

**MINUTES OF THE ESSEX PRIMARY HEADTEACHERS' ASSOCIATION
ANNUAL GENERAL MEETING HELD ON THURSDAY 6 OCTOBER 2016
COMMENCING AT 9.10 am**

Headteachers present

Lehla Abbott	Broomgrove Infants
Cheryl Allard	Oaklands Infants
Lois Ashforth	Cold Norton Primary
Sue Bardetti	Holland Haven Primary
Nicky Barrand	Cherry Tree Primary
Amanda Buckland-Garnett	Collingwood Primary
Claire Claydon	Brightlingsea Juniors
John Clements	Hatfield Heath Primary
Anna Conley	The Howbridge Infant School
Dawn Dack	Wentworth Primary School
Brenda Dalley	Hadleigh Infant School
Sarah Donnelly	Richard de Clare Primary
Fiona Dorey	Great Bradfords Junior School
Helen Dudley-Smith	Friars Grove Primary
Shelagh Harvey	Ingatstone Infant School
Nigel Hookway	EPHA Executive Director
Nick Hutchings	Hamilton Primary
Ceri Jones	Chipping Hill Primary
Pam Langmead	EPHA Professional Officer
Lesley Lewis	Theydon Bois Primary
Jacqu Martin	Langenhoe Primary
Kate Mills	John Ray Infant School
Hayley O'Dea	Great Wakering Primary
Donna Parker	Ardleigh St Mary's Primary
Lorna Pigram	St Nicholas CE Primary & Canewdon Primary
Harriet Phelps-Knights	Janet Duke Primary
Janice Tunney	Limes Farm Junior School

1. APOLOGIES FOR ABSENCE

Apologies were received from:

Dawn Baker	Lawford Mead Primary
Isobel Barron	Roseacres Primary
Deborah Bailey	John Bunyan Infants

Action

Dawn Baker	Lawford Mead Primary
Rachel Callaghan	Katherine Semar Juniors
Lyn Corderoy	Grange Primary
Melissa Eades	Sunnymede Infants
Alan Gardiner	Federation of Farnham and Rickling Schools
Matthew Moseley	Holland Park Primary
Samantha Norfolk	Alton Park Juniors
Amanda Reid	Perryfields Infants
Angela Russell	St Anne Line Catholic Infant School
Jonathan Tye	Churchgate Primary
Kevin Watts	Great Dunmow Primary
Anthony Welch	Holland Park Primary/Alton Park Juniors
Kay Wills	Two Village CE Primary

2. WELCOME

Harriet Phelps-Knight, Chair of EPHA, welcomed everyone to the meeting and introduced herself to colleagues.

3. REPORTS ON THE 2015/2016 YEAR

A. EPHA CHAIR'S REPORT

Harriet Phelps-Knights gave a report about the previous year as Chair of the Essex Primary Heads' Association.

"2015/16 was another busy year which saw a fantastic deputy heads conference; however, when asked, the deputies revealed that only 10% aspire to headship, which was a bit of a scary revelation.

The end of December saw the appointment of Nigel Hookway as the Executive Director; we had a competitive application and interview process, which meant we had more than one candidate to choose from which was very pleasing.

We achieved the Schools Forum agreement for top slicing schools contribution which has made collection of subscriptions easier and we have received this funding into the EPHA account now.

Another successful heads' conference this year; we go from strength to strength with these conferences and are very thankful for Pam organising them so effectively and year on year; as always we are trying to find speakers to match the previous year. The key note speaker in March 2017 will be Sir John Jones.

July saw us and colleagues from the Secondary Heads' Association making the trek to Westminster to meet with a range of Essex MPs to put across our concerns and

celebration of successes with them. They were thoughtful over our issues and were prepared to champion our cause in relation to recruitment and retention, assessments and a forever changing landscape.

We have raised the profile of EPHA further with the establishment of a corporate image with our new logo and website launch this term, which has been a positive addition to the organisation.

I continue to attend regular meetings with regional association chairs and the regional schools commissioner - Tim Coulson - which gives an insight into national priorities of the RSC and some understanding of the DfE's direction of travel.

We continue to have a strong voice within the local authority and are using this to the advantage of Essex primary heads with representation at Schools Forum where many financial decisions are taken around issues such as schools broadband, early years, education services, the school-led improvement board where school to school support and cluster working is developed and monitored, SEND, recruitment and retention, to name but a few. EPHA area chairs, myself, Nick, Pam and Nigel continue to have termly meetings with Clare and her team to focus on priorities and what we want the LA to present at area meetings.

We have built on our strengths again this year and we have a number of priorities that we aim to focus on during the coming year

Future focus

Headteacher well-being will always be a focus, as well as support for new head teachers in particular;

Recruitment and retention - with a greater focus on retention;

We want to move towards a wider consultation process for issues that we identify as key, including the primary assessment consultation, partnerships, academisation etc;

Shaping future EPHA meetings;

And we will come back to the priorities in the Exec meeting later on this morning

Finally, thank you to all of the Executive members, as you all play an important role in the working of EPHA, we rely on you to gather and present the views of colleagues from the area you represent, and we appreciate your representation of EPHA members at a variety of meetings. Please keep up the good work."

B. EPHA PROFESSIONAL OFFICER'S REPORT

Pam Langmead gave the following report, reflecting on her work on behalf of EPHA over the last year.

This has been a busy year for the Association, with good attendance at the primary headteacher meetings, and two successful conferences for Headteachers and Deputy

Heads. My role has continued to grow and I continue to attend numerous meetings on behalf of EPHA, as detailed in my termly report to the Executive. In addition to the attendance at meetings (and writing follow up reports), my work for EPHA has included:

- Information, emails and communications with all headteachers;
- Responding to queries and actions from the Executive, ECC, other association officers, interested companies;
- The production of a Primary Support Directory;
- Developing our new website, logo and conference packs – EPHA grows up!;
- Individual support for headteachers when issues arise;
- Consultation on recruitment and retention;
- Consultation about primary services to schools and collation of results;
- Contact with new headteachers;
- Organisation and management of the WEPHA conferences and other area meetings;
- Managing the bookings and organising the annual headteacher and deputy conferences;
- Managing the EPHA finances: paying claims and invoices, supporting area treasurers, producing reports, paying in cheques, organising audit etc
- Writing guest editorials for Education Essex;
- Other tasks as required.

In addition, I have just started offering termly briefings to headteacher groups (as I have been doing for a couple of years for the Chelmsford Education Network). This is a free information service, which I hope that heads will find useful.

As ever, it is a great privilege to work for and support primary headteachers in Essex and I look forward to another busy year in 2016/17.

4. TREASURER'S REPORT

a) Pam Langmead, Professional Officer and treasurer, circulated reports relating to the EPHA accounts:

- a Current Account income and expenditure statement from 1 August 2015 – 31 July 2016;
- a statement of the conference account from 1 August 2015 – 31 July 2016.

Both statements have been checked and agreed as a fair and accurate record of the accounts, by Ann Cutting, School Business Manager at Burnham-on-Crouch Primary School.

The **Current Account Income and Expenditure** statement for the period 01 08 15 to 31 07 16.

	Expenditure	Income	Balance
OPENING BALANCE			£54,507.56
Miscellaneous	£2062.47		
DSG		£144,960.00	
Subscriptions		£24,750.00	
Supply	£17,224.00		
Travel & mileage	£1,782.91		
Executive Director	£1,613.30		
Professional Officer	£41,445.76		
Meetings	£21,747.76		
Totals	£85,876.14	£169,710.00	

Closing balance for account 00795978 **£138,341.42**

Notes

The DSG top-slice equates to 453 schools each paying £320.

The Professional Officer expenditure for 2015/16 is broken down into

- professional fees* *£34,670.00*
 - mileage* *£2,039.85*
 - expenses paid on behalf of EPHA* *£2,840.31*
- £39,550.16*

The sum of £41,445.76 stated in the accounts includes a payment for July 2015 (previous financial year)

The **Conference account Income and Expenditure** statement for the period 01 08 15 to 31 07 16.

	Expenditure	Income	Balance
OPENING BALANCE			£36,352.53
Headteacher conference	£17,213.20	£23,400.00	
Deputy conference	£20,785.62	£24,807.50	
Totals	£37,998.82	£48,207.50	

Closing balance for conference account **£46,561.21**

Total of Current account and conference account statements end of July 2016:

Bank balance account 00795978	£138,341.42
Conference account	£46,561.21
Total assets	£184,902.63

In addition, the approximate **balances in each of the Area accounts** were reported:

North East bank account	£19,357.92
Mid bank account	£19,605.00
West bank account	£20,911.76
South bank account	£22,334.76

The Treasurer reminded headteachers that the balances of the Area accounts will shortly be moved to the County current account and payments for area meetings and all expenses will be made centrally.

The Treasurer explained that, while the Association's assets are currently very healthy, the EPHA expenditure will rise considerably during the 2016/17 financial year, as EPHA is now paying all of the expenses for the termly headteacher meetings and the Executive meetings. These were previously split with the Local Authority but it was agreed that, following the increase in DSG contribution, this would now become the responsibility for EPHA. The cost for meetings, therefore, is likely to rise to around £60k+ for the year. In addition, the EPHA Executive Director has now commenced his role and there will be considerably increased costs for his fees and mileage.

The Treasurer proposed that the DSG top-slice in the 2017/18 financial year should, once again, be £320 per school. She explained that, if this is agreed, there will be no requirement for the Schools Forum to revisit this decision. Taking into account the increased in future costs for the Association and the uncertainty of future funding, it was unanimously **AGREED** that the top-sliced contribution from the DSG should be £320 in the 2017/18 financial year.

5. CONSTITUTION AND FINANCIAL REGULATIONS

It was noted that the Constitution and Financial Regulations for the Essex Primary Headteachers' Association were available on the website in advance of the AGM, and both were reviewed by headteachers at the meeting.

There was just one proposed change to the Constitution, which had previously been discussed at the EPHA Executive meeting in May 2016. This was a suggestion to enable the Chair of EPHA to continue in the role (subject to annual election) for longer than three years. There were no proposed changes to the Financial Regulations.

It was **AGREED** that the Constitution and Financial Regulations would be amended accordingly and **ADOPTED** for the coming year. The documents would be updated by the EPHA Professional Officer and would be circulated with the minutes of the meeting and posted on the EPHA website.

EPHA PO

6. ELECTION OF OFFICERS

a) Election of Chair

It was noted that one nomination had been received prior to the meeting for the position of Chair for the Essex Primary Headteachers' Association, from Harriet Phelps-Knights (Janet Duke Primary).

There were no further nominations received at the meeting and **Harriet Phelps-Knights was duly elected as Chair**. She was thanked for the work she has done on behalf of Essex Headteachers during the year and for agreeing to continue as Chair of the Association.

b) Election of Vice-Chair

It was noted that one nomination had been received prior to the meeting for the position of Vice-Chair for the Essex Primary Headteachers' Association, from Nick Hutchings, (Hamilton Primary, Colchester).

There were no further nominations received and **Nick Hutchings was duly elected as Vice-Chair**.

He was thanked for the work he has done on behalf of Essex Headteachers during the year and for agreeing to continue as Vice-Chair of the Association.

c) Election of Executive Treasurer

It was proposed that the Association should continue to elect a headteacher to act as Executive Treasurer, to oversee the work of the county treasurer/Professional Officer, including approving her professional claims. **Lyn Corderoy (Grange Primary)** nominated herself for this role and was duly elected.

It was noted that Pam Langmead, Professional Officer, will undertake the day to day work and financial administration as County Treasurer.

d) Area and Local Delivery Group Representatives

Following the Area AGMs that took place during the summer term, it was confirmed that the following headteachers will represent the South, Central (Mid), North-East and West Areas and Local Delivery Groups (or locality equivalents) on the Executive Committee:

SOUTH Area

Chair	Brenda Dalley	Hadleigh Infants
Vice-Chair	Nicky Barrand	Cherry Tree Primary
Treasurer	Lyn Corderoy	Grange Primary
Wickford	Lyn Corderoy	Grange Primary
Billericay	Melissa Eades	Sunnymede Infants
Rochford	Hayley O'Dea	Great Wakering Primary
Rayleigh	Lorna Pigram	St Nicholas CE Primary
Canvey Island	Karen Tucker	Canvey Junior School
Basildon East/Pitsea	Nicky Barrand	Cherry Tree Primary
Basildon West	Angela Russell	St Anne Line Catholic Infants

Castle Point/Benfleet Brenda Dalley
Brentwood Shelagh Harvey

Hadleigh Infants
Ingatestone Infants

MID Area

Chair

Vice-Chair

Treasurer

Braintree

Chelmsford North

Chelmsford West

Chelmsford South

Maldon

Dengie

Witham

South Woodham Ferrers Amanda Buckland-

Halstead

Cheryl Allard

Ceri Jones

Dawn Baker

Fiona Dorey

Kate Mills

Amanda Reid

Dawn Baker

Cheryl Allard

Sue Dodd

Lois Ashforth

Anna Conley

Amanda Buckland-

Sarah Donnelly

Oaklands Infants

Chipping Hill Primary

Lawford Mead Juniors

Great Bradfords Junior School

John Ray Infant School

Perryfields Infant School

Lawford Mead Juniors

Oaklands Infant School

Woodham Walter CE Primary

Cold Norton Primary

The Howbridge Infants

Garnett Collingwood Primary

Richard de Clare Primary

NORTH EAST Area

Chair

Vice-Chair

Treasurer

Tendring Mid

Tendring South

Tendring North

Harwich & Dovercourt Kay Wills

Colchester East

Colchester West

Colchester South

Nick Hutchings

Lehla Abbott

Bridget Harris

Claire Claydon

Sue Bardetti

Donna Parker

Kay Wills

Helen Dudley-Smith

Nick Hutchings

Jacque Martin

Hamilton Primary

Broomgrove Infants

St Thomas More's Catholic Primary

Brightlingsea Juniors

Holland Haven Primary

Ardleigh St Mary's Primary

Two Village CE Primary

Friars Grove Primary

Hamilton Primary

Langenhoe Primary

WEST Area

Chair

Vice-Chair

Treasurer

Epping Forest South

Epping Forest Rural

Harlow

Uttlesford North

Uttlesford South

Isobel Barron

Julie Lorkins

Mary Jo Hall

Janice Tunney

Lesley Lewis

Jonathan Tye

Rachel Callaghan

John Clements

Roseacres Primary

St Andrew's CE Primary, North Weald

St Thomas More Catholic Primary

Limes Farm Infant and Nursery

Theydon Bois Primary

Churchgate CE Primary

Katherine Semar Juniors

Hatfield Heath Primary

It was confirmed that the Executive Membership list will be updated to reflect these changes, and will be made available on the EPHA website. All of the Executive members were thanked for their contribution and commitment to EPHA and for representing their local colleagues.

6. ANY OTHER BUSINESS

i) RESPONSE TO THE PRIMARY ASSESSMENT ENQUIRY

It was noted that the House of Commons Education Committee has launched an inquiry into primary assessment. This inquiry will scrutinise reforms to primary assessment and their impact on teaching and learning in primary schools. It will also cover the wider effects of assessment on primary pupils and schools, as well as possible next steps for Government policy.

The inquiry is likely to look at debates over the benefits and drawbacks of testing at primary school, as well as examining issues such as whether SATs focus too heavily on English and Maths, leading to schools neglecting other areas of the curriculum like science and modern languages. Questions over the implementation of the new assessment system will also feature in this inquiry.

Primary Assessment inquiry - terms of reference

- The purpose of primary assessment and how well the current system meets this;
- The advantages and disadvantages of assessing pupils at primary school;
- How the most recent reforms have affected teaching and learning;
- Logistics and delivery of the SATs;
- Training and support needed for teachers and senior leaders to design and implement effective assessment systems;
- Next steps following the most recent reforms to primary assessment.

The deadline for written evidence is **Friday 28 October**. The public evidence sessions for this inquiry are likely to begin in November.

The EPHA Executive Director circulated a draft paper with initial responses, and these were discussed and amended/added to as follows:

Impact on Children

- *Too much pressure on certain year groups in Primary Schools i.e. Yr. 2 & 6*
- *Grammar Test too hard for the average KS 1 child who will have had very little time to adjust to this style of test*
- *Children in Year 6 were very stressed and worried by the fierce nature of the Reading test on day 1 of SATs week. Some children lost confidence because of this.*
- *The questions in the Reading paper were outside most Yr. 6 children's' experience*
- *Many children who would normally finish the reading paper did not and this led to a drop in confidence for the rest of the tests*
- *Children with SEND had very little support or leeway to cope with the use of language in the tests. Children with Dyslexia had very little chance of succeeding*
- *Children in Year 1 taking the Phonics test seemed to cope well with the one to one test environment, most staff made the tests as 'fun' as they possibly could without*

breaking the rules

A junior school headteacher noted that she had been required to ensure that pupils in Year 3 who had not passed the phonics test resat the test, and she questioned the value of this. She explained that staff had to be specifically trained in how to administer the test, and that this process simply resulted in children being taught how to pass this specific test.

It was noted that questions from former GCSE mathematics were included in the KS2 maths SATs paper, highlighting the extreme jump in expectations for Year 6 pupils last year.

It was argued that the curriculum is now not appropriate and conflicts with assessment processes. It was felt that it is impossible to deliver a broad and balanced curriculum with the current focus on a narrow range of subjects.

Impact on staff

- *To quote Russel Hobby (NAHT Secretary) "Teachers have no choice but to cut back provision to other subjects to cover the content in English & Maths"*
- *Teachers in Year 2 & Year 6 found last year very challenging; the lack of information published led to rumours and many negative posts on the internet challenging the purpose and value of these tests. This could have been avoided if the DfE had been more transparent about the tests.*
- *The leaking of test materials on several occasions led to uncertainty about the validity of these tests. Security of information was a massive issue which again led to lack of credibility of these tests in the eyes of professionals*
- *The uncertain nature of the tests will lead to teachers not wanting to teach Year 2 or Year 6 and possibly adding to the Recruitment & Retention crisis by teachers resigning without warning. I was alerted to several cases last summer where teachers in this age group suddenly handed their notice without warning*
- *Teachers reported a mixed view on moderation; some moderators were well prepared and understood the guidelines, other less so which in turn led to confusion and in some cases confrontation over outcomes*

It was stressed that, increasingly, staff are not happy or prepared to teach in either Year 2 or Year 6. Infant schools have previously not had to "teach to a test" and the current requirement has totally changed the ethos and approach to teaching infants. One infant headteacher stated that she has never had so much conflict with her staff, who are strongly against the changes demanded by the tests.

A quick straw poll of those in attendance suggested that at least four teachers had left the profession, due to the demands of teaching Years 2 and 6. It was argued that other teachers are not happy to teach in Year 6 and the impact on those who did last year was huge, leaving them tired and demoralised.

Value and preparation for tests

- *There was not enough guidance from the start with exemplars-teachers felt in the dark about how the tests would look to children*
- *What is the value of comparisons about old curriculums and old style tests with new curriculums and new style tests; especially given that children are grouped into progress groups based on their KS 1 Scores, based on old average points scores?*

It was felt that a huge amount of time and energy was spent gathering evidence and, while the DfE stressed that this should not be a tick box exercise, in reality, it had to be to ensure that assessment met the criteria. There is concern that if the submission date for Year 6 writing assessment is brought back to May, this will add pressure and diminish results. An infant school headteacher noted that it is possible to start collecting evidence in year 1 (which perpetuates the general problem of the test culture, but does take some pressure off staff later) but it was argued that moderators were not always prepared to accept “old” evidence. It was felt that many moderators were poorly prepared for the process.

Appropriate nature of tests

- *This set of tests are the first to use ‘secure fit’ rather than ‘best fit’. Teachers interpreted this differently throughout Essex. I wonder what Secondary Heads would say if GCSE’s and A levels suddenly were assessed in this manner?*
- *Some of the questions posed at KS 1 did not reflect the new curriculum as taught by Year 2 teachers*
- *The KS 1 tests were too hard and teachers had to make difficult choices mid-way through the year whether to attempt to teach the full content or concentrate on test technique as this was the first time Year 2 children would have been exposed to such a testing regime?*
- *The GPS at KS 2 seemed to be aimed at the next Key Stage. If this is the case what would be the purpose of using a test that reflects secondary learning? Tim Oates commented publically on this matter recently*
- *The ordering of the questions on the Reading Paper in KS 2 was bizarre and gave the children too much to read and too little time to complete the questions*
- *The Foundation Stage GLD is now accepted throughout Essex but the farce over which nominated provider would win the ‘DfE Lotto’ was ridiculous*
- *The phonics tests were similar to last year and again most schools coped well with the tests; the debate really is are these too early to have any statistical value?*
- *The Maths tests seemed to be better received than the English tests generally*

It was suggested a stronger comment about the culture of testing (and how detrimental this was to good education) should be included.

There was a strong concern about the inequity between “best fit” and secure fit”.

There were practical difficulties and contradictions in the tests and assessments – for

example, the prediction model didn't balance with the scoring model. The APS for writing has always been unachievable and it was argued that it was impossible to get a scaled score of 106 for writing.

One headteacher said that his governors were so concerned about the current imbalance of education and urged him to support a broad and balanced curriculum rather than focusing on the tests. However, he has explained to them that if he ignores the current Government policy the pupils will "fail" at Key Stage 2 and this will impact on their future at secondary school.

The headteachers discussed the value of boycotting the tests. There is concern that, while heads may say that they disagree with the current tests, when actually asked to boycott, very few are actually prepared to go through with this (much to the frustration of the NAHT at the last SATs boycott). One head argued that there should be a collaborative approach to a boycott, with everyone agreeing and taking reassurance from strength in numbers.

It was noted that secondary schools have not understood the changes to tests and many are still asking primary schools for the pupils' levels. Many secondary schools have started a three week test period for Year 7 pupils, adding to their stress at a time of transition to a new environment.

There were continuing concerns about the Foundation Stage baseline. Most schools in Essex are using Development Matters, but there were real concerns about the time, money and energy spent training and developing staff in systems that were then dropped. Whilst there was relief (and a little bit of gratitude) that the DfE decided to drop the 3 assessment frameworks, there was also anger that the DfE tends to test out its ideas in the field rather than trusting the views and experience of professionals.

Impact on parental understanding

- *Parents have been very confused about the new standards and new tests. Many Heads and teaching staff have spent precious time after school and in special events explaining the new standards and tests to parents.*
- *Parents were very confused about the leaking of some KS 1 tests which were subsequently not used. Their faith in the Government providing secure tests was undermined.*
- *Parents I have spoken too are also wondering how senior schools will interpret this data now that their children have moved onto Year 7.*
- *Parents in my school expressed concerns about stress levels of children going into and during the tests last summer*

Many parents are really concerned about the current narrowness of the curriculum and the huge pressure on children at a relatively young age. Some didn't understand the implications of the DfE phrase "secondary ready", believing that if their child didn't

achieve this measure they wouldn't be able to go to secondary school. There was a DfE video for parents which explained the changes, but it was felt that this was not well enough publicised.

In some cases children who passed the Eleven Plus failed to pass the reading test, which seemed to be ridiculous.

Use of resulting data (change title to **Impact of the use of data**)

- *Most professional associations have called for RSC's to treat this test data with caution as it could be used against schools which could have far reaching effects*
- *Governors are asking questions of schools as to why the data was so far down at KS 2 from the previous year.*
- *Many Headteachers were not informed as to how the results would look until the checking exercise in early September. The concern from Heads is that the + and – scores could be interpreted in many different ways*
- *The concerns about re-sits at Secondary Schools could have a massive impact on child well-being in the future*
- *Moderation of the tests only took place in 25% of schools in each LA. Therefore 75% did not get moderated for KS 2 Writing. This resulted in a huge variation of results. Would it not be better to give every child the same writing test externally marked or are costs the big factor here?*
- *Concern about requests of individual pupil data before moderators meet with teachers to look at individual's writing*
- *Concern by many teachers who were moderated about the definition of independently produced work*

Heads at the AGM felt that the submission should not include a suggestion that externally marked writing tests should be reintroduced.

It was felt very strongly that, considering the importance of the data (and how it is used to judge schools) the quality of marking and remarking was really poor. A number of examples of poor marking were given, and heads were urged to send example to NH as evidence.

It was **AGREED** that the Executive Director would update the submission paper following the discussions and this would then be sent out to all headteachers, urging them to respond to the enquiry, either by using this paper as a response or adding their own if they wished.

**Executive
Director**

ii) SHAPE OF TERMLY HEADTEACHER MEETINGS

Headteachers were reminded that EPHA is now paying for the termly headteacher meetings and wants to take over management of the agenda, to improve their benefit and impact for headteachers. The Local Authority is still very keen to be involved in the

meetings and it was accepted that it is important that all headteachers have the opportunity to hear from the LA.

It was also agreed that the four meetings should hear similar messages (although it is not always possible to have the same speaker at all four meetings – Russel Hobby being a case in point).

The Professional Officer explained that in the autumn term Steve Phillips, an expert on behaviour management, is running a training session in the afternoon at each meeting. In the spring term, Andrew Hall will be running safeguarding training. It was agreed that, when appropriate, other staff members could be invited to these sessions when it was useful for headteachers to do so.

There was discussion about the potential timings for the day, for example:

- Up to an hour for discussion, networking, gathering information and questions (with a theme and generally), possibly a briefing;
- A limit of one and half hours for the Local Authority to deliver essential messages;
- Whenever possible, a developmental and inspiring speaker;
- Training and development sessions in the afternoon.

The meeting ended at 10.45 am

Pam Langmead
EPHA Professional Officer

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Harriet Phelps-Knights
Chair of EPHA