



Hampshire
County Council

Improvement and
Advisory Service

Winchester & Eastleigh District Headteacher Briefings

Catherine Redgrave & Julia Roberts
Spring 2 2025

Local headteacher updates - Winchester

Acting/Interim heads

- Cheriton Primary –Tamsin Sillers
- St Faith's – Jim Hartley (Jan '25)
- St John the Baptist (Jan '25) - Alison Reily & Louise Rockwell supported by Sally Wood
- Western (Jan '25) - Karen Luke, supported by Sarah Duck

New Appointments/Headships

- Cheriton – Peter Castle (April '25)
- St Faith's – Ben Bond
- Micheldever – Thomas Bint (June '25)
- St John the Baptist, Waltham Chase
- Durley CoE
- Oweslebury Primary
- Sparsholt CofE

Local headteacher updates – Eastleigh

New heads

- Tom Johnston – Merdon Junior (April 25)

Acting/Interim heads

- Louise Piggitt and Sarah Roberts – Fryern Federation
- Rosemary Diskin – Merdon Junior
- Chris Reilly and Laura Cooper – Fair Oak Jnr
- Amber Adams – Berrywood Primary

Headships

- Kings Copse Primary (Sept 25)
- Netley Abbey Infant and Junior Federation (Sept 25)

School Improvement Update

Mark Kingswood, County Education Manager – vulnerable pupils- April 1 2025

Helen Dear, School Improvement Manager, South-East Area

Beverley Murtagh, retiring end of April; Secondary Inspector/ Adviser roles to be appointed to, imminently

Mandy Parsons, head of governor services has retired; Jenny O’Keefe and Maureen Bax holding an interim role until the autumn term.

School Improvement Update

Linked governor services' advisers:

Governor Services Advisers	District	School improvement manager/s Primary
Maureen Bax	Rushmoor	Kirstie-Anne Sangway (Primary)
Gordon Duff	New Forest Test Valley	Derek Myers Derek Myers/Julia Roberts
Sara Falk	Havant Fareham	Caroline Wilkins Martyn Beales
Jenny O'Keefe	Eastleigh	Catherine Redgrave/Mark Kingswood
Jana Murray	East Hants Winchester	Caroline Wilkins Julia Roberts
Jo Pryce-Jones	Gosport	Martyn Beales
Helen Whiting	Basingstoke and Deane Hart	Catherine Redgrave Kirstie-Anne Sangway

Assessment Update

Spring 2 2025

Statutory Assessment - key dates

Action	Date
Phonics screening guidance published	March
Phonics screening check materials delivered	19-23 May
LA phonics monitoring visits	2-20 June
Phonics checks threshold published	23 June
Phonics HDF via PAG	30 June
Y6 SATs Week	12 May
Notification of KS2 moderation	16 May
Virtual HT Briefing	19 May
KS2 moderation window	2 – 27 June
KS2 Test administration guidance	March
Pupil registration deadline: KS2 SATs	7 March
KS2 SATs additional time deadline	17 April
KS2 SATs materials arrive	28 April – 2 May
LA SATs monitoring visits	6 – 20 May

Statutory guidance

2025 key stage 2 assessment and reporting arrangements

Updated 12 December 2024

Statutory guidance

2025 phonics screening check assessment and reporting arrangements

Published 1 October 2024

Year 6 Standardisation 'mop up' session:

Wednesday, 23 April 2025 - Winchester area

This session is intended to support Year 6 teachers in carrying out their statutory obligation to assess children at the End of Key Stage 2 against the Teacher Assessment Framework in writing.

This session is primarily to support Year 6 teachers in securing their statutory teacher assessments at the end of Key Stage 2 in writing. Teachers will have the opportunity to work alongside colleagues from other schools and Local Authority moderators.

The feedback for teachers from these sessions is intended to:

- help them to check that there is evidence to support achievement against the 'Pupil can....' statements in the Teacher Assessment Framework
- identify and additional evidence required prior to making their End of Key Stage teacher assessments
- develop teachers' knowledge of the tests and how to prepare children for them
- how teachers might identify which children are on track to achieve the expected standard, which are not and implications for the curriculum

Book via the learning zone : Standardisation for Year 6 Teachers - Writing 2024 - 25 Mop up session

Key messages from session 5 of Year 6 data course

In mathematics teachers should be able to:

- identify the focus areas that will be taught over the next nine weeks based on an understanding of the weaker domains in Year 6 and an appreciation of the weighting of the different domains in the test.
- explain how the HIAS revision plan will be used to support the construction of your revision plan
- explain how they are building in a mixture of arithmetic teaching, retrieval practice and reasoning teaching within this revision plan
- explain whether the focus of booster groups and interventions will be on using pre-teach or post teach strategies and leaders should ensure the right staff are delivering these interventions to the right children and focusing on the right domains.

Key messages from session 5 of Year 6 data course

In relation to arithmetic, teachers should be able to:

- identify, through question level analysis, the specific areas in arithmetic that children who are not yet reaching 32 marks are struggling with and ensure that the provision is targeted in these areas ensuring that sufficient time is spent explicitly teaching arithmetic skills over the next nine weeks
- build pupil stamina through timed arithmetic teaching but avoid over testing

In relation to reasoning:

- teachers need to be clear if pupils need specific teaching of an objective or if they need practise of answering a range of questions linked to that objective. Once this is established teachers must ensure that provision matches this need

In relation to maximising combined outcomes:

- teachers must all be aware of the children in their class whom they need to target to maximise the percentage of children getting combined outcomes
- teachers need to ensure that they understand the specific areas in reading, writing and mathematics that that these target children need to focus on and how the remaining nine weeks are going to support these areas for these children

Ofsted Update

Spring 2 2025

Ofsted Update

[Improving the way Ofsted inspects education: consultation document - GOV.UK](#)

[School accountability reform – school profiles, improvement and intervention](#)

Both consultations are open until 28 April 2025

Ofsted Briefing

7 May 2025 9am-12.30pm

24-25 Ofsted Briefing - Education Inspection Framework 2019

Keyword Search: Ofsted Briefing

These termly briefings aim to deepen the knowledge and understanding of headteachers and chairs of governors in respect of the current Ofsted inspection framework. The sessions are particularly targeted at schools who are likely to be inspected by the end of the summer term 2025.

There will be opportunities to review information relating to the latest national and local inspection trends and patterns and consider implications for their own school. Additional input will be provided by headteachers of schools that have been recently inspected under the current framework (2019) and members of the Primary Phase Inspector team who support schools through the process.

A senior leader and chair of governors are invited to attend but do not need to book a place. Headteachers who have booked a place will receive the course details, which they should share.

Schools Upper Pay Range Audit

Audit talked to 14 schools and found some holes in practice:

- pay policies differed from personnel model policy
- some schools not using an application form for upper pay progression, other schools had no evidence that it was approved by the headteacher and governing body
- some lack of evidence that staff had annual performance management
- teachers who have 'achieved expectations' for the last two years are not always progressing on the pay spine as they should do
- for one school, the governors' pay panel meeting was not quorate and at another school, the minutes of the meeting had not been retained. Where we were able to review the minutes, they did not always show that the decisions on pay had been robustly challenged. Half of the sampled schools' minutes did not show robust challenge.

MS Windows 10

Microsoft will stop supporting the operating system used by the majority of schools in October 2025

- 93% secondary use MS W10
- Digital signage
- Catering systems
- CCTV

The challenge is the scope of existing items to be able to run Windows 11

Admissions

For several years now, the local authority (LA) has supported schools by making Published Admission Number (PAN) reductions where required. This has been in response to the reduction in the birth rate nationally, leading to an increase in surplus places.

However, before the LA can agree (for community and voluntary controlled schools) or support PAN reductions (for own admission authority schools), several conditions need to be met to satisfy the LA as follows:

- That the proposed PAN reductions, do not compromise the LA's duty to provide school places for local communities based on forecast data for the school.
- That the proposed PAN reductions, do not compromise the LA's duty to provide school places for local communities based on forecast data for the local school place planning area.

- That catchment demand will not be frustrated.
- That there won't be a detrimental impact on parental preference for parents who would reasonably expect to access a place at the school based on historic trends.

Schools with questions about their forecasts and projected numbers should contact the Admissions Team and Strategic Development for advice and guidance on this matter.

Schools are reminded that the consultation process for any change to the PAN commences approximately two years before coming into effect. Community and voluntary controlled schools are consulted on this matter by the Admissions Team each September and should respond accordingly if they wish to change their PAN.

General update

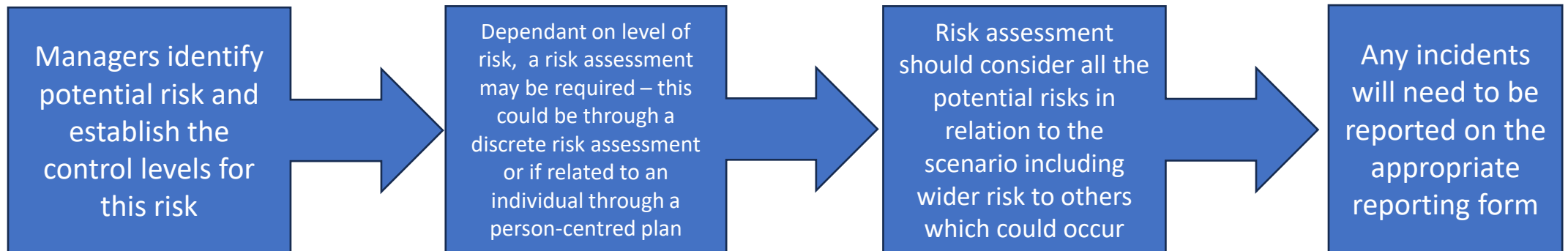
Spring 2 2025

Violent Incident Reporting

Reporting is required because Hampshire County Council is committed to reducing and controlling the risks to its staff from violence and aggression while at work (this includes school staff) in accordance with the Health and Safety policies. It is not about apportioning blame but a way to ensure that everything which can be done to support colleagues is in place.

The policies and website provide comprehensive support for:

- Procedure
- Risk Assessment
- Reporting



Defining the incident

The Health and Safety Executive (HSE) defines work-related violence as:

Any incident in which a person is abused, threatened or assaulted in circumstances relating to their work...this can include: verbal abuse or threats, including face to face, online and via telephone.

[HSE: Information about health and safety at work](#)

The Children's Services H&S Team have advice and guidance on their web pages to help you with identifying the risks, recording your school's policy and risk assessment and reporting incidents of violence and aggression. If you need help please go there or contact the team.

[Health & Safety Resources A - Z | Hampshire Services for Schools](#)

A violent incident is: an incident where there is intent behind the action

Violent incident examples in schools:

- Child becomes dysregulated and as a result there is a physical display of dysregulation which hurts another.
- Parent enters reception and is shouting and gesturing towards the receptionist.
- Child states that they are going to undertake a physical action towards another and then does this, hurting the other.

Accident examples in schools:

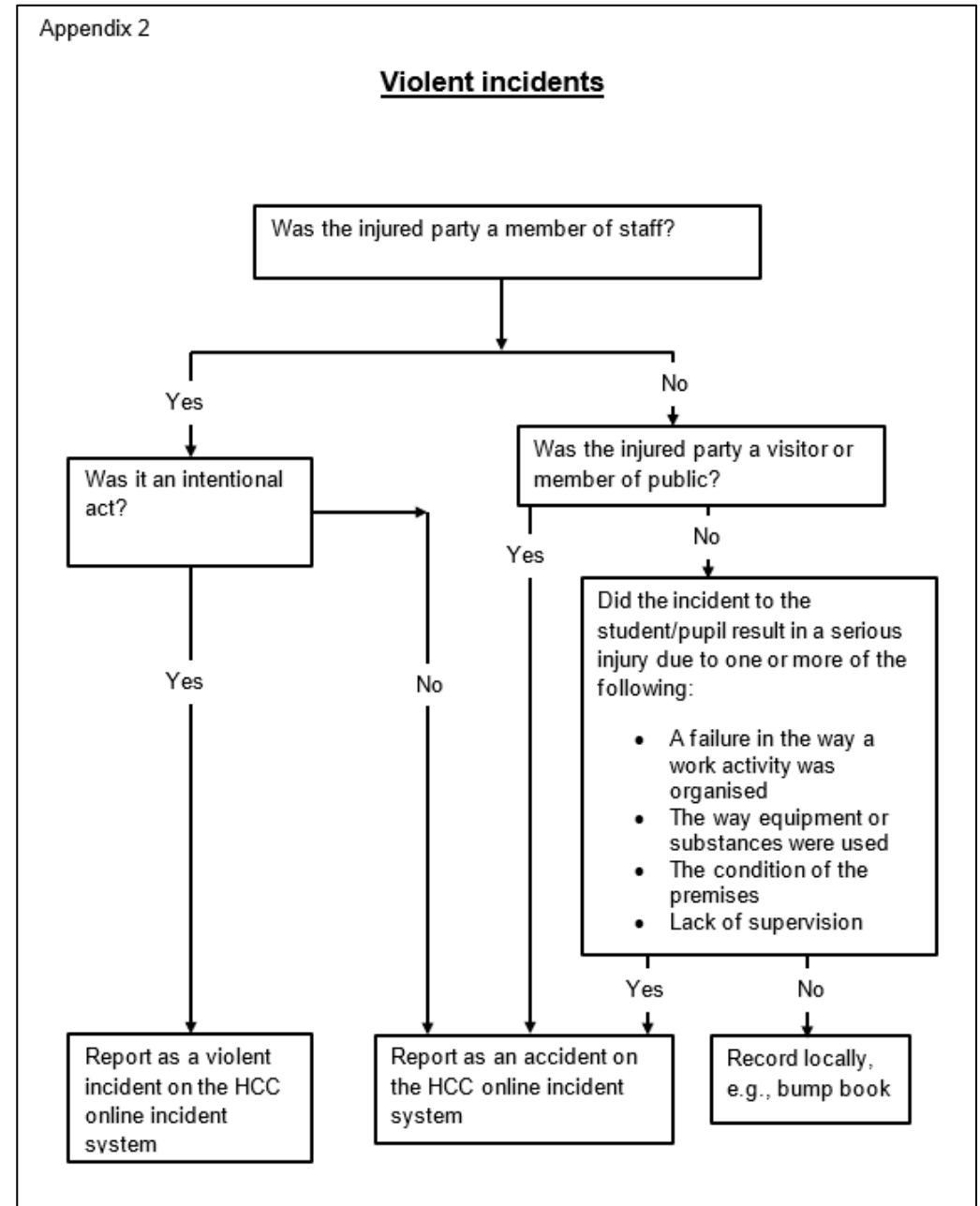
- Children who are playing involving physical objects throw one across the room which hits someone on its trajectory.
- A parent enters the school as another leave and they bump into each other.
- Staff member is playing football with children. The ball hits them in the face when it is kicked from across the playground.

Violent incident reporting is only required when a member of staff/ adult, or a child not at the school, is hurt with intent

Reporting

- Incidents of intentional violence and aggression towards a member of staff must be reported as a **Violent Incident** on the online system.
- If the incident involves two children (child on child) then this must be recorded **locally** and not on the online system.
- If, however a child received a serious injury from another child then this needs to be recorded as an **accident** on the online system.
- If the incident is not intentional and results in an injury, then needs to be recorded as an **accident** on the online system.
- Reporting should be clear, accurate and neutral.

[Corporate health and safety procedure for accident/incident reporting](#)



Transforming SEND

- Transforming SEND is taking forward ‘Improving educational support and practice across education settings’ aspect of the Local Area Partnership Strategy.
- The scope of the TSEND has expanded and workstreams have been extended to deliver Local Area actions.



SEN and Inclusion support

- **Ordinarily Available Provision and SEND Support Guidance Version 1 – will be released with accompanying information webinars shortly**
- SEN support line
- 5 e-learning modules
- SEN Toolkit – new pages on inclusion and SENCo toolkit being generated
- New SENCo development sessions – launched and open for bookings

Letter from f40 and National Governance Association (NGA)

f40 has partnered with the National Governance Association in drafting a letter that school and Multi-Academy Trust governing bodies can adapt and send to their local MPs about the crisis in SEND ahead of the Spending Review.

Link to letter template available to download for schools:

<https://hias-moodle.mylearningapp.com/mod/resource/view.php?id=1631>

We are encouraging governing bodies to adapt the letter and send it to their local Members of Parliament in the hope they pass on the concern and strength of feeling to the Education Secretary, Treasury, and government policy-makers about the need for increased funding and reform in SEND as a matter of urgency.

School Communications

[Children with EHCPs Changing Placement in September 2025](#) (link to school comm)

- A critical component of this process is the naming of the receiving school in the child's Educational Health and Care Plan (EHCP). This is not solely a procedural step but **a legal requirement**.
- The well-known pressures within our special schools and specialist placements across HCC that sometimes result in placing children in schools where schools have responded that they do not feel they can meet need. This happens where there are no specialist places available, and it is our legal requirement that a school must be named in the plan by the deadline. The decision to name a school in Section I also provides **the legal parental right of appeal**.

School Communications cont.

- In 2025/26, £1,000,000 has been set aside to provide additional funding to those schools with the most disproportionate spend in supporting EHCPs from their notional SEN budgets. In 2024/25, the budget was £550,000 and for 2025/26, Schools Forum agreed to increase the available funding by over 81% to £1,000,000 in recognition of the increased numbers of EHCPs in mainstream schools.
- Developing new specialist places is a priority in establishing new Resourced Provisions, expanding existing RPs, and expanding our special schools. We have an additional 141 RP places across 15 schools and 70 special school places across 5 schools opening in phases from September 2025, and are currently in discussions and planning for over 200 RP and 340 Special School places available from September 2026.
- If you are interested in discussing a resourced provision at your school, please contact helen.ley@hants.gov.uk



Group work venue needed

Rebecca Reves is looking for 2 venues to host our summer term group work for parenting support.

The details of the groups are:

- PAACES – Parent Carers Adverse Childhood Experiences – this would be 10-12.30 on a Thursday morning starting from 1/5/25 for 10 weeks (excluding half term)
- NVR – Non-Violent Resolution – this would 10-12 on a Wednesday morning starting 23/4/25 for 9 weeks excluding half term.

They would need a private room that could host up to 16 adults, plus 2 facilitators and would need a screen / projector we could plug laptops into.

If you can help please contact Rebecca.Reeve@hants.gov.uk

Local Government Reorganisation

Outline proposals for **Local Government Reorganisation (LGR)** will be considered by the whole County Council on 20 March, followed by Cabinet on 21 March. Councillors will also agree on a response from the County Council to the government's current consultation on devolution and proposals will continue to be refined over the coming months, with final plans being submitted to Government this autumn.

Public consultation from 17 February 2025 to 11:59pm on 13 April 2025.
Hampshire and the Solent devolution consultation: [Have your say](#)

[Devolution and local government reorganisation | About the Council | Hampshire County Council](#)

Ethnic Minority and Traveller Achievement Service (EMTAS)

Home > Education and learning

Hampshire Services
EMTAS

About EMTAS Safeguarding Training Languages EAL Assessment/SEND Resources/Shop Contact

EMTAS - Ethnic Minority and Traveller Achievement Service

Young Interpreter Scheme
EAL best practice training on tap

Young Interpreter Scheme

EMTAS Moodle - includes open access guidance and resources

EMTAS blog

Make a referral (EAL including Roma)

Year R and Early Years

Schools: Primary, Secondary

Languages

UASC and refugees

Parents

EMTAS phone lines

EAL Assessment/SEND

Gypsy, Traveller, Roma, Showmen and Boater (GTRSB)

Awards: EAL/GRT Excellence and Heritage Honours

EAL eLearning

Data

Hampshire EMTAS - a multi-ethnic, multilingual team with over 30 years' experience of working closely with families and Hampshire schools to promote the engagement, progress and attainment of children from ethnic minority and Traveller communities.

Contact: **0370 7794 222**

Email: emtas@hants.gov.uk

EMTAS Training Questionnaire for staff in schools

- Help us shape our future training offer by responding to our survey: [Future training offer survey](#). Closes Friday 23 May.
- For information about what you can currently access, see the 'Training' section of the EMTAS website: [EMTAS training courses | Education and learning | Hampshire County Council](#)
- For the full SLA, see [About EMTAS services | Education and learning | Hampshire County Council](#)



Compassion as a Superpower in Education



REFUGEE EDUCATION CONFERENCE 2025
For Schools, Colleges and Universities



WEDNESDAY 18TH JUNE 2025

09.45AM – 4PM

UNIVERSITY OF WINCHESTER

Register Here:



<https://forms.office.com/e/eHR71SSBQk>

*For more information, email
Sanctuary@winchester.ac.uk*

Register now and save the date!

More information coming soon about expert-led sessions to help you develop your professional skills and knowledge:

- Improve the support you provide to learners from a refugee/asylum seeking background
- Raise awareness in your institution about the issues faced
- Learn about becoming a School, College or University of Sanctuary

Please note: the conference is FREE to attend with lunch and refreshments provided.

Some sessions will be available online for those unable to attend in person

Let's talk about ... hidden disabilities

The Inclusion and Diversity Partnership, involving HIAS, EPS, Governor Services and a group of headteachers representing all phases across Hampshire schools are happy to announce the final **Let's talk about** event for this academic year for school leaders and staff. This series has given leaders and staff the opportunity to hear directly from individuals, with a protected characteristic, about their experiences of working in education.

The next event will be held on **Thursday 29th April at 4.15 – 5pm** and is open to school leaders and staff. You may wish to consider watching the event as part of a staff meeting

This event will be an opportunity to hear from Ellie Wickens who is a teacher at Cherbourg Primary School. Ellie has autism and will share her experiences of the journey into the Education Profession.

If you have questions that you would like to ask you can send them in advance to belonging@hants.gov.uk. Questions can also be submitted through the chat bar during the session.



On behalf of the Inclusion and Diversity Partnership, we would like to invite your school to join the next free, online, collaborative staff meeting to further explore the county's work on inclusion and diversity.

What?

The big IDP Staff meeting

When? 4th June 2025,
15:45 – 17:00

Who? Schools from across the county: headteachers, teaching and support staff, governors

Why? Opportunity to work collaboratively to explore the county's work on promoting and developing belonging, inclusion and diversity in our schools

Volunteers needed to support children, young people and families

Children and Families Volunteers

Our volunteering roles are:

- **Family Support** – supporting families in their local community
- **Mentoring** – supporting young people aged 11 to 17
- **Independent Visitor** – being a trusted adult to a child or young person in care
- **Community Buddy** – Community Buddies enable children and young people with a disability / additional needs to access the community
- **Return from Missing Conversations** – our volunteers have conversations with children and young people who have returned after being missing

Full training is provided, along with ongoing supervision from a friendly team of coordinators.

- To find out more, please visit [Hampshire children and families volunteers | Children and Families | Hampshire County Council](https://www.hants.gov.uk/children-and-families-volunteers) ([hants.gov.uk](https://www.hants.gov.uk)) or contact C&FVolunteers@hants.gov.uk



Hampshire
County Council

Children and Families
Volunteers

DHT, AHT, HoS Network

Lead by Simon Mitchell-Innes PPI
Simon.mitchell-innes@hants.gov.uk



Why?

- a networking opportunity
- professional development
- opportunity to visit, share practice and hear from other schools

Deputy headteachers, assistant
headteachers and heads of school
Networks 2025-2026



[Click here to sign up to DHT Network](#)

World Water Day AND World Poetry Day



Calling all primary schools!

We want to help start conversations about our precious water resources.

*Come celebrate **World Water Day AND World Poetry Day** with our **FREE LIVE** webinar for **KS1 and KS2!***

***World Water Day** has been an annual United Nations Observance since 1993. **World Water Day** is held every year on 22 March to celebrate water and inspire action to tackle global water inequality and ensure water resilience for everyone the future.*

*UNESCO first adopted 21 March as **World Poetry Day** in 1999, with the aim of supporting linguistic diversity through poetic expression and increasing the opportunity for endangered languages to be heard.*

In our interactive session we will use the beautiful poem 'Once Upon a Raindrop' written by James Carter and illustrated by Nomoco, to launch our session, using this to then explore:

- *Where our water comes from*
- *Challenges on our water resources*
- *Water savings habits we can all take on.*

We look forward to seeing your children at one of our online events!

For more details and to sign up your class, please choose a time slot from the options linked or QR codes provided.

Any questions about the events? Please email the team: education@southernwater.co.uk

*Friday 21 March 2025
Session one: 09.30-10.00am
[Link to Session One](#)*



*Friday 21 March 2025
Session two: 11.15-11.45am
[Link to Session Two](#)*



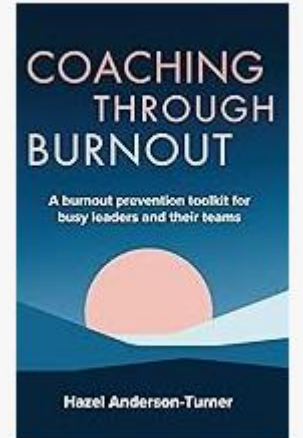
Headteachers' Wellbeing 2025

Half day conference - **Building psychological flexibility to respond well to challenges**

[Slides- February 7 and 13 2025](#)

[Headteacher wellbeing resources](#)

Portal on its way to capture sample documentation, case studies, links to those with experience.....



[Linked here](#)