

## LA /ESSEX PRIMARY HEADS' ASSOCIATION SOUTH AREA

THURSDAY 5 MARCH 2020

### MEETING SUMMARY: ISSUES AND RECOMMENDATIONS

Agendas and minutes for these meetings available at [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk)

<b>Attendance List</b>	
<p><b>DISTRICT AND EPHA AGENDA (a.m.)</b> <b>(Notes below)</b> <b>Nicky Barrant, Chair</b></p> <p><b>SEPHA meeting</b> <b>Ofsted Education Inspection Framework</b></p>	<p><b>Welcome to the following Headteachers:</b> Amanda McAuliffe      St Helen's Catholic Infants Lorna Pigram              Felmore Primary Lorraine Ramet           Wickford Primary Jane Robinson           Hilltop Infants Samantha Willis         St Nicolas CE Primary, Rawreth, and Canewdon Primaries (Acting Executive Headteacher)</p> <p><b>Farewell to the following Headteachers:</b> Stephanie Ireland       South Green Infants Huma Karim                Noak Bridge Primary</p> <p>Nicky Barrant and Pam Langmead Michelle Winter, Senior HMI, Eastern Region</p>
p 2 -7	<p><b>AREA AGENDA</b> LA updates on current priorities including:</p> <ul style="list-style-type: none"> <li>• Corona Virus</li> <li>• Outcome of SEND inspection and written Statement of Action</li> <li>• SEND workforce restructure</li> <li>• Sustainable Schools Strategy</li> <li>• Essex Pupil Premium Programme</li> <li>• Traded Services</li> <li>• Essex payroll</li> </ul>
p 7	<p><b>Commissioning a future CAMHS contract</b>      Lianne Canning</p>
p 9 -12	<p><b>Teaching Schools Computer Hub CPD Offer</b>      David Struthers</p>
p 12-13	<p><b>Key dates</b></p> <p><b>SOUTH meetings with the Local Authority officers 2019/20/21 -at the Holiday Inn, Basildon</b> Thursday 11 June 2020 Thursday 12 November 2020 Thursday 4 March 2021 Thursday 17 June 2021</p> <p><b>Headteachers' Annual Conference 2020</b> Friday 20 March 2020      Stock Brook Country Club, Nr Billericay</p> <p><b>Deputy Headteachers' Annual Conference 2019</b> Friday 2 October 2020      Colchester Football Stadium</p>
<p>*Page numbers refer to the full minutes (posted on the EPHA website) of the Spring term Area meetings with LA Officers and Headteachers.</p>	

## LA /ESSEX PRIMARY HEADS' ASSOCIATION SOUTH AREA DISTRICT AND AREA MEETING

Thursday 5 March 2020

### Attendance

#### Basildon/Billericay/Wickford

Gareth Allen	Millhouse Primary
Nicky Barrand	Cherry Tree Primary
Liz Benjeddi	South Green Juniors
Julie Braithwaite	Lincewood Primary
Sharon Branch	Sunnymede Juniors
Luke Bulpett	Brightside Primary
Nicola Coggin	Briscoe Primary
Tracy Dennis	Ryedene Primary
Donna Dry	Bardfield Primary
Melissa Eades	Sunnymede Infants
Maggie Elfenich	Grange Primary
Jo Farrow	Greensted Infants & Nursery
Jude Gibbon	Ghyllgrove Primary
Kerry Greary	The Phoenix Primary
Annie Griffin	North Crescent Primary
Kelly Hamilton	Fairhouse Primary
Lisa Patient	Noak Bridge Primary
Harriet Phelps-Knights	Janet Duke Primary
Damian Pye	Great Berry Primary
Lorraine Ramet	Wickford Primary
Angela Russell	St Anne Line Catholic Infants
Sarah Sloper	Rettendon Primary
Gemma Smith	St Margaret's, Bowers
Veronica Wallace	Kingswood Primary

#### In Attendance

Pam Langmead	EPHA Professional Officer
Michelle Winter	Ofsted
Martyn Clarke	Parkwood Academy
Sarah Sloper	Rettendon Primary
David Struthers	SETSA

#### LA Officers

Clare Kershaw	Director of Education
Lisa Fergus	Assistant Director, South
Maz Norman	Head of EY and Education, South
Hilary Luckman	School Effectiveness Partner
Vicki Webber	School Effectiveness Partner
Melanie Clapton	School Effectiveness Partner
Lianne Canning	ECC
Jenny White	ECC Attendance

#### Rochford/Rayleigh/Castle Point/Canvey Island

John Archer	Westwood Academy
Jen Burdett	Great Wakering Primary
Sue Clarke	Barling Magna Primary
Emma Dawson	Thundersley Primary
Richard Green	Grove Wood Primary
Robin Goodier	Holt farm Infants
Travis Martinson	William Read Primary
Lou Nelson	Down Hall Primary
Paul Parascandolo	Our Lady of Ransom Catholic Primary
Nikki Patterson	St Teresa's Catholic Primary
Sam Proctor	Hadleigh Infants & Nursery
Kath Samsom	Wyburns Primary
Gary Soars	Edward Francis Primary
Catherine Stalham	Winter Gardens Primary
Sarah Warnes	Jotmans Hall Primary
Samantha Willis	Canewdon & St Nicholas Primaries

#### Brentwood

Clare Branton	Willowbrook Primary
Nera Butcher	Hogarth Primary
Andrea Farrant	Blackmore Primary
Wayne Harris	Long Ridings Primary
Shelagh Harvey	Ingatestone Infants
Caroline L'Estrange	St Thomas of Canterbury Infants
Sarah Meacher	Holly Trees Primary
Dean Moran	St Thomas of Canterbury Juniors
Ingrid Nicholson	Doddinghurst Infants
Matt O'Grady	West Horndon Primary
Sally Taggart	St Mary's CE Primary, Shenfield

#### Apologies

Amanda McAuliffe	St Helen's Catholic Infants
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Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at [pam@langmead.me.uk](mailto:pam@langmead.me.uk) for amendment.

## SOUTH EPHA AREA MEETING MINUTES 5 March 2020

### 1. WELCOME

Nicky Barrand, the South Area Chair, welcomed headteachers to the meeting.

#### **Welcome to the following Headteachers:**

Amanda McAuliffe	St Helen's Catholic Infants
Lorna Pigram	Felmore Primary
Lorraine Ramet	Wickford Primary
Jane Robinson	Hilltop Infants
Samantha Willis	St Nicolas CE Primary, Rawreth, and Canewdon Primaries (Acting Executive Headteacher)

#### **Farewell to the following Headteachers:**

Stephanie Ireland	South Green Infants
Huma Karim	Noak Bridge Primary

Harriet Phelps-Knights read out a statement from Huma Karim, explaining that she is leaving headship as a result of illness and thanking South colleagues and EPHA for their support over the years.

### 2. SOUTH EPHA MEETING

a) **The Spring term EPHA newsletter** was circulated to headteachers at the meeting - this can also be found on the Newsletter page of the EPHA website [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk).

b) **Equality Act training**

Following the success of the training on pupil exclusions, led by barrister Tanya Callman, EPHA has organised training on the Equality Act. There is one remaining date available on Monday 16<sup>th</sup> March. The cost will be £60 per attendee, and EPHA is subsidising this training. To book a place please contact the EPHA Professional Officer at [pam@langmead.me.uk](mailto:pam@langmead.me.uk)

c) **Essex Schools Broadband**

A reminder that Schools Broadband Service will cease on 31st March 2019. This is when the existing contract with DUCL will end and new suppliers will need to take over your broadband service.

d) **POWER**

The POWER project is a targeted early intervention project working across Southend, Essex and Thurrock (SET). POWER practitioners offer direct support to children and young people aged 8-13 and their parent/carers to help them develop ways of coping with challenging situations at home, school and in their local communities. POWER also seeks to support schools to develop effective methods to enable children and young people to be successful in school. Typically, the children and young people POWER seeks to help will be struggling to engage at school, may be truanting internally and will have had contact with or be known to the police, perhaps as a victim or a witness. However, they will not yet have been criminalised (i.e. they will not have been charged for an offence).

Children and young people who are already being supported by Social Care, EWMHS or the Youth Offending Service are not eligible for support from the POWER project.

Contact

[Jethro.bogdanov@essex.gov.uk](mailto:Jethro.bogdanov@essex.gov.uk)

[Frederick.vanheerden@essex.gov.uk](mailto:Frederick.vanheerden@essex.gov.uk)

03330 138926

### 3. THE OFSTED EDUCATION INSPECTION FRAMEWORK

Michelle Winter, Senior HMI for the East of England, was welcomed to the meeting. She reminded headteachers of the “case for change” in relation to the Ofsted Inspection Framework, set out last year in the spring term consultation.

Ofsted argued that:

- Accountability can divert from the real substance of education
- In the previous framework there was too much emphasis on performance data
- Teaching to the test leads to a narrow curriculum, with the greatest negative effect being on the most disadvantaged and least able children
- The Education Inspection Framework puts the curriculum at the heart of the inspection process.

Michelle confirmed that there is still a focus on outcomes and, in addition, the framework ensures:

- The curriculum is at the heart of inspection;
- There is no need for schools to produce progress and attainment data specifically for Ofsted;
- All pupils should have access to a high-quality education, challenging learning and off-rolling.

She reminded the group of the new judgments: quality of education, personal development, behaviour and attitudes, leadership and management.

Michelle stressed that **Intent, Implementation and Impact** are Ofsted constructs and not a requirement for schools; these simply serve as a useful set of hangers to focus on.

She emphasised that Ofsted does not expect schools to change their practice for inspection, but accepted that it is naïve to assume that schools won't take Ofsted into account when planning the curriculum and organisation of the school – Ofsted does think about the “unintended consequences” of the framework and guidance.

She stressed the importance of the pre-inspection call – an education focused conversation and a (shorter) planning discussion. The call will include a top level conversation about the intent of the school's curriculum:

- Context – why are you doing what you do?
- Where you are with the curriculum.
- Outcomes (IDSR), complaints, the previous inspection report, the school website (including statutory policies).

Context and challenge		
<b>The curriculum</b> How are leaders ensuring and assuring appropriate content choices and sequencing?	Progress since the previous inspection	Behaviour and attitudes Personal development
	Subjects, year groups, phases, including time tabling	

#### Section 5 inspection

At least four deep dives: reading always included in primary inspections.

At least one other foundation subject (may be mathematics).

The deep dive subject must be on the curriculum – i.e. not personal development or careers, for example.

Ofsted will use published, validated data and top-level discussion.

The subjects are agreed with the headteacher.

## **Inspection model for Quality of Education**

Top-level view --- deep dive --- bringing it together

Including:

- Discussions with senior leaders
- Discussions with teachers
- Discussions with pupils – wider discussions
- Scrutiny of pupils' work
- Discussions with curriculum leaders
- Visits to a connected sample of lessons

Michelle stressed that deep dives are not subject inspections. They are being used to find out if the school has a systemic approach to its curriculum delivery. For example, if there is a concern about subject knowledge during a deep dive, that could be tested within other subjects on Day 2 of inspection.

It was noted that subject leaders are feeling the pressure of the new framework. Michelle accepted that many primary schools don't have individual subject leads, but instead have curriculum teams or "curriculum communities". She noted that the lead inspector should and will be flexible in their approach. She argued that you can't expect someone who is new to a subject or inexperienced (such as a Recently Qualified Teacher) to be able to present to Ofsted, and that headteachers have the right to include other staff members in the subject leader discussions with inspectors. She confirmed that this message has gone out to Ofsted Inspectors (as recently as a conference the previous week.)

One headteacher asked how books were used as part of the deep dive evidence base, particularly early in a year, or where children have special or additional needs. Michelle stressed that it is up to the headteacher to tell the Lead Inspector where they will find the evidence for a deep dive.

One headteacher argued that this framework is particularly challenging – even unsuitable – for early years/infant schools, given the nature of the curriculum and child development at this age. Michelle noted that inspectors have been given training in early years inspection, and the framework has shifted away from separating out key stages.

Ofsted will consider the positive impact of leadership: how well to leaders develop their staff, and do leaders act with integrity.

Governance is a key part of inspection, and Ofsted need to ensure that they are talking to the right people within the hierarchy (e.g. within MATs). They will explore with governors:

- Vision, ethos and strategic leadership, including in relation to the curriculum;
- How governors hold school leaders to account;
- Financial performance;
- Statutory compliance.

One headteacher asked if Ofsted was inspecting a school's finances and, if so, who they would talk to. Michelle noted that may be talking to governors about finances, but would only investigate more closely (e.g. with the headteacher) if there are issues.

Ofsted has introduced a focus on off-rolling and unusual pupil movement, which it expects the school to be aware of. Off-rolling is referred to in paragraph 254. Michelle noted that it may not be illegal, but if a pattern has emerged such as an unusual number of children with SEN or eligible for Pupil Premium leaving the school at unusual times, this would be investigated further.

The consultation into whether or not "exempt" schools should be inspected in future has now closed, but Michelle noted that there is an appetite to include exempt schools that have been judged outstanding at previous inspection. Already around 20% of "outstanding" schools have been inspected, following a desk top risk assessment.

### **Ofsted reports**

The aim of the new style Ofsted report is to speak directly to parent, but they no longer include the detail that explains the judgements. Michelle noted that the feedback meeting at the end of inspection will be more detailed than previously, and it is important that staff and governors who attend the meeting ask questions so that they are clear about the inspection judgements. The report should reflect what is unique about a school, and school leaders and governors should be clear about this.

### **Section 8 inspection**

These were “short” inspections, now increased to 2 days (or 1 day with 2 inspectors, for most smaller-school section 8 inspections). The latter has some flexibility, though the norm in the East of England is for 1-day inspections with 2 inspectors.

There will be at least three curriculum deep dives, and consideration of the following points:

- i) Behaviour – does the school have high expectations and an intolerance of bullying?
- ii) Gaming/ off-rolling – schools should be prepared to provide a list of pupils who have left the school at unusual points in the year (particularly if to be home educated).
- iii) The extent to which the curriculum goes beyond the academic, particularly for disadvantaged children.
- iv) Staff workload, and protection from bullying and harassment.

### **Trends so far in the new framework**

Michelle noted that the proportion of good/outstanding schools remains broadly the same under the new framework – about 86% - but there has been some movement within that percentage (i.e. some schools going up or down). She stressed that feedback to Ofsted suggests that the new approach is broadly supportive and helpful.

### **Inspecting reading**

Michelle argued that this is essential to enable all children to access the curriculum and reiterated that all primary inspections will include a deep dive on reading and phonics. Ofsted is very specific about how phonics should be taught – not so much the scheme used, but the consistency and effectiveness. She reminded the group that there is a wide variation in young children’s exposure to vocabulary, and schools often have to make up the deficit where children have been deprived of language acquisition. She explained that there are 7 criteria in a reading deep dive:

- Does the headteacher prioritise reading?
- Do staff foster a love of reading?
- Does the content and sequence of the phonics programme support pupils’ progress – avoiding a variety of methods – fidelity to a scheme is the best way for children to learn.
- Do reading books match the sounds that children know?
- Children are taught phonics from the start of Reception.
- Pupils who fall behind are supported to catch up quickly.
- Staff are experts in early reading.

Michelle stressed the need to ensure that teachers (and Learning Support Assistants) are sufficiently and regularly trained.

### **Safeguarding**

The approach to safeguarding remains broadly similar, including a check on the Single Central Record, and discussions with Designated Safeguarding Leads about the systems in place (including child protection files), which will be tested through discussions with staff and governors.

Michelle was thanked for attending the meeting and for delivering an informative and frank presentation and discussion.

**4. FUTURE DATES**

**SOUTH meetings with the Local Authority officers 2019/20/21 -at the Holiday Inn, Basildon**

Thursday 11 June 2020

Thursday 12 November 2020

Thursday 4 March 2021

Thursday 17 June 2021

**Headteachers' Annual Conference 2020**

Friday 20 March 2020      Stock Brook Country Club, Nr Billericay

**Deputy Headteachers' Annual Conference 2020**

Friday 2 October 2020      Colchester Football Stadium