

## COMPOSITE MINUTES OF THE 2023 SUMMER TERM AREA MEETINGS OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION

<b>West</b>	<b>Wednesday 14 June 2023</b>	<b>Manor of Groves, Sawbridgeworth</b>
<b>South</b>	<b>Thursday 15 June 2023</b>	<b>Greenwoods Hotel, Stock</b>
<b>North East</b>	<b>Wednesday 21 June 2023</b>	<b>Colchester Football Stadium</b>
<b>Mid</b>	<b>Thursday 22 June 2023</b>	<b>The Lion Inn, Boreham</b>

### 1. WELCOME, THANK YOU AND NOTICES

- a) Clare Kershaw, Director for Education, and the Area Chairs, welcomed those present, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

#### **West**

Marné Reynecke	Ashdon Primary (Interim headteacher)
Amy Reis	Great Sampford Primary (was acting, now substantive)
Luke Wilding	Little Parndon Academy

#### **South**

Penny Coe	Robert Drake Primary (Co-head)
Natalie Jackson	Robert Drake Primary (Co-head)
Lorna Pigram	Downham CE Primary
Sean Tobin	Downham CE Primary
Robert Wade	Whitmore Primary and Nursery (Head of School)

#### **North East**

Tina Bourne	Ardleigh St Mary's Primary (Co-interim headteacher)
Kate Nunn	Willow Brook Primary

#### **Mid**

Johanna Bailey	Ford End Primary (Head of School)
Rachel Pritchard	Lyons Hall Primary
Lisa Stainsbury	East Hanningfield CE Primary
Gill Marrion	St Peter's CE Primary (Interim headteacher, 3 days pw)
Vanessa Sullivan	St Peter's CE Primary (Acting headteacher, 2 days pw)
Lisa Waters	John Bunyan Primary

- b) **Thank you and farewell** to those headteachers who are retiring or leaving their current post this term:

#### **West**

Claire Berry	Birchanger CE Primary
Andrew Coslett	Takeley CE Primary
Neil Coster	Pemberley Academy
Kim Hall	Henham and Ugley Primary
Lesley Hester	White Bridge Primary
James Kenyon	Water Lane Primary
Chrissi Kalli	Upshire Primary
Todd Miladinovic	Little Parndon Academy
Rebecca Pine	Newport Primary
Natasha Thake	Wimbish Primary
Tim Voss	Hare Street Primary

#### **South**

Lynne Kapovic	Rayleigh Primary
Travis Martinson	William Read Primary
Lou Nelson	Downhall Primary
Bernadette Rossiter	St Joseph the Worker Catholic Primary

Karen Tucker	Canvey Juniors
<b>North East</b>	
Gavin Bradley	White Hall Academy
Tracey Caffull	Grat Bentley Primary
Susan Locke	Milldene Primary
Kate Moore	Birch CE Primary
Clare Sampson	Roach Vale Primary
Nicky Sirett	Alton Park Juniors
Sam Wilding	St Andrew's CE Primary, Marks Tey

### **Mid**

Helen Castell	Writtle Infants
Sue Dodds	Woodham Walter Primary
Mary Gurr	Hatfield Peverel Infants
Natalie Hawkes	Newlands Spring Primary
Mary Nicholls	Steeple Bumpstead Primary
Rachael Plunkett	Priory Primary
Nick Rudman	St Luke's Primary
Jane Scawthorn	St John the Baptist CE Primary, Pebmarsh

## **2. LOCAL AUTHORITY UPDATE**

Clare Kershaw, Director of Education  
 Philippa Holliday and Stephen Chynoweth (North East meeting)  
 Lisa Fergus and Maz Norman (South meeting)  
 Nicola Woolf and Ashley Milum (West meeting)  
 Catherine Hutley and Alison Fiala (Mid meeting)

### **a) DIRECTOR'S WELCOME**

Clare welcomed the headteachers to each meeting. She acknowledged that this school year had felt really challenging, for a number of reasons. She noted that Roy Blatchford, the Chair of the Essex Education Taskforce, refers to a "long-Covid of education", where the impact of the pandemic is still being felt, and leading to continuing challenges, such as poor behaviour, lower levels of attendance, an increasing number of children who are being Electively Home Educated and an increase in the number of parental complaints about schools. In addition, SEND continues to dominate the agenda. She stressed that, behind the scenes, the Local Authority is working to support schools with all of these issues.

Clare suggested that, although the pandemic had given school leaders a unique set of problems and challenges, during those years it was the main focus and leaders either found the answers or adapted their response to the circumstances. Now the situation is much more diverse and many challenges are externally driven and, often, outside the control of headteachers.

For example, much of Clare's time at the moment is taken up with Reinforced Autoclaved Aerated Concrete (RAAC) and an increasing number of schools that are having to fully or partially close as their buildings are condemned! Clare noted that the premises affected have mostly been built in the 1960s – 1980s. The DfE is undertaking a survey to assess all school buildings.

Children's Social Care has just been notified that it will be inspected in the week commencing 26<sup>th</sup> June. The inspectorate will be tracking a number of cases and may contact schools to discuss these; Clare stressed that this is not an inspection of schools.

### **b) POLICY UPDATES**

The DfE continues to refer to the White Paper as its main policy document but, on the whole, the Schools Bills have been scrapped. The focus has been on Trust Quality Descriptions and a MAT

Leadership Development: CEO Framework. There has been a mixed reaction to these documents, though the descriptors are uncontroversial.

The Government is working on the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1139561/SEND\\_and\\_alternative\\_provision\\_improvement\\_plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1139561/SEND_and_alternative_provision_improvement_plan.pdf)

A national panel is being chaired by Claire Coutinho MP, Parliamentary Under Secretary of State at the Department for Education.

The published plan will underpin the LA approach to SEND improvement.

### c) OFSTED INSPECTION UPDATE

Recently, Ofsted have announced changes to the inspection process— press release available here: [Changes made to school inspections - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/changes-made-to-school-inspections)

The proposals include changes to **inspection processes**, a **revised complaints procedure** and **new wellbeing** investment from government, are part of a package of measures being announced following a wide-ranging debate about the impact of school inspections.

- Revisions to **school inspections** will see inspectors return more quickly to schools graded inadequate where this is only due to ineffective safeguarding
- Proposed changes to Ofsted's complaints process will **increase transparency and make it easier for schools to raise concerns**.
- The Department for Education (DfE) already funds the charity Education Support, to provide wellbeing help for school leaders, and that programme will now **be doubled in size to support an additional 500 heads by March 2024**. In the longer term, the DfE commits to further expand its mental health and wellbeing offer beyond March 2024.

Ofsted has launched a consultation into the proposed changes, which closes on 15<sup>th</sup> September  
[Changes to Ofsted's post-inspection arrangements and complaints handling: proposals 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/changes-to-ofsted-s-post-inspection-arrangements-and-complaints-handling-proposals-2023)

In addition, the Education Select Committee is calling for evidence about Ofsted work with schools. Written submissions are invited on the following:

- The usefulness of Ofsted inspections and inspection reports, and whether inspections are carried out in sufficient depth to meet the expectations of schools, governors and parents.
- The impact of Ofsted judgements on schools and pupils, and the adequacy of the support schools can access to enable them to improve following an Ofsted judgement.
- The impact of Ofsted inspections on workload and wellbeing for teachers, school leaders, governors and pupils, specifically relating to workload required by the inspection process, and what measures are put in place to mitigate this.
- The effectiveness of Ofsted's complaints procedure and the extent to which Ofsted is accountable and transparent in its work.
- The impact of the new Education Inspection Framework introduced in 2019.

The deadline for submission of evidence is 20th July 2023

<https://committees.parliament.uk/call-for-evidence/3166/>

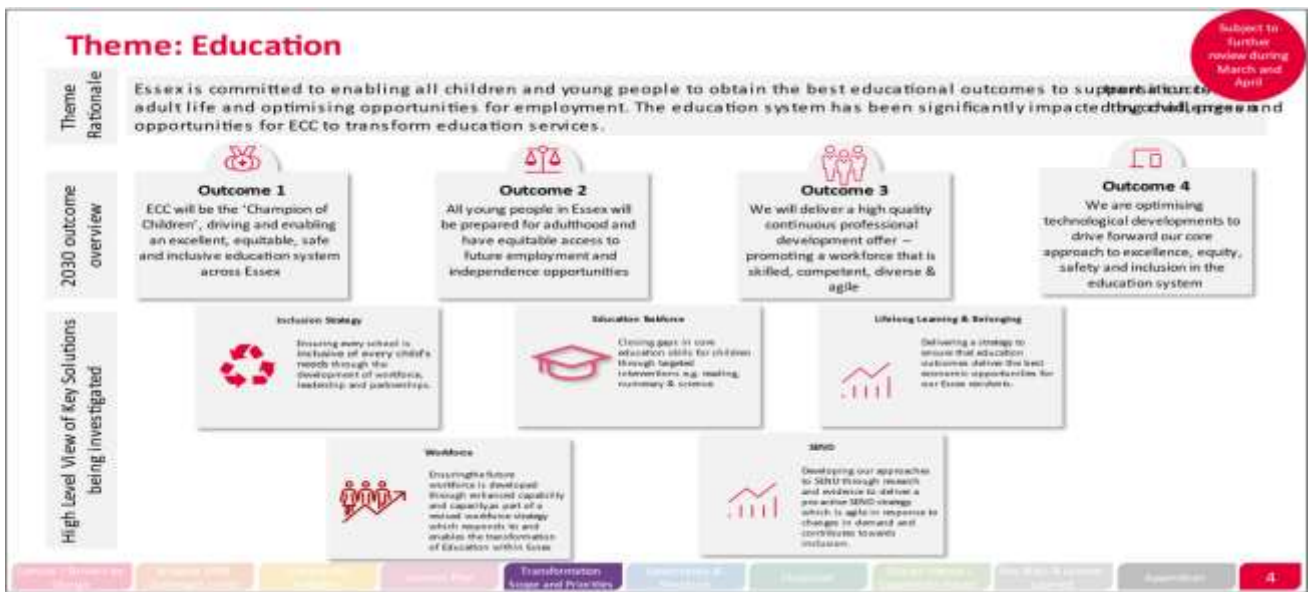
### d) ESSEX TRANSFORMATION 2030

Education outcomes

- By 2030, ECC will be the 'Champion of Children', driving and enabling an inclusive, safe and equitable education system across Essex. We will have clearly defined partner roles and

responsibilities across the whole education system, enabling our strategies in collaboration with all providers - from EY settings to Post 16 providers.

- By 2030, all young people in Essex will be prepared for adulthood and have equitable access to the employment and independence opportunities of the future. We will ensure feedback from our young people and families is constantly contributing to improved lived experience of our services.
- By 2030, we will deliver a high quality continuous professional development offer – promoting a workforce that is skilled, competent, diverse; one with the resilience and agility necessary to service the increasing demand and complexities of all children in our education settings, especially the most vulnerable.
- By 2030, we will ensure that the directorate is optimising all feasible technological developments - in terms of processes, systems and communication tools; with a clearly informed and defined corporate commitment, to enable the directorate to drive forward our core approach to inclusion, safety and equity in the education system.



### e) EQUITY AND EXCELLENCE – AN INCLUSION STRATEGY FOR ESSEX

The need for inclusive, high-quality education in Essex is greater than ever.

In 2022, our pupils’ overall progress and attainment was too low. In addition, there have been stark increases in pupils’ overall absence and persistent absence. Clare noted that in the 2021/22 academic year there were 2,900 children and young people who are classed as “severely absent” (over 50% absence). To date over 3,000 pupils are now electively home educated. 500 are thought to be missing education.

The number of pupils being suspended or permanently excluded has also risen significantly. Concerns over pupils’ social, emotional, and mental health are rising, while the needs of pupils within our school communities are both increasing and becoming increasingly complex.

Underpinning these headlines are the continuing socio-economic effects of the pandemic, real term reductions in education funding (that often disproportionately impact the most inclusive schools), increasing recruitment challenges, staffing shortages, and consequent rising pressure on school staff. Mental health and Social Care services continue to face unprecedented demand, while there are also significant rises in requests for SEND support, statutory assessment, and access to both Alternative Provision and Special School places.

Although most Essex schools and their leaders are fully committed to supporting the inclusion and success of all pupils, many are finding the landscape an increasingly difficult one to navigate.

The challenges of the current context are acknowledged locally and nationally, including in or by:

- the DfE SEND and alternative provision Green Paper
- the DfE SEND and alternative provision improvement plan
- the DfE Trust Quality Descriptions
- the DfE Multi Academy Trust Leadership Development: Chief Executive Officer Content Framework
- the Essex Education Taskforce
- the Headteachers' 'Roundtable'
- the DfE paper, Research into how local authorities are ensuring sufficient places and supporting vulnerable children

The education system must work together, and work differently, to ensure inclusivity throughout schools and settings, prioritising compassion, kindness, hope, connection, and belonging for all stakeholders.

Inclusion is a crucial priority for Essex County Council, and we are fully committed to working collaboratively with schools, trusts, dioceses, parents, the DfE and other local partners, using evidenced-informed inclusive practices, to support the success of all pupils. We will work in partnership to level-up educational outcomes across Essex and, by doing so, we will support the lifelong learning and belonging of our children and young people.

Our vision for Essex schools is that:

- a) positive, mutually respectful relationships underpin and support the inclusion of all pupils and their families, and promote equality and diversity
- b) the wellbeing of all members of school communities is well-supported
- c) all pupils enjoy school and have high levels of attendance
- d) all pupils are empowered and eager to participate in all aspects of school life
- e) an equitable, high-quality curriculum supports all pupils to achieve well, from their different starting points
- f) all pupils are well-supported to move on to appropriate next steps

To achieve this vision, we need:

- g) an incisive understanding of school contexts and pupil cohorts that inform the development and implementation of inclusive practices
- h) inclusive practices that are grounded in, and influenced by, the views and experiences of stakeholders
- i) appropriate resources to support system-wide initiatives and improvements
- j) strategies to support inclusion that are appropriate and evidence-informed
- k) to provide access to high quality, evidence informed CPD
- l) to maintain a 'spotlight' on the outcomes for children and young people with SEND and/or who are disadvantaged
- m) to work collaboratively with schools, trusts, dioceses, parents, the DfE and other local partners

ECC commitments

1. Essex County Council is committed to supporting schools to plan, implement, and review inclusion strategies that are evidence-informed and tailored to their cohorts and contexts.
2. In addition, we will review and support:
  - the extent to which positive relationships and children's\* wellbeing is prioritised
  - children's\* attendance and participation
  - children's\* achievement and the extent to which they move-on to appropriate destinations

\*all children, with a spotlight on disadvantaged and SEND

So far, ECC has Developed a draft strategy, including:

- a **position** statement (with links to the local and national context)
- our **vision** for an inclusive system
- our response (**commitments**)
- Revised and updated the draft position, vision and commitments in collaboration with Andrew Smith and Andy Hodgkinson
- In conjunction with Marc Rowland, incorporated the Disadvantaged Strategy within the Inclusion Strategy
- Developed and piloted Inclusion Reviews (aligned to the vision)
- Currently aligning the Inclusion Framework to the vision

## **Inclusion reviews**

### Development

- Developed from the original first section of the Ordinarily Available
- Phase 1 pilots completed during Autumn 2022
- Phase 2 pilots (revised on feedback from the initial pilots and grounded in: TPP; Ordinarily Available; Inclusion Framework; Multi-Schools Council; Disadvantage Strategy; SEND Strategy) completed during Spring 2023
- Phase 3 pilots (with further revisions and developed for different size schools) ongoing
- Schools that have been part of the pilots: Clacton Coastal Academy, Helena Romanes School, William de Ferrers, Chelmer Valley, Maltings Academy

### Review foci

- Culture, values, and ethos
- Pillar 1: relationships and wellbeing
- Pillar 2: attending and participating
- Pillar 3: achieving and moving-on

### Broader system join-up

- As well as being strongly inclusive in focus, it also tightly aligns to Ofsted's Education Inspection Framework and the DfE *Descriptions for High quality and Inclusive Education*.

## **f) SCHOOL COMMUNICATIONS**

At the EPHA Executive meeting on 24 May it was agreed that:

1. Internal ECC teams would be reminded about the protocol of including any generic all school wide communications via the **weekly Monday director email**, and not directly to schools
2. **EPHA and schools will work with the Local Authority to discuss examples with Shamsun Noor** where this practice is not being followed

ECC Schools Communications will work with services to try and establish **an internal calendar of key milestone asks of schools** *e.g. census returns, budget closure etc*

This is with the purpose of trying to **avoid other less critical asks of schools at the same time as statutory returns**; if multiple asks are made at the same time, this adds additional pressure onto schools and can mean that opportunities to participate in surveys etc are limited.

## **3. SCHOOL IMPROVEMENT SERVICES – SEPTEMBER 2023**

- ECC's School Effectiveness team will be making changes to the way its school improvement service to schools will be offered from September 2023.
- **Maintained schools** will continue to have a core offer of support provided to them through their School Effectiveness Partner. This core offer will continue to be linked to the level of support they receive. Additional support will also come through a core partnership model. There will also be the option to select additional support from a traded services menu.
- **Academies** will no longer have access to a core support offer from September 2023. Academies will retain a named SEP for immediate contact purposes. School Improvement services will be available through the traded services menu. The core partnership model will retain some support that will be available to all Essex schools.

- The Traded Offer to schools will retain prices that remain highly competitive.
- ECC remains committed to providing a best-in-class service to all schools through its new bespoke offer.

#### Prioritisation of maintained schools

- All maintained schools will be allocated their **core offer based on the level of prioritisation** awarded to them.
- Schools are currently familiar with this model and it has been communicated that this is the intended mechanism by which schools will continue to be prioritised.
- Maintained schools will continue to be monitored through the **Standards and Intervention Board for moderation of prioritisation** as well as any decision making that may need to be taken if a school is causing significant concern.

#### Traded offer

Schools will be able to access the school improvement services brochure and booking form via Schools Info Link which details the type of support available to schools and to governing bodies. Alternatively, schools may wish to speak to their named School Effectiveness Partner about any school improvement support they require.

Within the school improvement services brochure, schools will be able to browse the pen portraits of the school improvement team, which gives an overview of some of their key specialisms.

Also contained within the brochure is the detail of one off training dates and costs for some specific activity e.g. training support for teachers to effectively carry out statutory assessment processes.

#### Examples of some of the type of school improvement support available:

- *Headteacher performance management with/without a mid-year review*
- *Bespoke reviews – E.g. Curriculum/RSE/Inclusion/Disadvantaged/Governance*
- *Self-evaluation sustainable schools' toolkit*
- *Early Reading and Phonics*
- *Middle and senior leadership development*
- *Bespoke Governor training and support*
- *Assessment and Moderation*
- *Statutory assessment support (administration of KS1 and KS2 stat test, phonic screening check, KS1 & 2 assessment writing clinics, moderation health checks)*
- *Sixth sense (Bespoke 6<sup>th</sup> Form support for schools and colleges)*
- *Flying start (new headteacher support)*
- *Data packages available to schools*

#### Indicative pricing model

The model will allow all schools to benefit from an **Early Bird discount model** where days of support are purchased in advance of **Friday 20th October 2023**.

In addition to this, the traded model will have a further discount applied to prices linked to the number of days a school purchases.

All days purchased will have to be used within the academic year or they will be lost.

**Early Bird Discount - 5% off package if this is purchased before 20<sup>th</sup> October 2023.**

#### Packages

Package	Cost	Number of days	Equivalent day rate
Bronze	£650	Individual days	£650
Silver	£1240	2 days	£620
Gold	£2340	4 days	£585

Any school purchasing more than 4 days support will automatically receive these at a discounted rate of £585.00 per day.

Nb: There will also be a menu of one off purchasing of key products that can be made by schools e.g. data packages of support.



## 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.

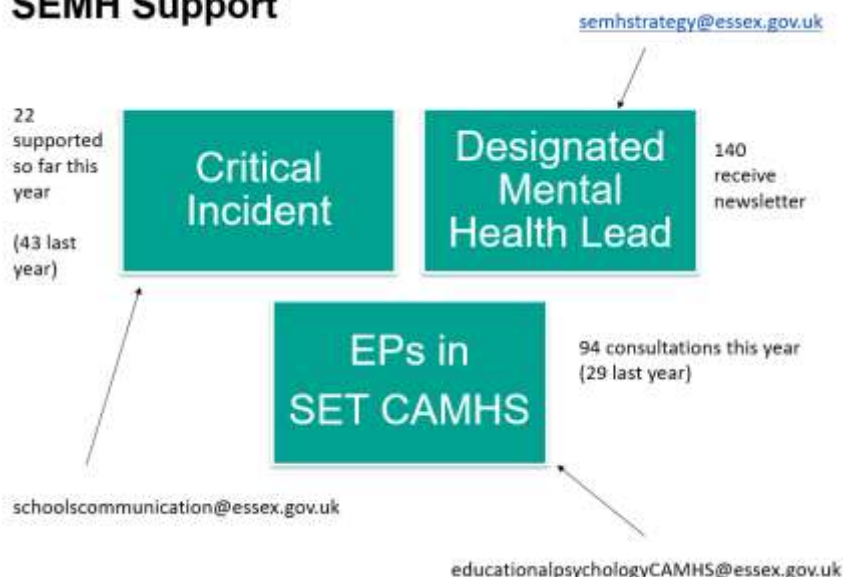
## 4. SEMH STRATEGY –striving to provide the right support

Steve Whitfield, was welcomed to the meeting.

SEMH portal on the infolink

[https://schools.essex.gov.uk/pupils/social\\_emotional\\_mental\\_health\\_portal\\_for\\_schools/Pages/default.aspx](https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/default.aspx)

### SEMH Support





## Senior Mental Health Lead training

- 68% of all Essex schools have accessed the training  
England average (62%) and East of England average (59%).
- Primary schools Essex is 66%  
England average is 59%

Do let us know when you have someone and they can be added to our newsletters and our networking events.

Email: [semhstrategy@essex.gov.uk](mailto:semhstrategy@essex.gov.uk)

## Mental Health Support Teams

North East MIND- WARMS: Clacton, Colchester and Harwich

West Essex- Mind: Epping, Harlow and Uttlesford

For Mid and South Essex NEFLT

<https://www.nelft.nhs.uk/essex-mental-health-support-teams---find-your-school/>

## Wellbeing Hub pilots

Steve announced that there will be 8 further pilots, which are fully funded. Tracey Caffull, headteacher at Great Bentley Primary, explained that their wellbeing hub has successfully supported over a 1,000 children in Tendring, and she strongly endorsed the project.

## TPP Hive – best practice resource

TPP Hive Platform is where all the training material and the resources are shared

Spring term there were 23,000 active views of the content on Hive

- The TPP of families is a new offer : 42 schools who have been trained in this. Only available to those who have completed – 70% of those completed have gone to do the families offer.
- 6 Core Strengths Assessment tool will have a – curriculum component next academic year
- 2nd Edition of TPP Manual autumn release

## Complementary training

- ECC Partnership with PRICE for Restrictive Physical Intervention
- Active Essex – physical activity for emotional wellbeing
- Essex YOS – restorative practices
- Resilience programme (SEMH info link and Hive)
- ADHD (EP and IP)
- Selective Mutism (IP or EP)

## SEMH enhanced provisions

- Request for Support Process
  - Headteachers as part of the panel
- Increasing the number of provisions in outlying areas
  - Harwich – Spring Meadow
  - Woodham- St Mary's
  - Two further secondary provisions- mid- Chelmsford, south- Wickford
- Ofsted are satisfied that these are not unregistered/unlawful provisions – value the strong partnership that is evidenced
  - Make contact with the provision to discuss the child
  - Will visit the provision if the host school is inspected

## Other support available

- Let's talk ....we miss you. Guidance for School Attendance Difficulties including emotionally based school avoidance (EBSA)

- An Emotional Wellbeing and Mental Health conference: **6<sup>th</sup> July 2023** at the Chelmsford Race Course
- The Education Policy Institute (EPI) Pupil Wellbeing Survey
- Brook Traffic Light Tool training

### **NHS system pressures**

- Children admitted to children's general health wards whilst waiting for Inpatient bed or a Social Care placement for prolonged periods due to limited availability of these resources. National shortage.
- Staff not suitably trained to provide mental health support as general nurses. Do not have the capacity to provide level of observation and support required for individual young people. Having to bring additional staff in to support.
- Environment not conducive to the needs of highly anxious, suicidal or emotionally dysregulated young people often experiencing sensory issues. Noisy, lots of changes of people.
- Young people's behaviour escalating due to uncertainty about where they will be moving onto. Limited access to stimulation/activities/education.

### **Families:**

- Frightened parents. - rise in young people suicide. Social media. Worried that cannot keep them safe.
- Parental mental health
- Family pressures cost of living. Pressure to work long hours. Unable to support intensive support packages at home.
- Limited availability of extended family to offer support.
- Impact on siblings-trying to continue on with their lives amongst high family anxiety

### **State of the Nation 2022 – key findings of the report**

- Overall, the findings presented in this report suggest an inconsistent recovery of children and young people's wellbeing and mental health towards pre-pandemic levels by the end of the 2021/22 academic year.
- Those who feel safe in school, enjoy coming to school, and that they belong in school were less likely to have a mental disorder, and report greater subjective wellbeing.
- Unable to establish the causal relationships between these feelings and experiences, they highlight importance of a supportive school environment in the mental health and wellbeing of many children and young people.
- Around 7 in 10 children and young people agreed or strongly agreed that adults at their school were interested in their wellbeing, that there was at least one adult at their school who they could talk to about how they were feeling, and that young people in their school got on well together.

## **5. LA STRATEGIC PRIORITIES FOR 2023/24**

- Continued SEND Improvement including SEND Sufficiency Plan, Transformation Plan and development of an outreach offer (to bring to the Autumn term)
- SEND Mitigation work re. rise in EHCPNAs and EHCP completion rates
- Maturing the School Partnership system to ensure all partnerships are enablers and accelerators of school improvement
- Sufficiency of school places plus school sustainability
- Refugee placement and support
- Essex 2030 Transformation work
- Children not in education (EHE / CME / Levels of attendance)
- Recruitment and Retention with the Teaching School Hubs

## 6 NORTH EAST QUADRANT UPDATE

Philippa Holliday gave an updated on activity in the North East, including from the Tendring Future Skills Partnership.

# NE Quadrant update



### LEVELLING-UP - Colchester

- For September 2023+
- Learn from TESB work to refine levelling up focus for Colchester
- Focus on GLD outcomes, specifically Language & Communication
- Creation of Communication Friendly settings
- 1 x Communication Hub
- Communication Champions training

### CONNECTIVITY

- 16<sup>th</sup> March 3.30pm – 5pm: Termly quadrant leaders' School Partnerships Lead Headteachers meeting linking with Alpha Teaching Hub, Venn Maths Hub, Myland Literacy Hub

### LEVELLING-UP Tendring Education Strategic Board(ESB):

- Tendring Headteacher's meeting – Weds 22<sup>nd</sup> March 1.30pm – 4pm @ Clacton Town Hall
- SEMH Working party – short 8 question survey (<https://forms.office.com/e/pVJtqJDXdv>) emailed shortly to schools

### CONNECTIVITY

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**North Essex**  
**EARLY HELP DROP-IN**  
Every Tuesday 15:30pm – 16:30pm

What can we access by Early Help?  
Our Early Help service offers a range of support, including parenting & financial support, mental health support, support for children with SEND, help with school attendance, and more.

What will you get from the session?  
You will have the opportunity to discuss your child's needs with a specialist professional, who will offer support & signpost you to other services.

How to book a session  
Book a session by contacting your local Early Help Hub or by calling 0300 555 5555.

**CLICK HERE TO JOIN THE SESSION**

NE Early help drop-ins  
Tuesdays 3.30pm – 4.30pm (Rita Jenner)

## EPHA update for Tendring (and Greenstead) schools from the Tendring Future Skills Partnership

1. We will be rolling out the successful My Future My Southend programme of **interactive encounters with employers for Primary schools** in Tendring and Greenstead in the Autumn. The aims are:
  - To raise aspirations
  - To challenge stereotypes
  - To broaden horizonsVia interactive hybrid sessions run in partnership with the University of Essex, Tendring Future Skills, Skills Builder and many more. **Free to schools, all classes from Year 1-6 can be included.**
2. All Schools are able to apply for the fully funded **Skills Builder Accelerator programme** - Deadline: 7th July 2023. If schools apply we are exploring commissioning wrap around support for added value and impact.
3. **Step into STEM** – interactive sessions for year 6 being planned for October
4. Any interest in STEAM for sustainability kits and curriculum resources?

For further information on any of these opportunities please read:

and/or contact [robin.harbord@essex.gov.uk](mailto:robin.harbord@essex.gov.uk)



Adobe Acrobat



Following the meeting Philippa clarified that the STEAM kits and curriculum resources are available to all, but there is some funding to support Tendring schools.

## 7. SOCIAL CARE UPDATE – WEST

Michelle Hayden-Pepper, Director of Local Delivery West, was welcomed to the meeting. She noted that the children's social care service is exceptionally busy, with high caseloads post-Covid, and the added pressure of the responsibility for separated minors and the dispersal hotels in Essex.

The service is expecting Ofsted: *since the West meeting (14/06/23) the LA has been notified that there will be an inspection of Essex Children and Families Services on **Monday 26<sup>th</sup> – Friday 30<sup>th</sup> June***

*The inspection will focus on the experiences and progress of children in need, including those children and young people in need of protection, children in care and care leavers, as well as how effectively Senior Leaders and Managers across the multi-agency partnership are delivering high quality services to children and families. There will be a strong emphasis on the extent to which we listen and respond to the views of children and young people themselves, and upon the overall outcomes for those children and young people we are all working with.*

Michelle noted that there is a national shortage of social workers and a strong market of locum social workers (which is obviously a costly solution).

Fiona Bailey is the Partnership Lead in West Essex and she runs the weekly online early help drop in sessions, which schools are encouraged to use.

Michelle noted that the DSL supervision project, which offered supervision to around 50% of schools, randomly selected, will no longer be funded by the Government. However, this will continue at a cost to schools. The EPHA Professional Officer stressed the value of this project and expressed disappointment that it was no longer going to be funded; she suggested that the LA should look at the funding model for this to support headteacher wellbeing.

Clare Kershaw expressed her thanks to Derai Lewis-Jones, currently part of the attendance support team, who is moving to become a new member of the safeguarding team headed up by Jo Barclay.

## **8. CLOSE FROM THE DIRECTOR OF EDUCATION**

At the Mid meeting Clare gave a speech thanking Alison Fiala, noting that this would be Alison's last meeting as head of EY and Education in Mid. Alison has been working within Essex for over 40 years, and has been in senior positions supporting primary headteachers for 30+ years. Her expertise and experience will be very much missed.

Clare closed the four meetings by thanking headteachers for all that they do for the children of Essex, their staff and their schools. She noted that the vast majority of the 220,000 children and young people in schools in Essex have a wonderful educational experience, largely as a result of the hard work and dedication of senior leaders across the county. She hoped that headteachers would take the time to rest and recuperate during the summer.

## **9. ESSEX YEAR OF NUMBERS**

West meeting: Gareth Honeyford

South meeting: Gareth Honeyford and Natalie Banthorpe

North East meeting: Gareth Honeyford and Ian Fisher

Mid meeting: Ian Fisher and Natalie Banthorpe

The Essex Year of Reading has been a success, with numerous projects running across the county, both in schools and the wider community. These include:

- Library card for every child (150,000 cards delivered)
- Large range of author visits including Michael Rosen (1000 children at MR event)
- Parent ambassadors in conjunction with ACL (2 Ambassadors, 60 volunteers, 600 parents onto courses etc),
- Dementia/memory cafes alongside library children's events
- Literacy corner in every library (74 libraries)

- Year of Reading app including stories, teaching materials and signposts to other resources
- Intergenerational poetry publication
- Keeping it REAL/Phonological awareness in Early Years

### Teacher CPD impact

#### Extensive programme of teacher CPD:

Reading fluency – 4 trainers trained, Year 1, 96 schools trained so far impacting approx. 600 pupils and will be ongoing (2 more cohorts of teachers will be trained by close of YoR)

- KS2 – average comprehension age increase was 2 years and 2 months, average fluency age increase was 1 year 2 months
- KS3 – average comprehension age increase was 1 year and 1 month, average fluency age increase was 10 months

Essex.yearofreading@essex.gov.uk

### Why a year of numbers?

#### The problem

- The KS2 and KS4 grade gap for disadvantaged children in Essex is wider than the national average.<sup>1</sup>
  - In Early Years, Essex is marginally better than the national average – in 2019 the Essex gap was 4.5 months compared with 4.6 months as the national average
  - For KS2, the Essex gap shows children finishing 10.1 months behind their non-disadvantaged peers. This is 0.8 months wider than the national average of 9.3 months
  - The KS4 gap in Essex stood at 19.8 months, compared with the national average of 18.1 months
- Data for 2019 shows that of the 36% of pupils do not achieve grade four or higher in Maths and English (see comment). Within this, 58% of disadvantaged pupils did not achieve this compared to 30% of non-disadvantaged pupils.
- All the research shows that low adult numeracy increases vulnerability to debt, unemployment, fraud, even poor health and the poor outcomes continue on and on.<sup>2</sup>
- Low adult numeracy is estimated to cost as much as 25 billion pounds in lost earnings for everybody across the across the country, every year.<sup>2</sup>

\* 1 EPI Report

\*2 Sam Simms, National Numeracy

2019 data is newest available, slide will be updated when new data published

#### The research shows

- Children who enter school with high levels of numeracy skills tend to maintain this advantage\*.
- Early numeracy and mathematics achievement across development, predicts future financial success, the ability to make good decisions regarding oneself, and generally overall life success\*.
- Early numeracy is more complex than it appears simply because it involves many skills and engagement with parents and Early Years colleagues is critical\*.
- Parents being positive about mathematics has the biggest impact of pupils' successes \*2
- A lot of educators lack confidence with maths, so we need to pay much more attention to supporting them to boost their own competence and skills.\*3
- Confidence is the key to improving skills \*3

\*University of Loughborough, \*2 Charlie Stripp from (MEI/NCETM) \*3 Sam Sims, (National Numeracy)

## What's already happening

- Seconded teachers and CPD
- Number stacks
- EY working group
- Multiply
- Libraries
- Country parks
- Inter-generational activities
- Virtual school
- App Stuff
- Educational Psychologists
- Maths Hubs
- Microsoft (Minecraft +)
- MOD (RAF – Lego)
- HSBC
- LCEPs
- Colchester Mercury outreach
- Essex Music Service
- Local ideas?

There are 4 pillars to the Year of Number

- Numeracy and Maths Skills – 4 seconded teachers with a focus on developing CPD for staff across Essex schools (Number stacks training/ Maths through picture books training.) The outcome is to improve staff confidence with improved outcomes as a longer term goal, narrowing the disadvantaged attainment gap.  
It was noted that at the Executive meetings members had discussed the challenge of teacher retention and the need to develop a train the trainer model. Also the use of video and recordings of training, so that it is sustainable in schools; it was noted that the Maths Hubs use this model. One headteacher noted that the Year of Reading online directory had been useful and it was suggested that something similar should be developed for the Year of Number.
- Maths populism – making maths exciting – this might include installations such as giant dice in town centres, Lego puzzle sessions, social media campaign. The intended outcome is to improve positive view of numbers and maths, getting communities involved.
- Numeracy, maths and industry – what skills are employers looking for and how to promote a positive view of numbers and maths in all schools. Competitions, co-created projects, Microsoft project, Ministry of Defence Project (RAF STEM).
- Parents – developing parent maths skills through various projects including a multiply project, count with baby sessions, talk listen count sessions, summer maths challenge, something similar to the YoR app content.

Headteachers were encouraged to share their own ideas for the Year of Number, and Gareth stressed that they were keen to work with all schools that had the capacity to engage; the criteria will not be solely data-based.

Natalie Banthorpe's email address is [mrsbanthorpe@stthomasmores.co.uk](mailto:mrsbanthorpe@stthomasmores.co.uk)



## 10. DATES AND TIMES OF FUTURE MEETINGS

### **North East EPHA –Colchester United Football Stadium**

Wednesday 15 November 2023

Wednesday 6 March 2024

Wednesday 19 June 2024

### **South EPHA – Greenwoods Hotel and Spa, Stock**

Thursday 16 November 2023

Thursday 29 February 2024

Thursday 13 June 2024

### **West EPHA – Manor Suite, Manor of Groves, Sawbridgeworth**

Wednesday 8 November 2023

Wednesday 28 February 2024

Wednesday 12 June 2024

### **Mid EPHA – The Lion Inn, Boreham**

Thursday 9 November 2023

Thursday 7 March 2024

Thursday 20 June 2024

### **EPHA Conferences**

Deputy/Assistant Headteachers' Conference

Friday 13 October 2023                      Colchester Football Stadium

Small School Headteachers' Conference

Wednesday 18 October 2023      The Lion Inn, Boreham

Headteachers' Conference

Friday 22 March 2024                      Chelmsford City Race Course

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