

LA /ESSEX PRIMARY HEADS' ASSOCIATION WEST AREA
DISTRICT AND AREA MEETING
WEDNESDAY 9 NOVEMBER 2022
ATTENDANCE

Present

Ros Allsop	Clavering Primary	Elizabeth Gelston	Hatfield Heath Primary
George Athanasiou	Great Sampford Primary	Kim Hall	Henham and Ugley Primary
Debbie Attridge	Ongar Primary	Katie Henson	St Andrew's North Weald
Gina Bailey	William Martin School	Claire Jackman	Great Easton CE Primary
Isobel Barron	Roseacres Primary/ West Chair	Chris Jarman	St Mary's CE Primary
Emily Bartram	Radwinter CE Primary	Anne Marie Kendal	St Luke's Catholic Primary
Dale Bateman	Coopersale and Theydon Garnon	Ian Kendal	Our Lady of Fatima Trust
Anne Marie Black	St Alban's Catholic Primary	Alison Kerrell	Holy Cross Catholic Primary
Alex Burden	Fritch Green Academy	Llewellen Lawson	Dr Walker's CE Primary
Nikki Batt	Moreton CE Primary	Sophia Pardalis	Limes Farm Juniors
Rob Calderwood	The Downs Primary and Nursery	Christine Peden	Pear Tree Mead Primary
Clare Charter	Dunmow St Mary's Primary	Rebecca Pine	Newport Primary
Bryony Collins	Felsted Primary	Teresa Phillips	Thomas Willingale School
Sarah Cowley	Henry Moore Primary	Julie Puxley	Katherine Semar Junior & Infants
Matt Curzon	St Mary's CE Primary, Stansted	Colin Raraty	Rodings Primary
Michael Doughty	Milwards Primary	David Rogers	Bentfield Primary
Jodie Evans	High Ongar Primary	Linda Todd	Elsenham CE Primary
Renette Fourie	Hereward Primary	Emma Vincent	RA Butler Academy
Jonathan Furness	St John's CE Primary, Buckhurst Hill	Kevin Watts	Great Dunmow Primary
		Joanne Willcox	Hillhouse Primary
		Adelaide Yarwood	Lambourne Primary

LA Officers

Clare Kershaw	Director of Education
Nicola Woolf	Assistant Director West
Ralph Holloway	ECC SEND Strategy
Jo Barclay	Education Safeguarding
Ashley Milum	Head of EY & Education West
Chris O'Nions	SEND Quadrant Manager, West
Steve Whitfield	ECC SEMH Team
Anthony Sapping	SEP
Daisy Alexander	Attendance Specialist
Jima Fotopoulou	ECC Early Years
Deraï Lewis-Jones	ECC Attendance Specialist
Debbie Makepeace	ECC

In Attendance

Pam Langmead	EPHA Professional Officer
Amanda Beggs	Leverton Primary
Emily Welton	ESSET Professional Officer
Jo Palmer-Tweed	Essex and Thames Education
Josh Franklin	iRock School of Music
Molly Lloyd	iRock School of Music

Apologies

Elaine Brook	Chigwell Primary
--------------	------------------

Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at pam@langmead.me.uk for amendment.

WEST EPHA AREA MEETING MINUTES 9 NOVEMBER 2022

1. WELCOME

Isobel Barron, the West Area Chair welcomed headteachers to the meeting.

Welcome to the following Headteachers:

Lisa Anstey	Chigwell Row Infants
Tracy Bratley	Rickling and Farnham Federation
Alex Burden	Fitch Green Primary Academy
Rob Calderwood	The Downs Primary and Nursery
Caroline Crompton	Thaxted Primary
Liz Crow	Great Bardfield Primary
Baz Duffy	Newhall Primary Academy and Nursery
Jonathan Furness	High Beech Primary (Executive Head)
Alison Kerrell	Holy Cross Catholic Primary
Kate Mortimer	High Beech Primary (Head of School)
Sarah Rees	White Bridge Academy
Marné Reynecke	Abbotsweld Primary Academy
Helen Smith	Latton Green Primary Academy
Adelaide Yarwood	Lambourne Primary

Farewell to the following headteachers:

George Athanasiou	Great Sampford Primary
Bernadette Miele	Tany's Dell Primary

If you are leaving please make use of the EPHA new heads' checklist, and complete it for your successor. This is available on the EPHA website at <https://essexprimaryheads.co.uk/info-and-documents/good-practice/>

2. EPHA UPDATES

a) **The autumn term EPHA newsletter** was circulated to headteachers in advance of the meeting -these can also be found on the EPHA website www.essexprimaryheads.co.uk.

b) **EPHA Annual Subscription**

Funding for EPHA (£320 per school or academy) will continue to be top-sliced from the Dedicated Schools Grant. Area meetings will continue to be "free" to all primary headteachers, as will the website, headteacher briefings and advice and support from the Professional Officer.

<https://essexprimaryheads.co.uk/files/what-headteachers-get-in-return-for-their-epha-contribution-2020-21.pdf>

c) **Conferences**

We held this year's Deputy and Assistant Heads' conference in October and around 230 delegates attended, enjoying presentations from Helen Youngman and Mr P, along with a range of workshops. Next year's Deputy Heads' conference will be held on Friday 13th October 2023

The Small Schools Conference was a resounding success, and we plan to hold another one in 2023.

Headteachers' annual conference Friday 24th March 2023

The conference will be held, once again, at the Chelmsford City Race Course.

Key note speakers and presenters will include Phil Denton and Warwick Davies, and a choice of workshops, including Ros Blackburn (Logically Illogical), and the No Outsiders approach presented by Andrew Moffat. The programme and booking form will be emailed to you in January.

Isobel reminded headteachers that the WEPHA conferences continue each term, and that the conference room is available in the afternoon if they want to take advantage of the meeting space.

d) Supporting primary headteachers

The EPHA wellbeing survey highlighted the challenges faced by headteachers, which were exacerbated by the pressures of the Covid pandemic and now the financial crisis facing schools. We now facilitate a range of support in addition to the current EPHA offer, which will include signposting, subsidising or brokering practical help for heads in crisis, such as:

- Coaching or counselling – individually or in a group
- Colleague Support for any headteacher in need (not just new heads)
- Capacity-help in a school – headteachers or deputies seconded to add leadership capacity for a limited time (or releasing a Deputy or SENCo from teaching time)
- Bespoke training, including joint training on exclusions for headteachers and governors

3. OUTREACH FROM ESSEX SPECIAL SCHOOLS

Emily Welton, Professional Officer for ESSET (Essex Special Schools Education Trust) was welcomed to the meeting. Emily's background is as a lawyer, and then working for many years in the Local Authority in the SEND Operations team. Whilst she is not herself a teacher many of her family members are, and her sister is a SENCo in a primary school, so she hears and understands the pressures in mainstream schools, both at primary and secondary level.

She explained that Special Schools headteachers strongly feel that, ideally, all children, whatever their needs, should be educated as close to ~~him~~ home as possible. However, it is inevitable that some children with very complex SEND will need specialist provision. The system faces a huge challenge as there is no capacity left in Special Schools, despite an expansion programme over the last few years.

Emily noted that she is acutely aware that there are children with profound and complex needs in mainstream schools, and that they are often struggling to provide for those pupils, as well as managing the expectations and needs of the child's family.

ESSET, in partnership with EPHA and ASHE, is in the process of developing a core offer of support from special schools, to help mainstream schools provide effectively for children with SEND. She stressed that staff in special schools are not the ultimate experts; indeed, many special school staff say that they are confident to teach a small class of children with complex special needs, but would find it a real challenge to teach a class of 30 in a mainstream schools, with a wide range of ability.

Emily noted that the key pressures in schools seem to be those pupils with SEMH needs and autism, compounded by the challenge of accessing relevant support services and therapies (including language and communication skills).

The ESSET proposal will need to be funded, as no school has staff who are not at full capacity already. Therefore, the intention is to develop an outreach/in-reach plan to present to the Local Authority. Any new system needs to be effective and sustainable; the High Needs Block in Essex is currently in a healthy financial position, but the demands on the system as a whole will mean that any available funding must be utilised to good effect.

The proposed support might, for example, include:

- Access to anonymised consultation and guidance for staff
- Special school staff undertaking an observation in a mainstream class, to offer practical advice and tips to manage a cohort of children;
- Support for the development of effective strategies for whole school practice;
- In-reach- mainstream staff visiting special schools to develop their skills, expertise and confidence.

Emily noted that she has been in discussion with Teaching Hub leaders, to ensure that the Early Careers Teacher training offers effective information and strategies to manage special educational needs and disabilities. It was agreed that pre-school understanding and knowledge, as well as effective communication with schools, is also essential and needs to be development.

One headteacher noted the challenge for small schools in particular, which may have a high percentage of children with special educational needs, but with very limited SENCo time.

It was also agreed that support and information for parents, including what can reasonably be offered by mainstream schools is essential. It is very important to develop parental confidence and trust in the support and educational experiences that mainstream schools offer children with SEND.

At each quadrant meeting the headteachers were asked to feedback the challenges that they faced, and to set out the solutions or support that they would find helpful. The information gathered will be used to inform the ESSET outreach/in-reach proposal, as well as prompting discussing with the Local Authority. The following comments were collated:

Feedback from EPHA about SEN Challenges and possible solutions

CURRENT CHALLENGES	POSSIBLE SOLUTIONS	WHO? WHAT?	THEME
<p>Lack of staff- recruitment and retention is a significant issue. Finding staff with the right approach/skill-sets and attitude is impossible on the salary we can pay them.</p> <p>Staff are leaving/not joining the profession due to the pressures</p> <p>Staff cannot be advertised for and recruited until funding is confirmed and this often happens too late for staff to be in place ready for a child's arrival into a new setting</p> <p>Real-terms Budget Cuts which reduces how flexible/creative schools can be when trying to find solutions. This is impacted by unfunded pay awards (which we agree with but need to be funded for)</p> <p>Staff well-being at all levels is a huge problem. Staff are anxious about their own safety at work (due to SEMH needs of some</p>	<p>Regular outreach and following through on agreed actions</p> <p>Funding for schools to enable them to pay staff properly and develop staff</p> <p>Providing a 'pool' of staff which will all have been trained by special schools to support mainstream schools when needed</p> <p>Creating a formal mechanism (and funding this) so that staff can make time to share expertise and learn from each other</p> <p>Provision of outreach or links to specialist settings/PRU's/Alternative provisions so children can</p>	<p>National issue- LA to raise with DfE? Rise in cost of living has significantly impacted on this.</p>	<p>Staff recruitment/retention/pay for support staff/well-being of staff</p> <p>Investment in staff development</p>

<p>pupils) and also administering medical procedures Lack of appropriate CPD for teaching and support staff. Even when this is available, schools do not have funding to cover these staff. Training is needed in a wide range of areas but mostly in ASD/SEMH</p>	<p>stay in mainstream but have access to specialist knowledge</p> <p>Mapping out where support is available in relation to particular areas of need</p> <p>Creation of opportunities (which will need funding) to see what happens in other settings.</p> <p>Opportunities to borrow resources and from specialist settings to see if they are useful in mainstream settings to support pupils</p>		
<p>High numbers of SEND pupils impact on a schools ability to meet/deliver requirements of their School Development Plan- the impact of a complex cohort on a schools results/OFSTED Outcomes is significant</p>			<p>School Improvement- being truly inclusive is not easy and impacts (sometimes negatively) on other issues which school leaders are responsible for</p>
<p>Inadequate funding to meet needs-</p> <p>Re-banding process is causing significant anxiety and there are concerns schools will be placed in a worsening financial position top up funding takes too long to arrive especially when an increase is requested or when troubled pupils or pupils with SEND 'arrive' without warning with no support in place Some students do need 1:1 support to keep them and others safe.</p>	<p>Make more spaces available in enhanced provisions or additionally resourced provisions</p> <p>Emergency IPRA to fund more support from specialists who may be able to make different recommendations for support</p>	<p>LA to consider making processes faster/more responsive</p>	<p>Special School Capacity</p> <p>Funding</p> <p>LA processes</p>
<p>Due to overwhelming pressures (staffing, finance, staff absence etc), it is not always possible to deliver QFT which all children (those with and without SEND) need.</p> <p>Other pressures (such as Appeals Admissions) take</p>			<p>Competing demands on Headteachers/Senior Leaders time</p>

too much time and are costly and ineffective.			
<p>Communication with the LA/SEND Ops- often passed from pillar to post before an answer is given or someone is able to help. This takes too long.</p> <p>Lack of clarity of roles. What is the IP's role? Some schools report still not having met theirs or having been told who it is.</p>			Communication with the LA teams
Capacity of LA Teams (SEND Ops, IP's and EP's) mean that support is not provided in a timely way leading to escalation in issues.			Capacity of LA teams
Support in relation to young people with physical/medical needs is not always forthcoming and training needs to be funded by school.	Provision of outreach about meeting the needs of pupils with physical/medical needs in mainstream schools		Accessing guidance about meeting PNI needs
<p>Advice being given by external agencies- this is sometimes outside their area of expertise and creates unreasonable/unrealistic expectations. Eg: GP's advising parents that a child with ADHD will need an EHCP, Virtual School and IRO's/Social Workers putting pressure on schools to apply for EHCP's when a child has needs but is making progress.</p> <p>School Improvement/Inclusion Partners are having limited impact</p> <p>Healthcare professionals advising parents that their child needs an EHCP or to attend a special school</p> <p>Healthcare professionals advising that a child needs 1:1 support. This means that 'inclusion' can become exclusion as a</p>	<p>Re-instate specialist teacher team</p> <p>Training for other services</p> <p>Provide financial resources for schools to enable outreach support to start/continue consistently- this would help schools to deliver specific/personalised support and not just generic strategies</p> <p>Training for Healthcare and social care professionals</p>	<p>Health and social care- what can be done to improve understanding of what is realistically and ordinarily available?</p>	<p>Lack of confidence/expertise for staff in schools and in the advice of other professionals</p> <p>Lack of parental confidence in the system</p> <p>Lack of knowledge by other professionals</p>

child is totally isolated and not at all included in the school community			
Actions from meetings involving LA staff are not always helpful/practical/solution focussed/sustainable	<p>Training about running solution focussed meetings</p> <p>Staff who can make a clear 'plan' when all reasonable adjustments have been made and a school is still only 'baby-sitting' a pupil</p>		LA training
Dual placements between mainstream and specialist settings for KS3/4 pupils don't happen. Why?	Split placements for older pupils so they can access mainstream subjects where needed and still access 'life skills' support in a specialist support	LA to consider promote the wider range of options to parents and schools- not just mainstream or specialist	Provision not meeting all needs.
TAF meetings- Often the only 'team' actively involved is the school. School staff feel they are not supported by health or social care			Holistic support for children and families not readily or quickly available
The SENCo role is too admin heavy, leaving little (if any) time to work with children and oversee provision across a school.	<p>Reduce level of admin requirements on staff, especially on senior leaders.</p> <p>Create a user friendly IT system to enable schools to put together one plans with solutions/strategies for schools to try</p>		Too many pressures on SENCO's and SLT members
<p>Increase in numbers of young people with complex SEMH needs who struggle to even get into school. Supporting this cohort is extremely time-consuming and resource heavy for staff at all levels.</p> <p>Senior leaders spend a ridiculous amount of time dealing with complex pupils/families and not on the rest of the school/staff/pupils</p> <p>For children at risk of exclusion, there is a fine line between supporting them and other students as well as managing staff well-being. Some staff refuse to work with particular pupils due to (real) risk of being hurt.</p>	<p>Staff Training</p> <p>Outreach support from experts</p> <p>Respite</p> <p>Training for school based counsellors</p>		<p>SEMH needs and lack of appropriate and timely support</p> <p>Mental Health support for children feels impossible and the waits are far too long. Children are going into crisis and families are failing because the support is not available when needed</p>

<p>SEMH needs in girls are causing a real concern as these are often masked for long periods of time and then reach crisis point</p>			
<p>Early identification of need is not happening early enough.</p> <p>Lack of support for pre-schools to help prepare children for school and provide better transition planning.</p> <p>Pre-schools not applying for EHCNA when needs are clear and obvious. This places additional pressures on receiving primary school.</p> <p>Increase, even since last year, in complex needs of pupils in EYFS and Yr 1. There is a lack of suitable placements for these very young pupils who need more EYFS input to help develop early learning skills.</p> <p>The relationship between pre-schools and parents (they are fee-paying customers) often prevents them from having the early conversations about a child's needs. Pre-school classroom ratios are very different to those in a mainstream Reception class setting. Early Intervention is needed well before a child turns 5. Transition planning is important for children, families and staff. Not feeling able to meet needs is as stressful for school staff as it is for families.</p>	<p>Bring back Sure Start</p> <p>More consistent/better quality communication between pre-schools and schools</p> <p>Additional financial resources</p> <p>Create a portal where information about good/best practice and advice is provided to staff and parents</p> <p>Better signposting services</p> <p>Establish a specialist worker role to support Heads/SENCo's to oversee the first half-term of each new year to assess needs and put provision in place. Also to help with referrals, recruitment, classroom strategies, formulating an initial support plan</p> <p>Drawing on expertise from the Early Years Sector to ensure school staff and parents are properly supported to meet the needs of complex youngsters. Ensuring there is funding available for this.</p>		<p>EYFS/ Yr 1 complex needs</p> <p>Early intervention</p> <p>Preparation for transition into primary school</p>
<p>Lack of consistency in transition planning for primary to secondary phase</p>	<p>More information is needed for families about secondary schools offers in relation to SEND. Schools should be required to ensure SENCo attendance/availability at</p>		

	Year 5 parent tours.		
Lots of children 'arriving' without any formal recognition of need. The lack of staff in schools ready to support these pupils can quickly lead to crisis which is destabilising on a whole class/phase/school			Better information sharing
Paperwork- completing the paperwork is too time-consuming. I have attended panel and the amount of time put in to completing paperwork is not reflected/appreciated in the time spent making a decision by the panel. When we ask for help, we really have tried everything!			LA Processes
Sustainability and capacity to meet needs both in schools and within other support services	<p>More good quality staff (does pay impact on this?)</p> <p>More places within special schools</p> <p>High quality training from experts</p> <p>More high quality alternative provision</p> <p>Wider roll-out of TPP program</p> <p>Increase availability of outreach support</p> <p>Sharing best practice between schools</p>		<p>Sustainability in schools and other services</p> <p>Capacity of schools and other services</p>
Waiting lists for health assessments/referral are still too long. They seem to be getting worse, not better. It is not just about getting a label for a pupil but also about increasing awareness and understanding for families			
Lack of knowledge about what is available outside my school/in the local area/ in other parts of the county. Lack of joined up	Incentives for schools who support others	Partnership Leads for ECC to map and promote support available in the local clusters/communities.	<p>School to School support needs further work</p> <p>LA communication</p>

<p>services/information</p> <p>Not enough enhanced provisions attached to Primary Schools for Pupils. Settings are not always where there is the greatest need.</p> <p>Schools are reluctant to 'publicise' what they do well as this results in 'magnet' schools.</p> <p>LA staff 'recommending' schools to parents based on reputation. This has the effect of watering down the good quality provision being made in some schools for complex pupils.</p>	<p>LA promotion of Ordinarily Available so this becomes common language across Essex</p> <p>LA demonstrating how they hold schools that are not inclusive, to account</p>	<p>Q: Would this exacerbate the issue of 'magnet' schools?</p>	
<p>Lack of external support means situations are dealt with reactively and not proactively</p>	<p>Clear and transparent support systems from LA staff.</p>		
<p>Lack of special school places even when there is a clear need. There is an increasing number of pupils with complex combinations of needs.</p> <p>Location of specialist settings is often problematic for those who live in rural areas</p>	<p>Mainstream schools being able to share specialist facilities, for example, hydrotherapy pools, may reduce parental demand for specialist school placement</p>		
<p>Some mainstream schools are unwelcoming to families of children with SEND</p>	<p>LA to hold schools to account and challenge lack of inclusive practice</p>		
<p>Loud and unrealistic parents who have a disproportionate sense of self-entitlement</p>	<p>Schools to be able to access free legal advice around responding to complaints/disgruntled parents</p>		
<p>Equally, some parents are not well informed and do not know what is available. They are not allowed to visit specialist settings so don't know what else might be available.</p>	<p>Special schools to allow parents to visit</p> <p>Creation of a Directory of services and support which is easy to access and where parents can easily find what they are looking for. The Local Offer is very hard to navigate.</p>		
<p>Support for high needs families to recognise/acknowledge</p>	<p>Training for staff- support from outside the LA offer</p>		

<p>their children's needs. A lack of acceptance can result in a delay in getting support which impacts of schools ability to meet needs</p> <p>Having difficult conversations with parents when it is clear that mainstream provision is not right for their child</p>	<p>Specialists/LA SEND Teams being honest with parents and more supportive of schools</p> <p>Other options being available</p> <p>More specialists being embedded within schools</p> <p>TPP being offered to parents to help them understand their children's needs and how they can help at home</p>		
<p>Bespoke programs for high needs children cost more and place additional pressure on space within (especially small) schools.</p> <p>Information from the LA about where/how to access alternative provisions is hard to find</p>	<p>Simple access to targeted funding</p> <p>IPRA funding to be made available (consistently) for children new to a school or starting in Reception</p>	<p>Inclusion Framework? Schools still not aware of how to access support through this framework.</p>	<p>LA communication about systems and processes</p>
<p>Parents/carers with unrealistic expectations of what mainstream schools can do. When is inclusion in a mainstream school not appropriate? Schools feel unable to say 'no'</p>	<p>Training for staff about legal thresholds?</p>	<p>LA to offer training/information to schools</p>	<p>Unrealistic expectations from parents</p> <p>Training for school senior leaders/governors</p>
<p>High numbers of pupils from abroad who display challenging/discriminatory behaviours due to cultural differences</p>			
<p>Lack of provision in local area for children who need specialist settings but are under 7 years old</p>	<p>Creation of 'Early Support Advisors' to help independently signpost and advocate for families at the start of a SEND journey</p>		<p>Early Intervention</p>
<p>Transition planning and support to do this well between pre-school and school and primary/secondary is inconsistent- some schools seem to avoid doing this well to 'put off' parents of pupils with SEND.</p>	<p>More needs to be done to hold those schools which are not inclusive to account</p>		
<p>Friction between being inclusive and establishing nurture rooms within mainstream settings</p>			
<p>Don't feel that SEND Ops understand the impact</p>	<p>Better understanding of the realities of school life</p>	<p>Training for LA SEND staff</p>	<p>Training for LA staff</p>

<p>that pupils with SEND can have on a whole school. Frustrations around SEND Ops overruling schools who say they cannot meet needs. Pupils are being placed in mainstream schools to see if it works- leading to breakdown of placement and increased pressures on staff and parents and children</p>	<p>Local Authority to reinforce/support school position when they say they cannot meet needs</p>		
<p>All of the above points impact in a more significant way on smaller settings (which are also often in rural locations making recruitment even harder) or those with above average SEND populations</p>	<p>Crisis support for small schools desperately needed</p>		

Emily was thanked for attending the EPHA meetings this term. She will feed back to the EPHA Executive at the next meeting in January 2023.

4. SUPPORTING ITT TRAINING AND MENTORING

Jo Palmer-Tweed, Chair of the East of England Regional Network for ITT and CEO of Essex and Thames Education was welcomed to the meeting. She explained that as a region the majority of our providers of ITT were successful in their bids for re-accreditation which means there is plenty of capacity in our region to train future teachers. In light of the impending statutory changes to ITT she summarised the key impact that these changes will have on schools and has detailed some of the ways providers in the region are collaborating to ensure that schools are fully prepared for the new quality requirements.

Under the new expectations... Providers will be expected to:

- Deliver new curricular with secure evidence bases which goes beyond the Core Content Framework (CCF)
- Ensure all trainee have access to opportunities for carefully structured deliberate practice
- Ensure that all trainees undertake 20 days of Intensive Practice each year, drawing on the expertise in the partnerships
- Run programmes which have;
 - At least 36 weeks in total
 - A minimum of 24 weeks in school
 - 4 weeks of Intensive Practice (minimum of 25 hrs per week, with a minimum of 5 hours expert support)
 - A minimum of 15 hours per week in the classroom
 - A minimum of 1.5 hours of mentoring per week
- Ensure all mentors are adequately trained by delivering a mentor curriculum, aligned to the trainee curriculum and supported by an appropriate evidence base.

Schools will be expected to:

- Provide a minimum of 1.5 hours of mentoring per week
- Release all Mentors for a minimum of 20 hrs training in year 1 and 6 hours per year thereafter
- Release any Lead Mentors for a minimum of 30 hrs training in year 1 and 12 hours per year thereafter
- Ensure mentors have the necessary expertise.

Schools will be asked about engagement with ITT during inspections and this may well go on to become a part of future inspection frameworks.

Actions taken by the Region to date

For the last year providers have been collaborating on the work needed for the new quality requirements. This work has taken place in partnership with the Teaching School Hubs

From September 2022 providers have collaborated to offer training for mentors on Instructional Coaching (certificated by NASBTT) - not all providers have bought into this.

Before the end of December 2022 providers will audit the mentors to decide which parts of the mentor training they will need to attend (providers are able to accredit some prior learning).

From January 2023 regional mentor training will run and mentors will attend the necessary training in order to be ready to pilot new curriculums in September 2023.

The region is in the process of producing a research handbook to accompany this training.

Curriculum Development

We are currently working to explore the degree to which we might align curriculums across the region to ensure we have greater consistency between provision. There should be an update available for your next meeting.

Mentor Training (more details)

The rationale for a collaborative offer to regional ITT mentor training is to limit the amount of training any one ITT mentor would need to undertake and to ensure a coordinated and consistent approach to high quality, evidence-based mentor training across the region.

The Teaching School Hubs have supported ITT providers by providing a mentor audit tool of skills and knowledge, for providers to assess what each mentor needs in relation to the core content framework and Instructional Coaching. This ITT audit will consider mentor prior learning, such as the ECF programme.

At the moment, the ITT mentor training will not count towards the ECF mentor training. The Teaching School Hubs and will certify the regional mentor training so that it counts towards the statutory 20 hours of training required for all ITT mentors in 2024. This certification can subsequently be used as evidence of prior learning for those mentors who work across multiple ITT providers.

To support schools, training will be offered as twilights, recorded and can be followed up at different points by individual ITT providers based on their own sequencing of mentor training programmes.

Individual ITT providers will add in the priority aspects from the regional mentor training offer as they see fit, building their own bespoke programme to meet their individual needs.

The Teaching School Hub/Regional Network mentor training offer for 2022-23 is as follows:

- 9 hours of bespoke mentor training offered at basic and advanced level running alongside subject forums
- 1 hour of taught input with an expert in that CCF area.
- Follow up reading/references (Some time will be provided for this in the session)
- Short follow up reflection to be completed during the session, sent to providers, and signed off by them to evaluate mentor engagement and impact on skills and knowledge

All sessions will be delivered at two levels, basic and advanced.

In addition to this we have Regional Subject Forums

- Where the communities of practice are and how to use them effectively
- Subject specificity: the evidence bases used for each subject and phase
- How to decide on which evidence should inform phase and subject and share this with trainees
- That it is essential to ensure that mentors can continually develop specialist subject, phase, and domain expertise.

If you are interested in any of your staff joining these forums please contact Sam Torr at the Alpha Teaching School Hub

What You Could Do Now

Headteachers play a key role in the capacity, choice, and training of mentors and as such we have collated some suggestions below on ways in which school leadership teams can select, prioritise, support and develop their ITT mentors for the future.

- Sign staff up for the Regional Subject Forums to ensure that mentors are part of local subject communities.
- Encourage staff to join the Chartered College of Teaching for them to remain briefed about the most current research
- Consider how this mentoring offer might be used in school to develop middle and subject leaders
- Work with your local ITT provider in develop the profile and pipeline of ITT mentors in school

For more information contact Jo Palmer-Tweed at jo@ete.org.uk

5. IROCK SCHOOL OF MUSIC

Josh Franklin and Molly Lloyd were welcomed to the meeting. They shared a number of videos about iRock in-school rock and pop band lessons.

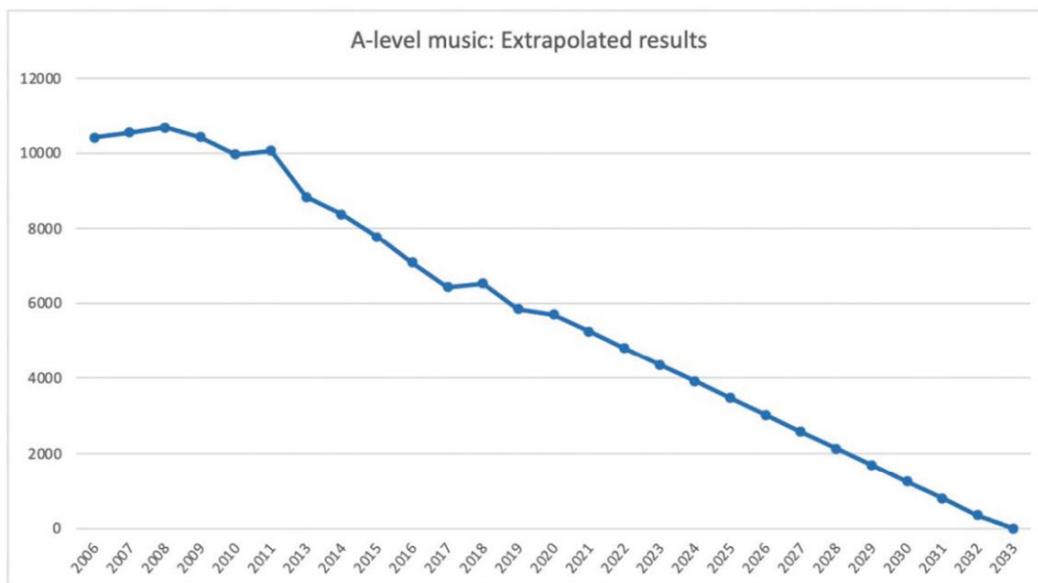
iRock is a leading rock and pop music service for primary schools, offering:

- weekly peripatetic band lessons
- electric guitar, drums, keyboards and vocals
- an inclusive programme designed for 4 -11 year olds
- free for schools

There has been a worrying decline in the provision and uptake of music education in English schools ISM compares the 2021 figures with 2011, with declines over the full decade of 19% for GCSE and 44% for music A-level.

68% of primary schools reported a reduction in music provision since the pandemic.

By the year 2033 is it predicted that music A-level will completely disappear



HOW IT WORKS

-  Children choose to become a keyboard player, drummer, guitarist or singer
-  **Weekly 1/2 hour ensemble** lessons that take place during school time
-  Parents join the iRock subscription for just £35.95 per month (excluding August)
-  Lessons are taught by a fully trained iRock band coach. All are DBS checked at an enhanced level
-  **iRock handle all admin**, scheduling, payments and parent communication
-  Industry standard **instruments and equipment provided!**

THE BAND

- Suitable for children from Foundation to Year 8!
- Inclusive lessons with **no experience needed!**
- Up to 9 players in each band
- Our teachers collect children for lessons
- Children choose iRock approved rock and pop songs to play



RECRUIT YOUR BANDS

ASSEMBLY DAY

-  30 minute assembly
-  Live music from a professional musician
-  Build a rock band from scratch, on stage
-  Information sent to parents the same day
-  Morning or afternoon assembly

“ Our children absolutely love iRock not only because they're enjoying creating music but it gives them enormous pride and self belief. Parents are blown away by what the children can achieve at such a young age”

Head Teacher ”



SCHOOL BENEFITS

- Free to schools & No Admin!
- Bursary space for every school
- Professional instruments & equipment provided
- Termly concerts for parents & schools

iRock School of Music - www.irockschool.com

- [Information Brochure](#)
- [Free Assembly Booking Link](#)
- [Video - Free Taster Assembly!](#)

6. FUTURE DATES

WEST meetings with the Local Authority officers 2022/23

Manor Suite, Manor of Groves

Wednesday 1 March 2023

Wednesday 14 June 2023

WEPHA Conferences, Collonade Suite, Manor of Groves

Friday 27 January 2023

Friday 19 May 2023

Headteachers' Annual Conference 2023

Friday 24 March 2023 Chelmsford City Race Course

Deputy Headteachers' Annual Conference 2023

Friday 13 October 2023 Colchester Football Stadium