.30
<https://www.schoolspartnershipprogramme.com/webinars-and-events/capacity-and-refresher-training>

This year each partnership will also have a link Early Years Education Partner (EYEP). Their remit will be to support collaborative learning between schools and other Early Years settings in the locality, focussing on inclusion and transition and promoting the sharing of good practice. When your SEP contacts you, they will give you the dates and venue of the Early Years Locality Network meetings pertinent to your schools for the attention and attendance of your Early Years Lead.

The SEP will also be working with your Partnership on how collaboration can be used to maximise the offers from the Local Authority around the Inclusion Strategy which includes the Disadvantage Strategy and the Inclusion Framework. We want to work with you to enable best practice to be shared and maximise any additional funding that is available through the Inclusion Strategy.

All schools in Essex will shortly receive a welcome pack from the Essex Year of Numbers Team. This pack includes a project directory, a welcome letter from Clare Kershaw, a Year of Numbers information [flyer](#) and a copy of Essex Reads (the Essex Year of Reading Anthology). Partnerships should note that the directory also includes a call out to schools/partnerships to pitch their own projects for funding, which they can do via essex_yearofnumbers@essex.gov.uk. The team are also aware that due to a technical glitch some schools have been told that projects are full or haven't received a response – this is incorrect so please do contact Essex_yearofnumbers@essex.gov.uk if you have any questions or want to get involved. An electronic copy of the directory and latest news can be found at <https://www.essex.gov.uk/news/essex-year-of-numbers>

Each quadrant has a termly meeting to facilitate all Partnership Leads coming together. The West quadrant chair is Colin [Baratv](#) Head of [Rodings](#) and the meetings are on line on

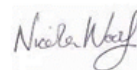
- 31st October 10-11 Virtual
- 5th March 10-11
- 21st May 10-11

Your Quadrant chair will also be contacting you with the agenda and joining details for the meeting. They will also be sending you a link to a form in order that we can gather information on partnership priorities to align the support offer and connect partnerships together with similar priorities.

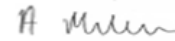
Please do try to prioritise attending these meetings as the LA will be using these meetings to share best practice and give information about LA strategies as well as Quadrant and Partnership Leads sharing locality information. The Teaching School Hubs also attend these meetings, so it is a chance to get an update on their offer.

We are all here to support your work over the coming year and we look forward to working with you and your partnership of schools to help develop the maturity and sustainability of your partnership to ensure your work together has the most impact on each of your school communities and to facilitate the sharing of good practice across the county.

Yours sincerely



Nicola Woolf
Assistant Director of Education West
Email: nicola.woolf@essex.gov.uk

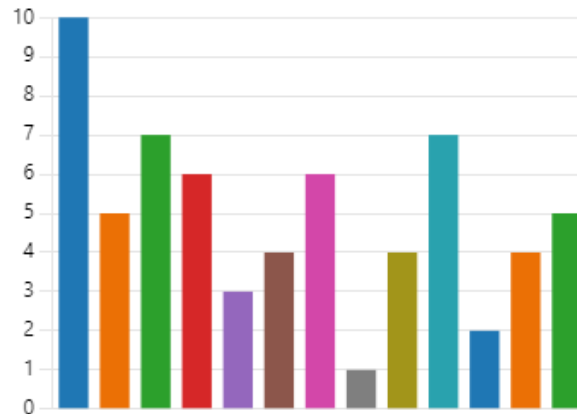
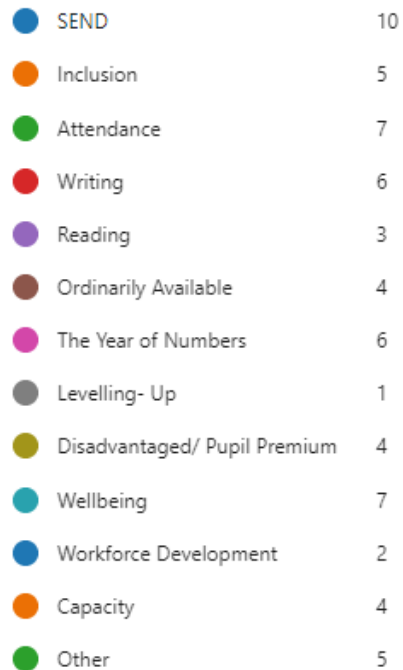


Ashley Milum
Head of Education and Early Years West
Email: ashley.milum@essex.gov.uk

Partnership Survey

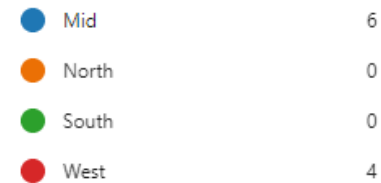
4. What are the focus areas for your **partnership**, for the next academic year?

[More Details](#)



3. Quadrant

[More Details](#)



Please complete the very short form here:
<https://forms.office.com/e/avDvnjRE4S>.

Core offer to all schools via the partnership model

School Partnerships refers to all types of partnerships, including local authority-maintained school partnerships and multi-academy trusts (MATs) and mixed partnerships of maintained and academy schools.

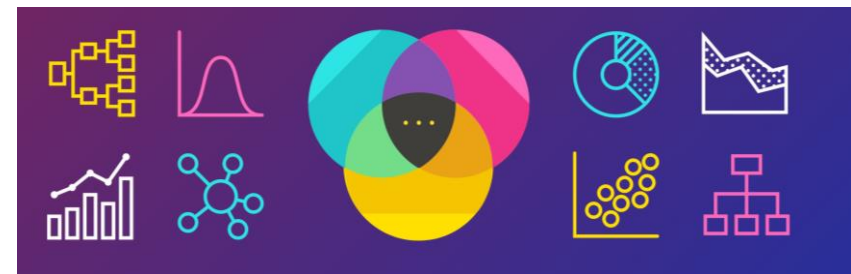
- **Up to 4 days LA SEP/ Head of Education support** across the year which will include:
 - SEP will arrange a **termly meeting** with partnership Lead/MAT CEO or steering / management group - this will depend on size of partnership and the relationship and knowledge of the partnership. This meeting will include how collaborative working can improve curriculum equity and opportunity for all pupils with a focus on **Disadvantage and SEND Support outcomes**.
 - SEP support for collaborative working in and between partnerships so that Partnerships can be **accelerators of school improvement**.
 - Support for Peer review if requested:
 - Facilitating/Quality assuring peer review
 - Assessing the Impact of Peer review
 - Capacity training for Peer Review
 - Support with Partnership Meeting agenda planning.
 - Support and training for **Partnership Evaluation and Development Tool** and outputs where requested.
 - County Partnership Leads meetings.
 - Support and attendance at Quadrant meetings.
 - Support with **analysis and resulting actions of partnership data pack** if purchased.
 - Support for Quadrant chairs in their role.
 - Support **with identification of additional traded work** to support the partnership agreed priorities.

Understanding Your Data

For Partnerships and/ or Multi-Academy Trusts

These data booklets will provide you with comprehensive data broken down by different characteristics for your partnership/MAT. E.g. It will allow for such things as comparisons between schools and help to identify any strategic priorities your partnership/MAT may then wish to focus on.

Price £299



Early Adopters - West

School Name	Quadrant	Inclusion Framework	Inclusion Review	Ordinarily Available
Saffron Walden County High	West	Yes	Yes	
Radwinter Primary School	West	Yes		
Thomas Willingdale	West	Yes		
Limes Farm Junior School	West	Yes		
RA Butler	West	Yes		
Church Langley Primary School	West			Yes
Ivy Chimneys Primary School	West			Yes
Katherine Semar Junior School	West			Yes
Net Academies Trust	West			Yes
Pear Tree Mead Academy	West			Yes
Potter Street Academy and Purford Green Primary School	West			Yes
Sheering School	West			Yes
Thaxted Primary School	West			Yes
The Helena Romanes School and Sixth Form Centre	West			Yes
Theydon Bois Primary School	West			Yes
Whitebridge School	West			Yes

Planned Inclusion Reviews

- Burnt Mill
- Epping St John
- Dunmow St Mary
- Rodings



Harlow Futures

Our future, Our town, Our plan!

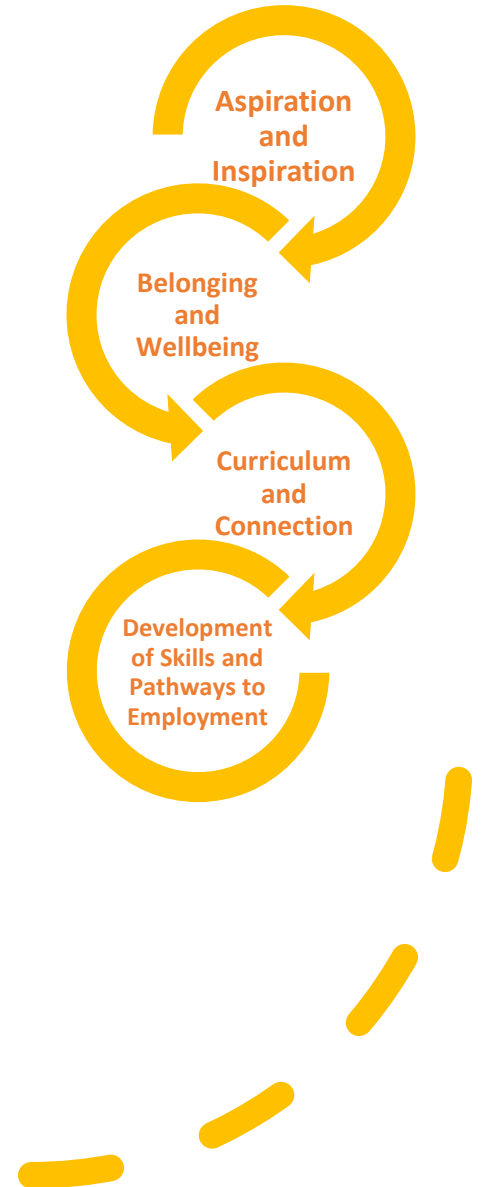


Harlow Futures Vision

All children and young people in Harlow to have:

- A positive experience of learning
- Successful progression to where they want to be
- The very best outcomes
- The right to be safe, connected and listened to at all times

Close to their home and supported by their family and friends.

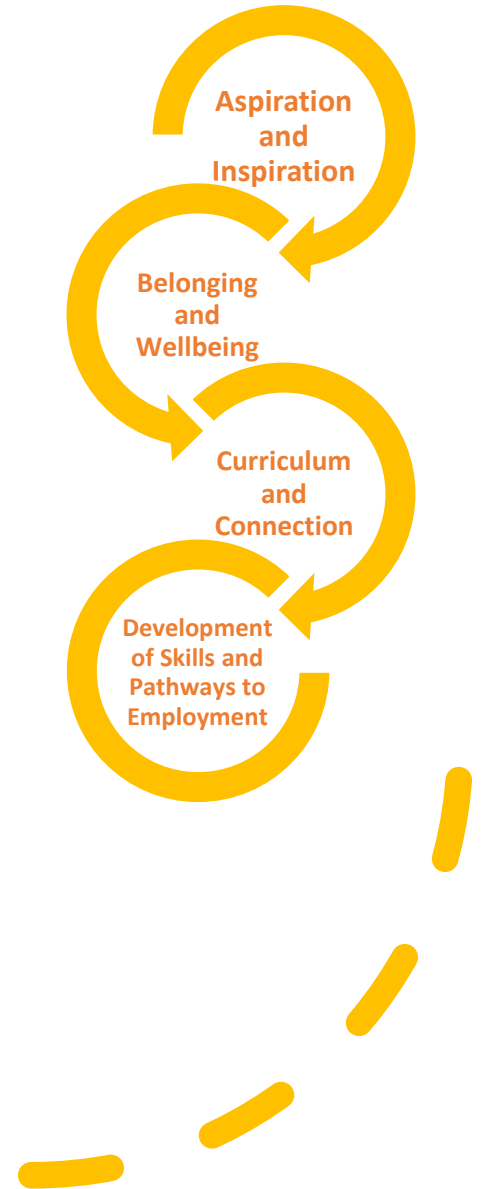


Harlow Futures

3 Key Priorities:

1. Reading
2. Mental Health and Wellbeing
3. NEET reduction

£500K from Levelling Up



Harlow Futures Mental Health & Well Being programmes

In Harlow, there are proportionately more pupils with Social Emotional and Mental Health (SEMH) needs in the district than elsewhere in the County. Although the number of pupils with SEMH needs are relatively small, our data also shows there is a 24% likelihood that the pupils with SEMH needs will not achieve the required standard at any key stage

The investment in Mental Health has the potential reach to support approximately **15,000 pupils across 42 school settings schools in Harlow within the first 12 months.**

There are six programmes funded by the Levelling Up Programme that are part of Harlow Futures

- **My Happy Mind** - Provides preventative and early help mental health education. The programme is a whole school approach designed for schools to develop the mental wellbeing of children. The approach combines the latest research, science and technology to help children develop lifelong habits and learn to thrive.
- **PATHS®** - Empowers all children year 1- year 6 to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life. Supporting teachers to teach about social problem solving and building good relationships with peers.
- **RISE** – Huge amount of resources to support children's wellbeing and resilience across schools – e.g. skills that build confidence and coping skills for managing emotions
- **Peer Education** - A secondary school based, educational programme that aims to give young people the skills and knowledge they need to safeguard their mental health, and that of their peers. Where older pupils deliver the lessons to younger pupils, known as Peer Learners, using the detailed lesson plans. Peer Learners are typically aged 11 & 12.
- **Brook PSHE** – Resources that support PSHE lessons focussed on financial literacy, managing relationships and career planning (to name just a few topics). It includes resources suitable also for SEND students.
- **Future Ready** - A targeted Essex County Council Youth Adviser will deliver a blend of Emotional Wellbeing and NEET prevention sessions. By supporting wellbeing at an earlier stage, it reduces needs being escalated to higher tiers, as well as helping individuals that are closer to making the transition from secondary school to their next step. They will learn how to build a great CV, set goals, be active and understand better the steps they need to take to achieve their aspirations.



Launch of the Harlow Futures Mental Health Project at Jerounds on October 10th

<https://vimeo.com/user22067452/review/874868002/a0b97a9d8e>



https://www.yourharlow.com/2023/10/16/jerounds-primary-academy-host-launch-of-harlow-futures/?_ga=2.117159429.2053135360.1697619642-646327711.1686146191&_gl=1*1j2pc6z*_ga*NjQ2MzI3NzExLjE2ODYxNDYxOTE.*_ga_VG46TH43S2*MTY5NzYxOTY0Mi44LjEuMTY5NzYyMDA1MS4wLjAuMA..

11 October 2023

Levelling Up project aims to inspire young people in Harlow to achieve



Harlow Futures inspires young people in Harlow to be ambitious about their futures.

The project was recently showcased as part of World Mental Health Day as it has a particular focus on mental wellbeing.

It helps young people build mental health resilience. It is hoped this will help them achieve positive outcomes later in life.

The council has earmarked £180,000 from its Levelling Up fund for this phase of the project. It will support all young people in Harlow, a priority area in the council's Levelling Up strategy.

Harlow Futures is a partnership between:

- Essex County Council
- Local educational leaders from schools and education settings
- Harlow District Council
- Harlow College.

Primary settings taking part can choose interventions or programmes based on their needs.

Secondary schools and Harlow College run programmes to support emotional and mental wellbeing.

Students will have access to resources, curriculum enrichment and expert advice and guidance.

Development and learning opportunities will also be available for teaching staff and support staff.

The showcase took place at Jerounds Primary Academy. It celebrated the achievements to date and the exciting plans for the future.

Deputy Leader and Cabinet Member for Levelling Up and the Economy, Councillor Louise McKinlay (pictured) attended the launch and said:

“The Harlow Futures project embodies our commitment to the health and wellbeing of young people in Essex.

“By investing in targeted and early interventions, we are laying the foundations for stronger communities and brighter futures.”

Cabinet Member for Education Excellence, Lifelong Learning and Employability, Councillor Tony Ball said:

“This project will make a real difference to young people in Harlow.

” Projects like this will reach these young people at a young age and make sure they have the support and tools to succeed in whatever path they choose.”

Read more about [Levelling Up](#) in Essex.

<https://www.essex.gov.uk/news/2023/levelling-project-aims-to-inspire-young-people-harlow-achieve>

Harlow Futures
next bid going
through

Harlow Futures
Early Years,
Reading and
NEET

This Business Case is seeking a drawdown £319,150, the remaining monies from the £500,00 investment allocated to Harlow Futures from the Levelling Up element of Everyone's Essex

1.To recommend funding of £170,795 to support Early Years initiatives.

2.£74,335 to extend the Essex Year of Reading in Harlow schools.

3.£20,000 to support the existing Mental Health programmes.

4.£54,000 to prevent future NEETs in Harlow through a pilot re-engagement strategy.

