

MINUTES OF A MEETING OF THE EXECUTIVE COMMITTEE
HELD FRIDAY 24th JANUARY 2020

PRESENT: Rishi Boyjoonauth (Chair) – Chattenden; Dean Brewer – Elaine ; Jon Carthy - Byron; Paula Fewtrell – St Margaret Infants; Nickie Forrest – New Road; Maureen Grabski – St Mary’s RCP; Matt Harris – Napier Primary; Dora Indresano-Maundene; Kathy Sexton – St Michael’s (Vice Chair) ; Tim Williams – Wayfield, Barry Symons -Oaklands arrived at 9am

APOLOGIES: Rebecca Smith – Medway Council, Ian Sutherland

IN ATTENDANCE: Christian Markham - Head of Bligh Primary School and Sean McKeown CEO of Barnsole Primary Trust attended from 10.45am
Alex Moir - Executive Head of Parkwood School. attended from 1.10pm
Lynda Catchlove (Clerking Service)

Agenda Item	Focus	Actions
1.	Apologies / Welcomes The Chair welcomed colleagues to the meeting. No apologies received from Matt Harris.	
2.	Minutes from the last meeting held on 6th December 2019	
2.1	The minutes of the meeting held 6 th December 2019 were agreed as a true record and signed by the Chair.	
2.2	Review of actions and matters arising	
2.2.1	The Chair had been unable to contact Maria Beaney. She is attending the Zone 2 meeting and a small summary of the discussion will be passed on to the Chair for circulation. The Schools’ Forum minutes are now available two weeks after the meeting, a copy will be forwarded to the Chair for circulation.	PF TW
2.2.2	The Chair will forward a copy of the Education People CPD brochure to Kathy Sexton for uploading/signposting on the MELA website.	RB/KS
2.2.3	At item 10, Kathy Sexton will ask Cllr Potter if observers were welcome at MEP.	KS
2.2.4	Barry Symons has been liaising with Rebecca Smith on definitive list of groups and membership, but final list is still not complete.	BS
2.2.5	Ofsted SEND feedback not published yet.	

<p>2.2.6</p> <p>2.2.7</p> <p>2.2.8</p> <p>2.2.9</p> <p>2.2.10</p> <p>2.2.11</p>	<p>Draft letter regarding funding review is not available today. The committee is meeting on Monday and NAHT are advising wait for details on the pay awards. John Carthy will bring to next meeting.</p> <p>MTSA details still to be uploaded to website. Closing date for photos is today. Email regarding wellbeing resources will be sent out next week. The Chair will send zip file to Kathy.</p> <p>The Chair to forward Kent rewards package to headteachers.</p> <p>Sally Green came to Zone 4 meeting which was very well attended. She is well worth having and very happy to work with schools on different things.</p> <p>Steve Ireland will attend the March meeting to talk about Dartford Grammar's computing CPD offer.</p> <p>All other actions were completed.</p>	<p>JC</p> <p>KS/RB</p> <p>RB</p>
<p>3.</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p>	<p>Carole Campbell, Assistant Director Children's Services of Medway Community Health</p> <p>Introductions were made and Carole gave an update on the service.</p> <p>The backlog from when they inherited the service is now completely cleared; they have reduced their clinical risk right down. They are finding children who were under the paediatrician at the hospital who have not made contact, but these are being mopped up and will be seen immediately.</p> <p>Delay in diagnostic pathways at the moment because of the large number of referrals in April, May and June. In May, they had two hundred and fifty-nine referrals for autism diagnosis.</p> <p>Core standards was rolled out very successfully. Carole thanked Medway schools for supporting this. The standard of referrals has been better.</p> <p>In October the school nursing was up to full capacity. They are running a training programme for nurses and hope to be able to sustain the workforce.</p> <p>School nurses offer three drop-in clinics for every school each academic year. Some schools are getting more if there is a need. Some schools have decided not to take this service up. Carole recommended that schools engage with their school nurses because they are looking to redesign the diagnostic pathway coming in. They have taken feedback from SENCOs who are still have problem with referring in; if there are physical problems Carole should be contacted directly.</p>	

3.6	<p>SENCOs are feeling very unconfident with knowing which pathways children should go down. They have come up with a pilot from April ready to roll out in September, where school nurses will do a piece of work with children, working directly with headteachers and SENCOs to find out the whole picture for a child. Once this piece of work has been done, if the school nurse and SENCO agree there is a problem, the case will be brought by the school nurse to a multi-disciplinary panel which will include a paediatrician. They will look at evidence and might request further tests or information before deciding which pathway to follow. Once on a particular pathway, children will be seen at first point by the paediatrician, who can request genetic testing or blood tests and they will not continue down the pathway until these results are back. The referral will come back to the panel to decide on a diagnosis.</p>	
3.7	<p>7% of mainstream children are on ADHD medication, well over a thousand children. The decision should be made to only put children on medication that will be a benefit for their learning and then together we risk manage those children. A paper has been submitted to the CCG for parenting work looking at what can be put in place, now that Sure Start places have closed. Something really needs to be done now.</p>	
3.8	<p>The executive committee asked do parents have to go on a parenting course before an ADHD referral is made and were advised that this is the case. In future the school nurse will offer support and school should make use of this.</p>	
3.9	<p>The executive committee asked for clarification regarding school nurses, commenting that some schools have been told they must contact the health visitor not the school nurse for children under seven years of age. Carole confirmed that every school is entitled to a school nurse. Children under seven have access to both a health visitor and a school nurse, they work under the same team. Every child that is born in Medway has a named health visitor even if they do not know who that person is. Contact Carole if there are problems.</p>	
3.10	<p>The executive committee asked how do parents know they have a health visitor and how to contact them. Carole confirmed the duty line has a qualified health visitor available every day who can find out who the named health visitor is and arrange for them to make contact. If schools ring in with concerns they will also pass messages on to the school nurse. There is a simple online referral that can be made into the school nurse.</p>	
3.11	<p>If schools have lots of cases, they should contact Carole who will arrange for someone, either a health visitor or school nurse, to come and visit schools. Nickie Forrest confirm this has work very well in her school.</p>	
3.12	<p>CCG have put a stakeholder survey out to every primary school about what they thought about Carole's services, only a few people replied. The executive committee asked when this had been sent out as no-one remembers receiving it and agreed to ask Michael Griffiths later about this. The response back was</p>	

<p>3.13</p>	<p>recognition of the changes that had taken place, but communication still remains a problem. This year their plans are to try to renew communication and to get it right.</p> <p>The next newsletters on the website will be clear on the duty lines stating:</p> <ul style="list-style-type: none"> • A health visitor will be available every day. • There is a simple online referral form for the school nurses, you should get a quick response using this method of contact. • For therapist and doctors, every Monday morning from 9 till 12 there is a therapist on duty who can help answer questions but not specific about a child unless there is consent. • Once a month, on the second Monday from 9 till 5pm there is senior practitioner who specialises in autism who can talk about anything you are not sure about. <p>These duty lines are hardly every used and will disappear, if they are not used. There will probably be an ADHD duty line at some point. This information will be shared with headteachers.</p>	<p>RB</p>
<p>3.14</p>	<p>SENCO surgery will finish this academic year if more people do not attend. Twenty schools signed up for the last one and only eight SENCOs turned up. The next meeting is the 2nd June in the morning people are encouraged to bring in their problems, case histories, programmes they are having difficulties with and there will be some training. This is the last one for this academic year, but f schools would like this in a different format, now is the time to discuss it as planning for next year will begin shortly.</p>	
<p>3.15</p>	<p>The executive committee asked if the SENCO surgery information was only being communicated on the website or directly emailed to SENCOs, Carole confirmed everything is done through the website. The committee explained that this is where the problem is, schools do not have time to keep checking websites for updates. If the newsletter could be sent directly to the Chair, he will ensure this is forwarded to everyone.</p>	<p>RB</p>
<p>3.16</p>	<p>Carole spoke about asthma management plans, as there had been no uptake for a specialist team to train on asthma. Every single child in school must have an up to date asthma plan. Attendance in A&E is high for asthma and the risk of death in Medway is very high. This needs to be addressed urgently. Training is free and can be inset or twilight sessions. Nurses will come in and support schools with their plans. The executive committee asked if this was in the newsletter and Carole confirmed it was, again this was why no-one had responded.</p>	
<p>3.17</p>	<p>There were concerns that the support line was not always manned and also the problem of consent. Carole suggested the only way around the problem of consent was for the SENCO to have the parent present when contacting the duty line and they can then give consent. If you use your school nurse this can build up a history of communication of consent.</p>	

3.18	<p>The executive committee asked about the delay in rescheduling cancelled appointments, children are having to wait months for a new appointment. Carole questioned which particular service this relates to; she can then follow up. The Chair will check and get the relevant headteacher to contact Carole directly.</p>	RB
3.19	<p>The executive committee questioned whether all SENCOs received an invite to the support surgery as one school had received theirs when they completed their core standards. Carole confirmed only people that completed their core standards would have got an invite. Maxine Shepherd deals with all the training and traded services and she would have sent out the emails.</p>	
3.10	<p>Nickie Forrest attended a course yesterday with mental health and there was a lot of discussion about OT traded and OT NHS, she asked for clarification of that. Carole confirmed they are commissioned for OT for children that have physical disability at school age. Children under 5 get access to everything and get intensive work. Once in school, commissioning changes to children with physical such as cerebral palsy, only. There is an OT diagnostic for autism referrals, they will input into the report and signpost schools to support.</p>	
3.11	<p>Nickie Forrest then asked if this was the same for speech and Carole explained speech is different. Most children who meet the basic criteria will get a speech assessment possibly through screening. The decision is then made on how severe the disorder is as to whether they can access NHS speech.</p>	
3.12	<p>The executive committee asked how the service deals with DNAs as previously children are then not seen for years. If they do not arrive a minute up to their appointment, they are a UTA (unable to attend), and there are separate rules on that. For DNAs the clinician will try and make contact, then send a standard letter saying you need to contact us with in fourteen days or we will assume you no longer need the service and you will be discharged. For children who are on a child protection plan or have a long-term condition, a clinical decision is made on the way forward. If they are on medication and do not turn up, they write to their doctor to stop prescribing the medication, they will come off immediately.</p>	
3.13	<p>The executive committee questioned why the problem of referral forms has reoccurred. Carole said the forms had not changed and there have been no technical problems. She would need to look into individual problems, they get over ten thousand referrals a month. The hopscotch training has really improved things and Carole thanked everyone for supporting it. Medway Mazes and Medway Hackers has been really successful in schools.</p>	
3.14	<p>The executive committee asked how long the NHS contract is for. Carole explained that the commission arrangements are changing nationally, as the Government have decided that tendering contracts in the NHS is not necessarily a good thing. The contract is for five years and they are currently in the second year. They are working with Kent and Medway looking at all the health services, seeing how they work, to improve things. CQC inspections will still continue.</p>	

3.15	<p>Contact details for Snapdragon: Duty line number: 0300 1233444 Email: medch.childrenscommunity@nhs.net (you can put the email for the attention of the person you want to contact or service) Carole Campbell left the meeting.</p>	
<p>4. 4.1 4.2 4.3 4.4 4.5</p>	<p>Feedback The executive committee discussed the unusual approach of communicating by putting the newsletter on the website only and agreed this was where a lot of the problems have arisen. It was agreed that Zone chairs will feed back to their headteachers the need for SENCOs to be pro-active in checking the website for any up to date information and newsletters. The problem getting support through health visitors and/or school nurses was discussed as this was an area some schools were having problems with. Parents need to know who their allocated health visitor is, and it was good that this information could now be obtained by schools from the duty line. The situation of gaining consent by having the parent in the room when calling the duty line is not always possible. There must be a system whereby consent is obtained so that information can be shared with schools. Staff had attended the Hopscotch training and thought they were very good. Kathy Sexton to highlight the contact and duty line information discussed today in her brief notes.</p>	<p>Zone chairs KS</p>
<p>5 5.1 5.2 5.2.1</p>	<p>Esther Cook, Medway Teaching School Alliance (MTSA) The Chair thanked Esther for coming. She was invited today to talk about specific areas of reading, SEND and progress in SEND as the LA felt data was showing a particular trend. Esther handed out information and then discussed the offers. SEND:</p> <ul style="list-style-type: none"> • MTSA are committed to working together on SENDIF, three dates set for this academic year, working closing with NELFT and MCH: 11th March, 21st May and 18th June. • They have a small budget, £2500 - £3000, available specifically for support with SEND across Medway and this could be available to MELA to spend on a targeted project such as using SLEs/LLEs in a specific way. There were suggestions in the handout for consideration. • One off free training by Milestone School, Nigel Jones headteacher. They have done a lot of work in mapping progress linked with EHCP targets. • Use of SEND SLEs/LLEs to support the work of SEND reviews. • Audit could be completed in Zones or other appropriate groups. <p>The executive committee discussed these suggestions and agreed that something specific would be good. An audit would be a good idea to know what is actually available although there is a booklet that was produced after discussion with</p>	

	<p>primary schools. Esther suggested It could be working with individual schools on data led work.</p>	
5.2.2	<p>The executive committee suggested spending the money specifically on TAs with specific outcomes. Supporting TAs who carry out this work would be very good. It was agreed that there needs to be more thought into identifying what the problem is before agreeing on a way to spend this pot of money.</p>	
5.2.3	<p>Esther confirmed SENDIF is continuing and needs to be promoted more. The executive committee asked what the agenda looked like for these meetings. Esther explained it is all led by the people who attend with regular surveys to see what people want before setting the following year’s programme. A large part of it is training, clinic and workshop around individual problems.</p>	
5.2.4	<p>The executive committee suggested asking at the SENDIF meeting what colleague require for their support staff. Esther agreed to go back to her team and suggest on the first SENDIF, an agenda item around upskilling support staff, particularly with speech and language. She will inform the Chair of the date and the agenda who will inform colleagues.</p>	RB
5.3	<p>Reading:</p>	
5.3.1	<p>Esther had no pot of money for this and needed to know how much the committee was willing to spend on it. It could be work at a low cost, around peer review or a more deliberate project such as the reading project undertaken by Gravesham Learning Partnership with consultant Rosie Taylor from Real Learning UK. Esther outlined how the project had worked. The cost would be £600 per day = £3,600 (so for fifteen schools this would be £240 per school). Cost of cover would be additional.</p>	
5.3.2	<p>The executive committee agreed that it would be good to have some impact data and quality assurance on this project before making a decision, Esther agreed to get this information in the next few days and feed back to the Chair to inform colleagues. It would be good to have impact data for vulnerable groups and more able, whether it had an impact on children working at different levels and how the project worked in Gravesham.</p>	EC
5.3.3	<p>An alternative to this project, Esther discussed using Literacy SLEs to collate best practice or specific reading teach/meet. Cost for SLE would be £350 a day pro rata. Information about Literacy Network meetings are on the newsletter but only 40% of people open the newsletters.</p>	
5.4	<p>Esther gave an update on other opportunities: Maths: Esther discussed another offer 2019/20 Innovation Work Group proposal. Maths Hub will start work on Y6 outcomes in year, which will then lead into the longer working of the Mastery programme. School would be involved in this work group for the rest of the year then ready to be accepted on the Mastery Ready</p>	

<p>5.4.1</p> <p>5.5</p> <p>5.6</p> <p>5.7</p> <p>5.8</p> <p>5.9</p> <p>5.10</p> <p>5.11</p> <p>5.12</p>	<p>programme the following year. This is for schools who are currently disappointed with this year or last year's data. No location is agreed yet as they are waiting to see if Medway want it for seven schools.</p> <p>The executive committee asked if this was just for greater depth and Esther confirmed it was for all schools who have not engage on the Mastery programme yet and it was free. The Chair agreed to forward the flyer to all colleagues for them to decide if they would like to go ahead, they should contact Esther or Sarah in the next few days before it is sent out to Kent. sarah.rose@mtsa.co.uk</p> <p>NQT Appropriate Body has now gone live. On-line system is being looked at to ensure this works seamlessly. Please contact her if you have any questions.</p> <p>Challenge Partners – looking to launch a local Challenge Partnership HUB which needs six schools to work. The hub will look at local issues and a real benefit is the peer system which is excellent. Esther can offer a special rate for their conference on the 27th February and she will send round the link to the Chair who will forward to colleagues.</p> <p>Gary Wilson – Raising Boys' Achievement on 10th February costing £50 per delegate</p> <p>Dylan William – Developing a Broad, Rich & Ambitious Curriculum 9th March costing £200.</p> <p>HLTA had to be cancelled earlier in the year but future meetings will go ahead.</p> <p>Networks – Esther thanked everyone for their ongoing support</p> <p>Create & Dance with Royal Opera House using Alice's Adventures in Wonderland starting in September. Approximate cost £220 per school, fifteen schools per project.</p> <p>Primary Moderation Event 11th March - writing, free. Would be happy to do other topics.</p> <p>The Chair thanked Esther for all the excellent information particularly the specific areas. Esther left the meeting</p>	<p>RB</p> <p>RB</p>
<p>6.</p>	<p>Tea Break Christian Markham - Head of Bligh Primary School and Sean McKeown CEO of Barnsole Primary Trust joined the meeting as observers.</p>	
<p>7.</p>	<p>MELA Finance The executive committee reviewed the financial report that had been circulated prior to the meeting. The Chair advised that the financial situation was healthy.</p>	
<p>8.</p>	<p>MELA Strategic Improvement Plan The Chair thanked Kathy Sexton for working on this plan before the Christmas break and a copy had been emailed to everyone in advance of the meeting.</p>	

8.1	<p>Strategic Point 1 – Having an influencing voice</p> <ul style="list-style-type: none"> • Today we are meeting with Michael Griffiths, Clinical Commissioning Group • Barry Symons has been working with Rebecca Smith to establish a definitive list of groups and their memberships. They have now been able to get everyone’s emails, but it would be good to have the purpose of the group and who leads them – this is still outstanding. 	
8.2	<p>Strategic Point 2 - Improving standards by developing and strengthening school to school support.</p> <ul style="list-style-type: none"> • Talking to MTSA • contact list being worked on • LLE being used more • MELA conference to be discussed later in the agenda. 	
8.3	<p>Strategic Point 3 – Wellbeing, recruitment and retention</p> <ul style="list-style-type: none"> • The Chair spoke to Gavin about the history of recruitment fairs. They did have a stand, but it did not run very well. • The Chair has a contact at Canterbury Christchurch University and that is the route to go down. Can anyone take responsibility in making contact with them to set up contact. Nickie Forrest agreed to get her assistant head to find a contact. 	NF
8.4	<p>The Chair will take the ‘draft’ watermark off, put Nickie Forrest down for action a) and then send out to everyone. This should then be a standard agenda item and the document RAG rated.</p>	RB
8.4.1	<p>Under this section the Chair discussed Tuesday’s meeting with the LA he attended on as the Chair of MELA together with the four Zone chairs (item 15 on the agenda). Under Strategic Priority 2 – Improving standards by developing and strengthening school to school support, the LA were putting the onus on MELA to have challenging conversation with headteachers around their data and to make suggestions of what they should be doing about it. This is something the LA should be doing, not MELA, this was never the purpose of the group and the terms of reference for MELA would need to change if this was the case. There has been an issue with trust amongst schools and the LA, but MELA have been trying to rebuild this trust by being more transparent in the way they worked. The Chair asked for members opinions.</p>	
8.4.2	<p>Members agreed it was the LA responsibility to talk to schools who were not doing well enough but there is a reluctance on their part.</p>	
8.4.3	<p>Kathy Sexton explained that Rebecca Smith and Kevin Smart came to their Zone meeting to present FFT data but they did something else. When questioned, Kevin suggest that it was down to headteachers to go out and collaborate themselves, they did not see it as the LA role. There is a standing Zone 4 agenda</p>	

	<p>item on which school has worked with which school and this is recorded at every meeting. Schools are expected to work together. Zone chairs are in no position to tell headteachers who they must work with.</p>	
8.4.4	<p>The executive committee agreed it was the role of the Director of Education to analyse the data and see which schools need more support, then the SIPs direct the work.</p>	
8.4.5	<p>The executive committee emphasised that their terms of reference are clear, but it is not clear what the job descriptions for the School Improvement Team are. The LA have accountability to look at school performance and improvement, across the country LAs are using vehicles like MELA and Zones to work with them to best achieve improvement with smaller resources. We do share data, we collaborate, we have an overview of what is happening within our Zones and can link schools up, but what is Rebecca and Kevin's role in this?</p>	
8.4.6	<p>The executive committee raised the question in maintained schools of what is the top slice paying for. What support are we getting for it? They do not do risk assessments anymore so there is no measure of how your school is doing.</p>	
8.4.7	<p>The executive committee agreed that, as MELA has developed, they have driven improvement with support from the teaching schools. There has been no stability as far as the Director of Education, there is concern about any changes that will be introduced when the new Director is appointed and how long they will stay in post. The Chair has been invited to join the partner panel part of the interview process with police, health and education. The Chair will be submitting questions and will be asking how they will help repair a very fractured system, rebuild trust amongst primary colleagues and how education is going to be at the top of the agenda.</p>	
8.4.8	<p>A range of significant concerns were raised about the quality of support offered by the school improvement team</p>	
8.4.9	<p>The executive committee agree they did not want to change their terms of reference to include this work. This will be discussed with Kevin Smart later in the meeting. If the LA want to outsource SIP, the money could go to MELA to outsource staff to do this role and be accountable for it.</p>	
8.4.10	<p>The Chair confirmed other matters discussed at the Tuesday LA meeting: The LA are waiting for the publication of the SEND report. There will be some work to be done. On education there is some work for secondary colleagues around exclusion and inclusion.</p>	
8.4.11	<p>The Effective Leadership Inclusion document that Kevin Smart and Rebecca Smith have produced.</p>	

8.4.12	Social Care Strategic Improvement Board met yesterday. The 'Signs of Safety' programme they are going to use, is going to be cascaded to partners from February onwards and must be shared with colleagues as much as possible.	
8.4.13	Advertisement has gone out for both Assistant Director posts, for Education and Social Care. The Chair has been invited to the partner panel for that.	
8.4.14	Recruitment for social workers is still poor and is a major problem. They have recruited an additional seven social workers but are still thirty below what is required. They have had to go overseas, some from Zimbabwe, which means after checks they will not be in post until June. There will have to be an intensive induction programme.	
8.4.15	Wellbeing amongst social workers was discussed. They have now accepted the changes that are taking place and hopefully this will improve things.	
8.4.16	Eleanor Brazil's report has been published and the Chair will send the link to everyone. There are three options – alternative provider put in which would be the most extreme option or everything is fine and leave it as it is. They have agreed on the middle option which is Eleanor Brazil will continue to oversee for one more year with a partner in practice of Essex Council. The alternative provider option was not chosen, maybe because it had not always worked in other authorities and was too big a risk at the moment. However, the alternative delivery model is still on the table and it has not been removed completely.	RB
8.4.17	A suggestion at the Partnership meeting was that Early Help workers come to Zone meetings but not sure what the impact of that is when discussing education. It would be good for Hub managers to come to part of the meeting to give an update. The Chair will go back to Ian and confirm this.	RB
9	Joint Terms of Reference and Constitution for All Zones	
9.1	Dean Brewer had emailed everyone the original constitution which is still in place in Zone 3 and proposed looking at the different Zones structure, agenda, clerking these are templates will be given to new chairs.	
9.2	Collectively we should all feed into the terms of reference of MELA and have an agreed set of principles about what the key aspects of Zone work are. It would be good to be able to visit other Zones and see how they work.	
9.3	Regarding attendance at meetings it was suggested that an email be sent at the end of the year to check if any support is needed.	
9.4	Discussion then turned to how a new headteacher is contacted to join the Zone and it was agreed that a letter should be sent welcoming them to Medway on behalf of MELA and set out structure of Zones, who to contact, etc. Barry Symons agreed to draft a welcome letter.	BS

9.5	The executive committee discussed why there are four Zones and if this is the best way of working for education; it would also be easier for presenters not to speak at four different Zones. Could the smaller Zone 1 merge with another Zone?	
9.6	Discussion turn to reinstating the seasonal headteacher briefing, three times a year, breaking into Zone meeting straight after. Venue could be Gillingham Football Club or Mid Kent College. Zone chairs to take back to their Zones the suggestion of a big headteacher meeting, once an old term with items of shared interest discussed followed by Zone meetings, starting in September 2020 and feedback at the next MELA meeting.	Zone Chairs
9.7	Dean Brewer will do some more work on the constitution.	DB
10	<p>Cllr Martin Potter, Portfolio Holder for Education and Schools, Medway Council Cllr Josie Iles, Portfolio Holder for Children’s Services, Medway Council Kevin Smart – School Improvement Team MEP, SEND Ofsted feedback (Rebecca Smith was unable to attend) The chair welcomed everyone and thank Martin and Josie in particular for attending. Introductions were made.</p> <p>10.1 Martin Potter thanked the founding members of MELA for their spirit of collaboration in the founding of Medway Education Partnership (MEP). It is a sector wide body and is a forum for engagement, dialogue, to work in a more collaborative and strategic way across the sector. It provides coherence and efficiency across the whole sector. Martin handed over to Kevin Smart.</p> <p>10.2 Kevin Smart handed out the 2020-2022 Medway Education Partnership Group brochure which he described as a slimmed down MEP and he referred everyone to page 2 – Vision statement which has been the same since 2017. There is more to do in explaining it to colleagues. It takes time.</p> <p>10.3 Martin explained that the strategy had been formulated by several workshops with all members. This was with the previous MELA executive group and the expectation was that this information was being shared with all colleagues, but this did not happen.</p> <p>10.4 The executive committee asked ‘so what? What is the impact of MEP?’ Partners meeting together and then what? Kevin Smart explained the impact is for the first time in England you have the possibility of a joined up, single conversation with people who are linked with education. It is not operational, MEP in itself does not achieve anything, it is what is decided and how it is moved forward, the dialogue.</p> <p>10.5 Kevin Smart explained that one of the universities is keen to launch a new type of children’s university. The universities involved are Greenwich, Canterbury Christchurch, Kent and the University of Creative Arts (UCA) in Rochester. Three</p>	

	<p>of them have a mechanism to join together but does not reach out to the UCA. This is one area being worked on.</p>	
10.6	<p>Martin Potter confirmed that, for the next meeting they are inviting health along as big changes are taking place and health and education can discuss these changes. The executive committee raised their concerns about the problems they have been having with paediatricians and asked if it would be discussed at MEP or continue to be discussed at this forum. Martin Potter explained these would still continue at MELA level.</p>	
10.7	<p>The executive committee asked if this was just adding an extra level in the process, health colleagues for example should just talk directly to MELA. Kevin Smart stated it depended on what level the discussions are about as MELA is just for primary schools and this might be a wider concern.</p>	
10.8	<p>The executive committee asked if consideration had been given to how MEP will impact on children’s learning. Kevin confirmed ultimately it will.</p>	
10.9	<p>Kevin explained that school improvement done at Zone level would continue and would come under challenge and support the leaders of all phases of education, to strive for excellence and innovation. This would feed into school to school mechanism and the system leadership that is something seen in action. MEP is the umbrella to bring things together.</p>	
10.10	<p>The Chair questioned whether the item on Page 8 about the power of reading was in fact quite operational and is giving mixed messages about what MEP is, if it is meant to be a long-term strategic document. Kevin Smart explained they were just small examples of initiatives on the ground.</p>	
10.11	<p>The executive committee agreed that the challenging conversation with health, social care, education is where we need to have the strategic vision. Colleagues are frustrated that the LA have not been there when they should have been and did not think this was the answer. Martin Potter explained this is a partnership that has come out of work done across the different areas.</p>	
10.12	<p>The executive committee asked, when we get to 2022 how will we know we are on the right track. Kevin referred everyone to page 1 and the strategy, some of this is already happening now. Targets have not been set yet as we need all the partners around the table first.</p>	
10.13	<p>The executive committee thought it was great to have all the agencies coming together, working collaboratively and that information would be sent out to everyone but were not sure how it will develop. Martin Potter stated it would be what we make it and how colleagues shape it.</p>	

10.14	<p>The executive committee asked if the new Director of Education would chair the MEP meetings when in place. Martin Potter thought this would be done on a rotation system and ensure continuity.</p>
10.15	<p>Nickie Forrest asked if this document had been shared with Cabinet. She sits on the Scrutiny Board and felt they really needed to see it. Martin Potter confirmed it would go to them before being published.</p>
10.16	<p>The Chair moved the discussion to last Tuesday's meeting and the peer to peer support which is already being done in an informal way, on a regular basis in Zones and conversations with colleagues. The request that the Chair of MELA or Zone chairs should have conversation with schools who are under performing was not part of the terms of reference. It has been discussed earlier today and the general consensus is that that is not our place but should be the LA. Kevin Smart explained that this was being misrepresented, he made clear that this was never about a headteacher talking to a head of a MAT.</p>
10.17	<p>The executive committee strongly agreed that it is not the headteacher's job to hold another headteacher to account. Kevin Smart agreed this was not their job but encouraging connectivity between school 'A' getting support from school 'B' should be. The committee confirmed this was taking place on a daily basis informally.</p>
10.18	<p>The executive committee would look at Zone constitutions later in this meeting so that we are all working in the same way. There is a Zone agenda item on who is working together and what is happening at Zone level. The LA should be accountable if this is not happening or having an impact.</p>
10.19	<p>The executive committee asked who is having a conversation with maintained school if their results are not great and how do you know. Kevin agreed it should be him or Rebecca, but they only have them with schools that need it. Their focus at the moment is in SEND support and the old style of one on one working with schools has reduced. The executive committee agreed that this is wrong as they schools are paying for SIP.</p>
10.20	<p>The executive committee asked if there was something the Zones are not doing or should be doing better. Kevin stated that this practice has been working in other LAs, where there is more structured peer to peer support with system leadership. The executive committee agreed that if Zone chairs started doing more structured peer to peer support, headteachers who are struggling would not turn up to Zone meetings. They would then not be getting the informal support that is available now. That is the worst thing that could happen. Zone meetings need to be a supportive group, not based on data.</p>
10.21	<p>The executive committee questioned what the role of system leaders is, NLE LLE SLE, and how might they be supporting more formally. Kevin confirmed they had tried to inform headteachers of the availability of these leaders. The executive</p>

<p>10.22</p> <p>10.23</p> <p>10.24</p> <p>10.25</p>	<p>committee felt that the LA should direct school to the leaders as part of their statutory duty to support poorly performing schools and they should be getting in earlier.</p> <p>The Chair read out the terms of refence from the website, but Kevin suggested that the vision statement on the MELA website should be reviewed as well; good work has happened through MELA, but is that good work actually going to drive the vision statement.</p> <p>The executive committee suggested putting in an impact assessment structure for each Zone and for MELA with common terms of reference.</p> <p>The executive committee asked Kevin Smart to go back and talk to the School Improvement Team to clarify what they would like from Zone chairs and MELA. The executive committee offered to attend a meeting with Kevin and Rebecca to discuss this further.</p> <p>The executive committee were very conscious that Josie Iles had not been given a chance to talk. Josie explained she is trying to understand and take everything on board but will contribute next time. Martin Potter agreed it had been excellent to have the chance to come to the meeting, talk to everyone and they would be happy to attend any future meetings.</p> <p>Martin Potter, Josie Iles and Kevin Smart left the meeting.</p>	<p>RB</p>
<p>11.</p> <p>11.1</p> <p>11.2</p>	<p>Feedback</p> <p>The executive committee agreed, there were lots of things left unsaid and it was frustrating that things are not made explicit. Kevin Smart must come back with some clarity ; MELA will continue to drive the school to school support in their Zones. The LA/MELA Partnership meeting with Kevin and Rebecca can discuss this further, but we will leave it for them to arrange. They appear to want to see value added from the Zones.</p> <p>The executive committee discussed looking internally at the impact of Zones. In Zone 1 there is a problem with data, what are we doing as an executive group about supporting Zone 1. Zone 1 is a smallest Zone, most compact geographically. Meetings have been cancelled due to illness of the host and questions were asked why the meeting did not go ahead at a different venue. A protocol is needed to ensure these meeting go ahead. A WhatsApp group is going to be set up so that last minute change of venue can be arranged. The attendance at the meetings was reviewed and for lots of schools, attendance was not regular. The Chair agreed to talk to Zone 1 Chair to ask how things are going and if any support is needed; perhaps we could offer Lawrie Rose’s services as a support mechanism, paid for by the Zone or by MELA.</p>	<p>RB</p>
<p>12.</p>	<p>Lunch</p>	

	Christian Markham - Head of Bligh Primary School and Sean McKeown CEO of Barnsole Primary Trust left the meeting.	
13.	Zone Feedback	
13.1	Zone 1 – meeting cancelled	
13.2	Zone 2 – Not happened yet	
13.3	Zone 3 The Zone chair reported that FAP was a big issue for contextual data being submitted and being discussed. Panel did not always get the contextual data and the message is that it is really important to be there. As data changes it is worth sending updated information the week before to Rob Lancaster. We need to look at what we can do as a Zone to support vulnerable families, although this should be done by Lynn Sims from Medway Inclusion Team.	
13.4	Zone 4 The Zone chair reported that Sally Green came to the meeting. Kevin and Rebecca came to talk about data, but this was not discussed. SEND was discussed and the problem with top up funding. We talked about feedback from NAHT meeting and promoted the MELA conference. Transition form information was shared.	
14.	Michael Griffiths, Clinical Commissioning Group and James Harman, Senior Public Health Manager Alex Moir – Executive Head of Parkwood School joined the meeting as an observer. Introductions were made.	
14.1	The Chair welcomed members of the CCG to their first meeting and explained there have been concerns for a long time about some of the services, so much so that it is an item on the Strategic Improvement Plan.	
14.2	Using a PowerPoint presentation Michael and James both explained their individual roles and responsibilities, some of the projects they are working on and emphasising their commitment to working together. Emma Block is CAMH Lead, Rachael Horner is looked after children commissioner, Lorraine Foster for LD.	
14.3	Kathy Sexton explained that one of the areas on the Strategic Improvement Plan was commissioning and what part we could play in the services that affect young people in Medway. James agreed that they had not always understood some of the issues schools face and that there had not been joined up working with schools, this does need strengthening as they need to understand what the need is out there.	
14.4	The executive committee confirmed that primary heads have been struggling with paediatric services and Snapdragons since the day it started, and these still continue. The Chair asked for clarification on: what is being done about it? What key performance indicators MCH should be meeting and if they are not meeting them, what is being done? Is additional funding provided? Referrals are	

	<p>still not getting through to Snapdragons. CCG has put an additional half a million pounds into the contract to solve the issues and feedback from MCH suggest that services have stabilised. James explained that they had fully understood what the data looked like, but it seems that the data they are getting from NHS is different to what they are hearing today. There is no triangulation for them to challenge information they are given.</p>	
14.5	<p>The executive committee asked what mechanism or proposal the CCG are going to put in place regarding issues and concerns headteachers may be having. CCG offered to put in an escalation pathway, but it needs to be clear what can and cannot be offered. This pathway could be along the same lines as a serious case review.</p>	
14.6	<p>The executive committee asked how they can be involved in the commissioning programme and how the CCG you will liaise to take in our views. CCG are looking to put together an integrated partnership plan, they can commit to liaising with MELA about the plan and it will give everyone an overview of what is happening in commissioning.</p>	
14.7	<p>The executive committee raised the issues of the lack of mental health services for children and the increase in self harm they are seeing in their schools. If there were more mental health services available, the number of children self-harming would reduce. The executive committee would like to work more with the CCG on children's mental health services. The CCG are looking for investment at the early point and it would help if education leaders could support that ethos with them.</p>	
14.8	<p>The executive committee asked about the new CCG structure. The CCG explained that the contracts are in place for five years, but the responsibility could change. There is more of an integrated service and people are starting to talk together.</p>	
14.9	<p>The Chair asked if extra money is being placed in CAMH and NELFT services as some waiting lists are nine months. There has been only one qualified psychotherapist and seems very under resourced. CCG confirmed that under the local transformation plan, additional money is being put in to clear that backlog. The service has grown without adequate scrutiny and direction. Scrutiny is now in place, with both formal and informal meetings, relationships are very good.</p>	
14.10	<p>The executive committee raised concerns that if the scrutiny is now taking place why are we not seeing that on the ground, something must be wrong. CCG explained that there are no escalation processes and they are only hearing about problems here at this MELA meeting today. They need to do a deep dive.</p>	
14.11	<p>The executive committee agreed it had been very useful meeting Michael and James today and getting background information into the service and it would be good for them to attend again to feedback.</p>	

<p>14.12</p> <p>14.13</p> <p>14.14</p>	<p>The executive committee asked about the recent Link meeting which discussed the funding that was available for school based early intervention in mental health, before CAMH and NELFT get involved. James explained that he was at this meeting and that Emma Block was responsible. The money is for Tier 1 and Tier 2. They had asked what schools would like this to look like; it could in Zones or just one overarching team and they were waiting for feedback from the four groups who had been working on the plan. There is another Link day in March to look at the draft bid and to make any tweaks and changes before the bid goes in.</p> <p>The CCG are looking at an escalation system and would like to hear about the difficulties schools are experiencing. Kathy Sexton will arrange a meeting with Zone chairs.</p> <p>PowerPoint presentation will be sent to the Chair for distribution to everyone as there are some additional new initiatives, they would like feedback on. Lots of positive things are going on.</p> <p>The Chair thanked Michael and James it had been very helpful. Michael and James left the meeting.</p>	<p>KS</p> <p>RB</p>
<p>15.</p>	<p>Feedback from LA Meeting</p>	
<p>16.</p> <p>16.1</p>	<p>Lawrie Rose – Conference Lawrie gave a handout and explained the date of the conference had changed to the 24th June 2020.</p> <ul style="list-style-type: none"> • Andy Buck will be the key speaker in the morning. • No charge for the venue hire • In the afternoon it will be a celebration of Medway involving children from different schools. • The afternoon would open with a choir singing songs from the Medway March Festival. Four children from each school. • Structure of the afternoon could be a large event in the hall with children performing on the stage or breaking out into smaller groups in separate rooms. • Agreed for Tier 2 lunch and water on tables • We are being charged for the Mid Kent technician, but we have only arranged him for the morning but may need to increase this if we are using the stage altogether. • Children performing would be given a goody bag. Three/four children from each Zone. • Cost of £60 per delegate. Maximum of 100 delegates, two per school. First come first serve. • Lawrie will take responsibility for all the bookings this year to be able to monitor attendance. 	

<p>16.2</p> <p>16.3</p> <p>16.4</p>	<ul style="list-style-type: none"> • Afternoon performance to be organised by Zones. • Feedback form required. • Piano required for afternoon • Gallery in Reception area with schools providing artwork based on a theme. <p>The executive committee discussed the funding of the event and why it needs to make a profit out of schools when there are funds in the bank account already. It was agreed to reduce the cost to £50 which means we would break even and if Education People sponsor the event the cost will go down.</p> <p>The executive committee discussed the afternoon options and agreed for it all to be on the one stage. Zone chairs to email asking for schools to volunteer three/four children to showcase their learning projects or to perform to leaders across Medway to make this a real celebration.</p> <p>The Chair proposed a meeting to discuss and plan the afternoon arrangements in more detail on the 13th February at 10am at Chattenden School.</p> <p>Lawrie Rose left the meeting.</p>	<p>Zone chairs</p> <p>RB/JC/KS</p>
<p>17.</p> <p>17.1</p>	<p>Paul Clarke, School Organisation and Capital Services, Medway Council</p> <p>The Chair welcomed Paul to the meeting and introductions were made. PowerPoint presentation was used to explain school place planning in Medway.</p> <ul style="list-style-type: none"> • Birth rates have been going down but will rise this year • Migration of preschool children has been a steady rise. • The 3,000 additional primary places should meet demand for the foreseeable future. • Lots of housing in the pipeline but not approved yet. • Peninsula West - 18 extra places needed in YR • Peninsula East – lots of spare places due to remoteness • Strood – spaces in YR • Cuxton, Halling – 19 spare places in YR • Gillingham & Rainham – spaces. 1,020 houses under construction. • Chatham & Rochester – spaces. Rochester Riverside School not open yet and there are further flats planned • Walderslade – spike in YR, Wayfield have agreed bulge class • Secondary – there are two new free schools planned which will create 2,300 places. Bulge classes for Y7. • SEND – expansion at Abbey Court • Housing to increase by 20,000 by 2035 • Population to increase from 269,000 to 330,000 <p>There were no questions and the Chair thanked Paul for his presentation and he left the meeting.</p>	

<p>18.</p> <p>18.1</p> <p>18.2</p> <p>18.3</p> <p>18.4</p> <p>18.5</p> <p>18.6</p>	<p>Caron Johnson, Headteacher of The Rowans Beeches Alternative Provision Carol Johnson was unable to attend and replaced with Dympna Lennon, Headteacher of St John Fisher Catholic Secondary School and Ciaran McCann, Headteacher of Luton Junior School – The Chair welcome Dympna and Ciaran to the meeting. Handouts were shared including a draft of the new transition form.</p> <p>Dympna explained the rationale behind the need for a new transition form and the work that had been done to create it. The flowchart explained the dates and deadlines for the transition arrangements.</p> <p>Ciaran explained the yellow parts of the transition form were that bits that teachers would need to fill in, the rest would be completed by the school management information system.</p> <p>There is a meeting of Medway Secondary Headteacher’s Association on Friday. The hope is that all secondary schools will accept these forms. The executive committee agreed to only use this new transition form.</p> <p>Emphasis was placed on the importance of school visits and that secondary staff need to bring the transition form with them to discuss children.</p> <p>Under the ‘any other information’, can we please add ‘if necessary’. Ciaran will make this change and send the form to the Chair to forward to everyone.</p> <p>Nickie Forrest asked who would need to be contacted for additional visits for vulnerable children as this has worked really well in the past. Dympna will ask at the secondary headteacher meeting on Friday and report back to the Chair to forward to everyone.</p> <p>The Chair thanked Dympna and Ciaran for attending and they left the meeting.</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p>RB</p> <p>RB</p>
<p>19.</p> <p>19.1</p>	<p>Mandy Gage, Victory Academy Medway Creative Schools Network (MCSN) The Chair welcome Mandy to the meeting and a handout was presented.</p> <p>MCSN is being facilitated by The Royal Opera House Bridge and Mandy is looking at the creative agenda.</p> <ul style="list-style-type: none"> • Medway have decided to put in a City of Culture bid and there is now a great deal of interest in talking to MCSN. There will be money available because of this bid. • Place manager and bid manager for the City of Culture bid will be attending a meeting on the 25th March 2.30 at Victory School. Everyone is welcome and it is very important everyone gets involved. • First meeting of the MCSN was in December, the notes were shared with everyone today. 	<p></p>

	<ul style="list-style-type: none"> Mandy has been invited to meet with Amanda Steelman at the Royal Opera House Headteacher’s Symposium to talk about what cultural capital means and what is going on in school. She will feed back at the next MCSN meeting. Becoming an Arts Mark School event on 17th March - how to get the accreditation and what it means. Arts Mark Development Day at the Woodville Hall, Gravesend on 13th March for schools who are in the initial stages of the art mark development. Greenacre have stopped doing Dance Fusion at the Dance Junction, Mandy would look into running this at her school. <p>Email Mandy if you have any questions. The Chair thanked Mandy for attending and she left the meeting.</p>	
20.	<p>Any Other Business</p> <ul style="list-style-type: none"> Newly Appointed Headteacher – discussed under Item 9 Transition Forms - discussed under Item 18 Name Cards – the Chair agreed to make name cards for the next meeting <p>Meeting closed at 3.54pm.</p>	RB

Signed as a true record of the meeting_____

ACTIONS

2.2.1	Forward small summary of Maria Beaney’s visit to Zone 1	PF
2.2.1	The Schools Forum minutes to be will be forwarded to the Chair for circulation.	TW
2.2.2	Forward Education People CPD brochure to Kathy Sexton for uploading/signposting on the MELA website2.2.3	RB/KS
2.2.3	Ask Cllr Potter if observers were welcome at MEP.	KS
2.2.4	Complete the definitive list of groups and membership	BS
2.2.6	Bring draft letter on funding review to next meeting.	JC
2.2.8	Forward Kent rewards package to headteachers	RB
3.13	Duty line information to be shared with headteachers	RB
3.15	Carole Campbell to send newsletter to Chair for circulation	RB
3.18	Arrange for headteacher to contact Carole Campbell to discuss which service there have been rescheduling delays for cancelled appointments	RB
4.1	Feed back to headteachers that SENCOs need to be pro-active in checking the website for any up to date information and newsletters.	Zone chairs

4.5	Highlight the contact and duty line information discussed today in brief notes.	KS
5.2.4	Esther Cook to suggest the first SENDIF agenda item would be upskilling support staff, particularly with speech and language. Time and date will be forwarded to colleagues	EC/RB
5.3.2	Esther Cook will confirm impact data for vulnerable groups and more able, whether it had an impact on children working at different levels and how the project worked in Gravesham. Circulate to colleagues	EC/RB
5.4.1	2019/20 Innovation Work Group proposal for maths flyer to be sent to colleagues to follow up directly with Esther or Sarah	RB
8.3	Make contact with Canterbury Christchurch University	NF
8.4	Remove 'draft' watermark off, put Nickie Forrest down for action a) and then send out to everyone. This should then be a standard agenda item and the document RAG rated.	RB
8.4.16	Send link to Eleanor Brazil's report to colleagues.	RB
8.4.17	Confirm to Ian that Early Help Hub managers are welcome to come to meetings.	RB
9.4	Draft a welcome letter to new headteachers	BS
9.6	Discuss with Zones suggestion of seasonal headteacher briefings, three times a year with Zone meetings in the afternoon	Zone chairs
9.7	Carry out more work on the constitution.	DB
10.25	Invite Cllr Potter and Cllr Iles to future meetings as appropriate	RB
11.2	Contact Zone 1 Chair to ask how things are going and if any support is needed	RB
14.13	Arrange a meeting with Zone chairs and CCG to discuss escalation system.	KS
14.14	CCG PowerPoint presentation will be distributed to everyone as there are some additional new initiatives, they would like feedback on	RB
16.3	Email schools asking for two children to showcase their learning projects or to perform at conference	Zone Chairs
16.4	Meeting on 13 th February at 10am at Chattenden School to discuss afternoon conference arrangements.	RB/JC/KS
18.5	Under the 'any other information', add 'if necessary' to transition form, and circulate	CM/RB
18.6	Dympna will ask at the secondary headteacher meeting on Friday who headteachers should contact about vulnerable children, Chair will forward information to colleagues	RB