Cornwall
Education
Partnership

CREATIVE LEADERSHIP FOR TRANSFORMING ATTENDANCE & BELONGING

Tues 27th January 2026, 8.30–4pm

Victoria Offices & Conference Centre

Morning Sessions

- **Keynote:**   Prof Tanya Ovenden-Hope

  Tackling Systemic Barriers to Attendance and Belonging

- **Panel Discussion:** Exploring the Priorities

- **Keynote:**   Nia Richards

  'Creative Leadership in Challenging Times'

- **Panel Discussion**– Revisiting the Barriers – From Insight to Action

Creative leadership for transforming attendance and belonging

Afternoon Sessions

- **Disciplined Inquiry** – Understanding and Applying Best Practice – Marc Rowland
- **Creative Collaboration** – Connecting Ideas, People and Purpose
- **Share Ideas** – From Conversation to Commitment
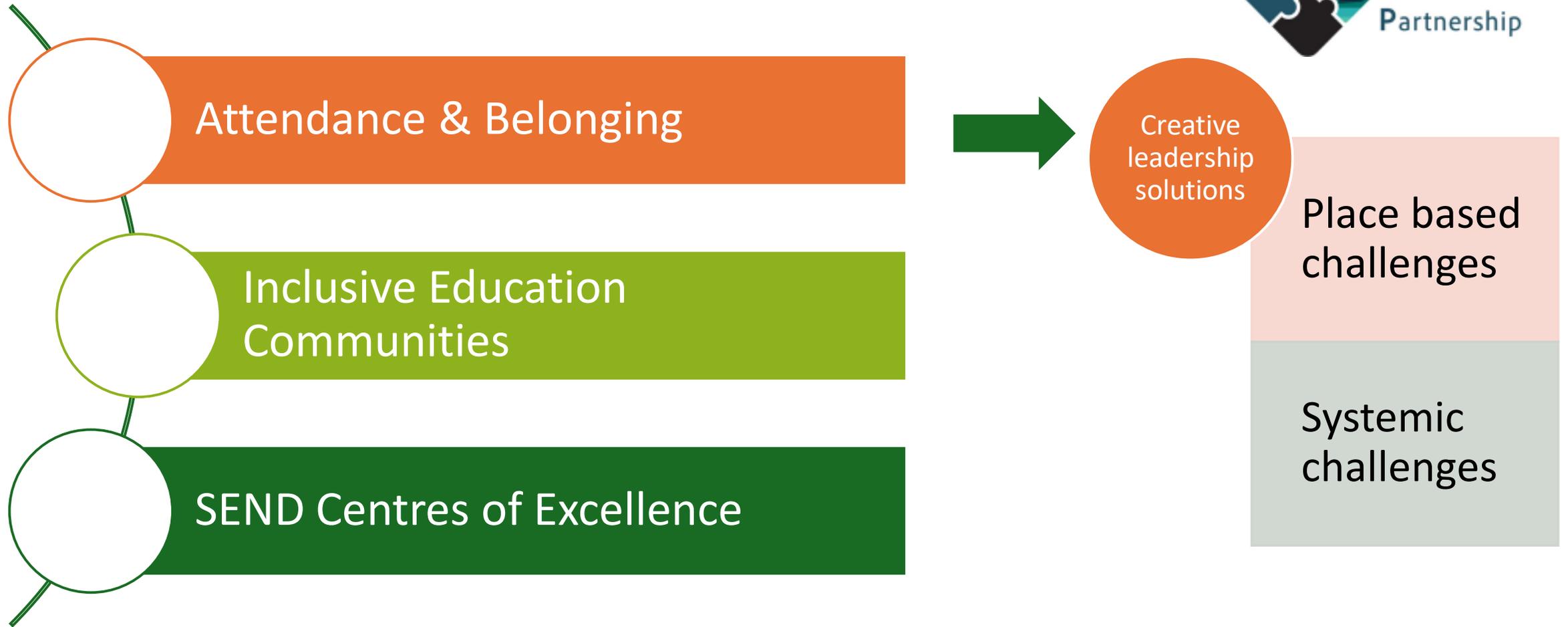
- **Close:** Thematic priorities

Creative leadership for transforming attendance and belonging

Welcome

Our Brief

Using Disciplined Inquiries, use 'creative leadership' to think of solution focused, meaningful and impactful new ways of working to solve entrenched, systemic issues in our rural, coastal contexts

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Creative leadership for transforming attendance and belonging

Our Cornwall Challenge for 2025-26

Cornwall Education Partnership

- Attendance & Belonging
- Inclusive Education Communities
- SEND Centres of Excellence

→ Creative leadership solutions

Place based challenges

Systemic challenges

Creative leadership for transforming attendance and belonging

The Pretty Poverty Report Findings

Pretty Poverty: Rural Deprivation in Cornwall

- Transport Dependency
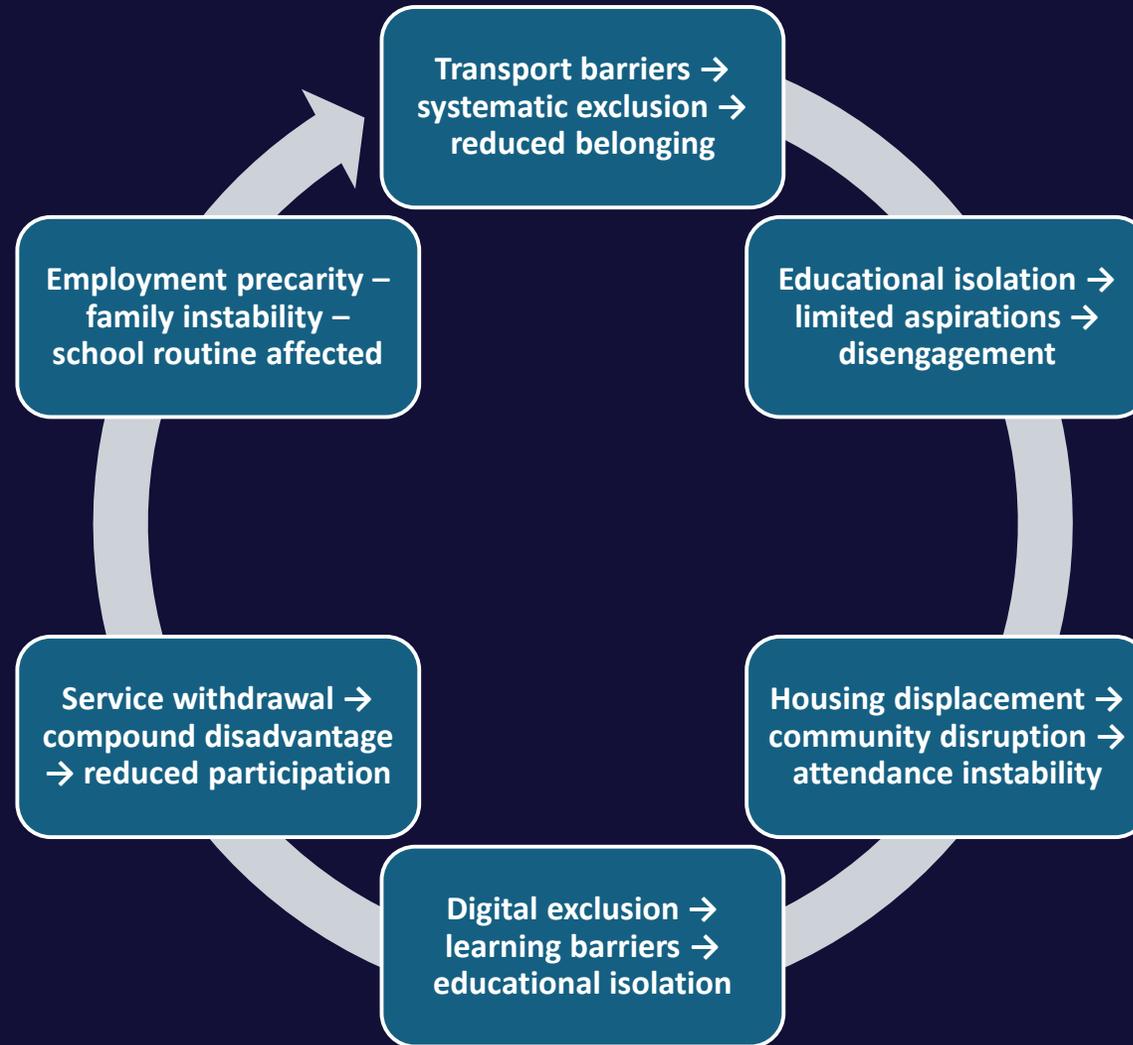- Housing Displacement
- Employment Precarity
- Healthcare Withdrawal
- Educational Isolation
- Community Resilience

Pretty Poverty – Attendance & Belonging

Transport barriers → systematic exclusion → reduced belonging

Educational isolation → limited aspirations → disengagement

Housing displacement → community disruption → attendance instability

Digital exclusion → learning barriers → educational isolation

Service withdrawal → compound disadvantage → reduced participation

Employment precarity – family instability – school routine affected

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Conclusions and Recommendations

Cornwall's attendance crisis is linked to rural deprivation indicators, especially transport, housing and employment.
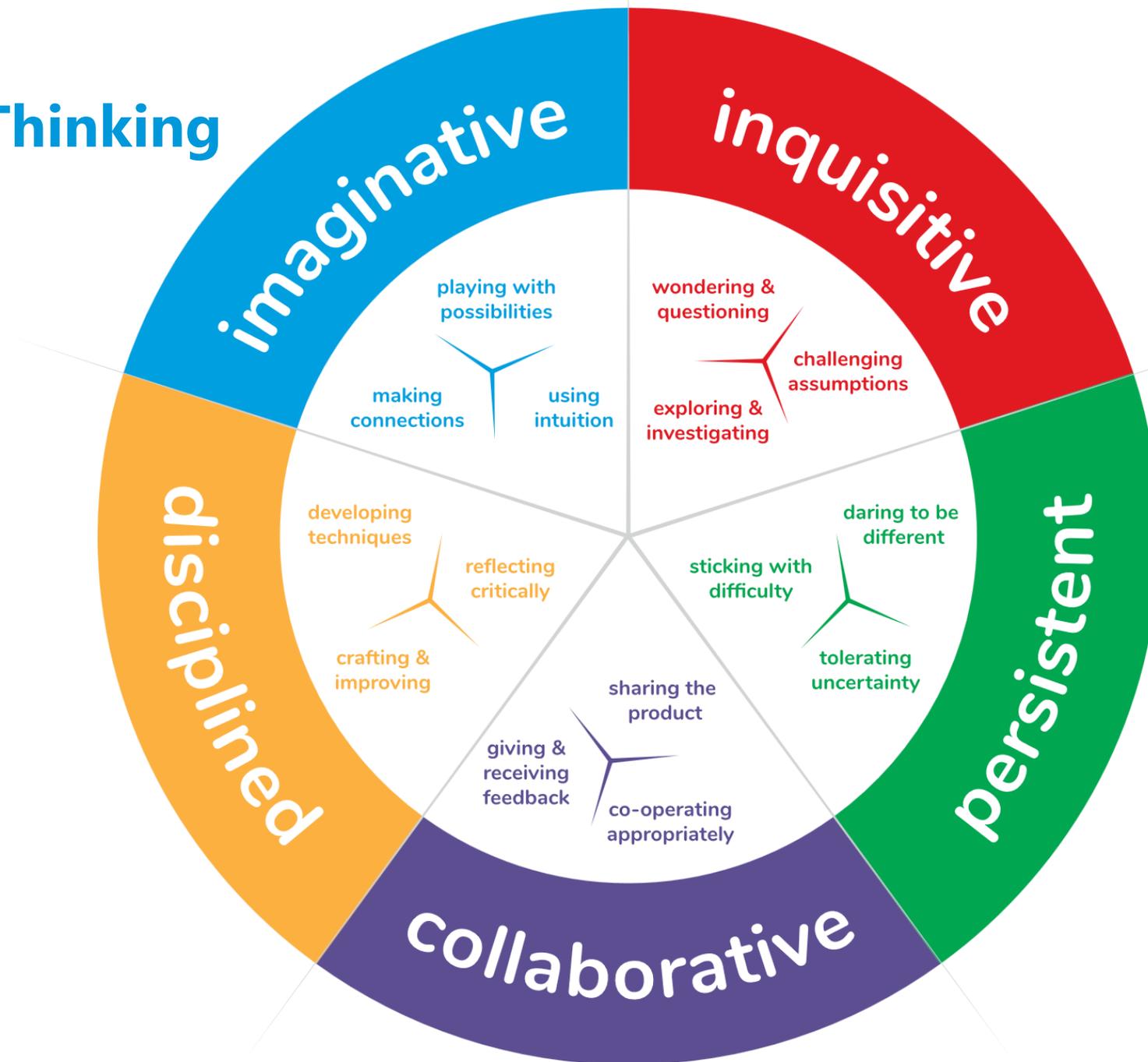
Attendance and belonging requires addressing systemic barriers, not just individual support.

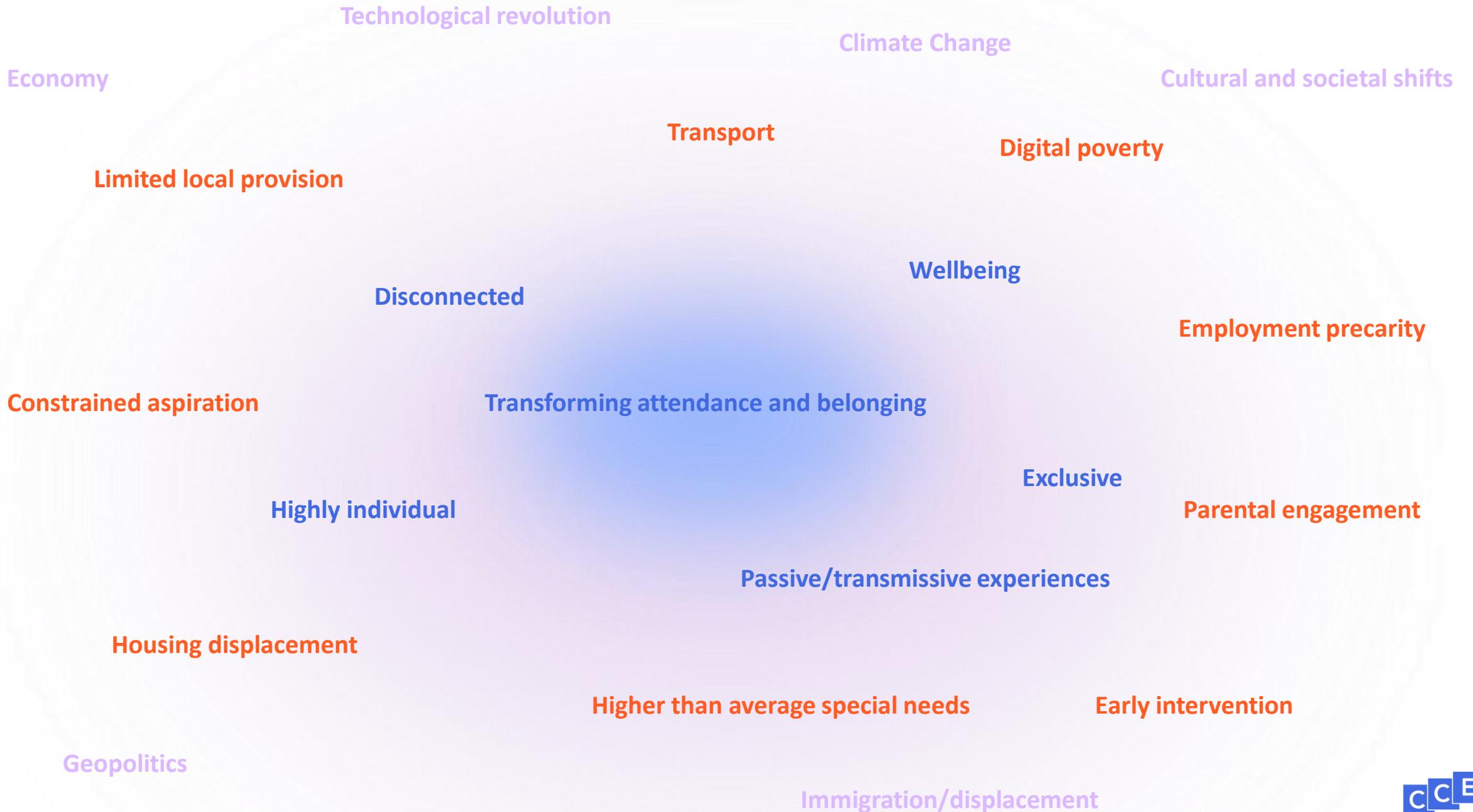Need for place-sensitive approaches to measurement and intervention in attendance policies.

Recognise how employment instability creates cascading educational effects.

- ✓ Develop rural-coastal specific attendance support measures

- ✓ Consider transport barriers and how to overcome them

- ✓ Understand housing availability crisis affects on school communities

- ✓ Innovative delivery where possible combining digital and place-based provision

- ✓ Review and apply best policies and practices that emerge on attendance and belonging from the PMU research – Cornwall Council funded Attendance Project and Are We Included?

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Creative Thinking

imaginative
- playing with possibilities
- making connections
- using intuition

inquisitive
- wondering & questioning
- challenging assumptions
- exploring & investigating

persistent
- daring to be different
- sticking with difficulty
- tolerating uncertainty

collaborative
- sharing the product
- giving & receiving feedback
- co-operating appropriately

disciplined
- developing techniques
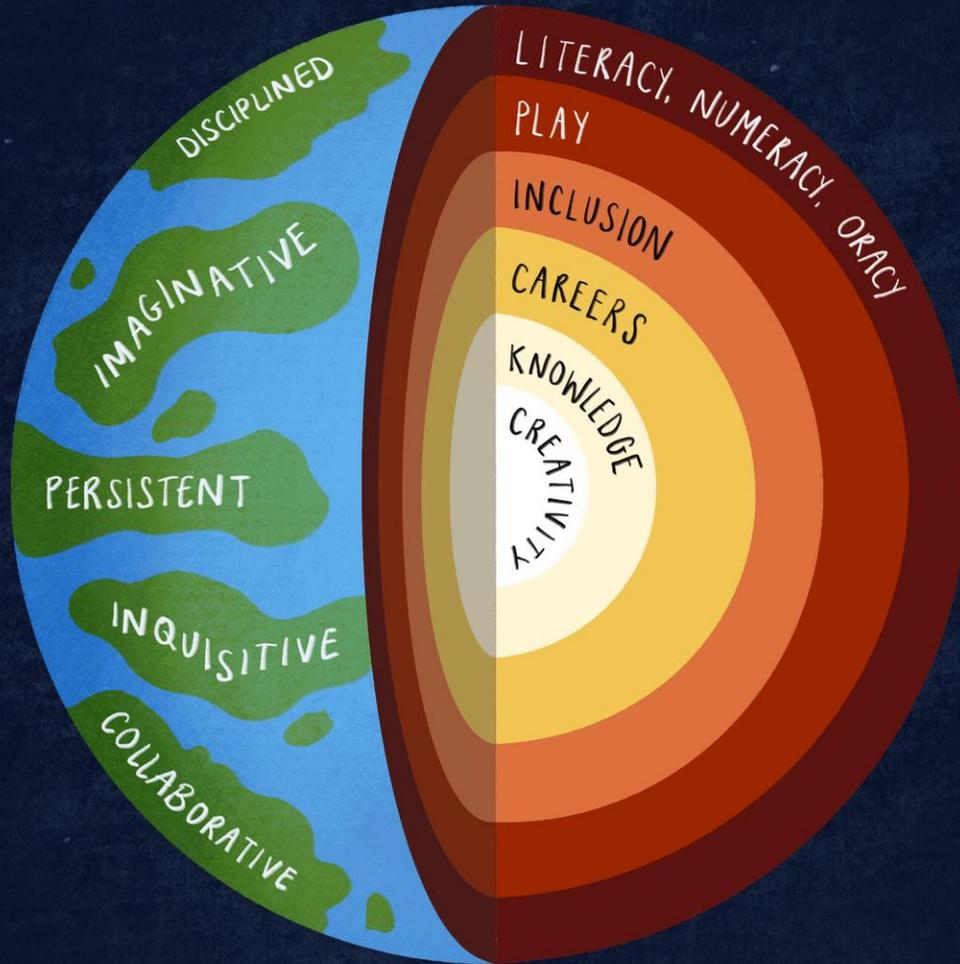- reflecting critically
- crafting & improving

Lucas, B., Claxton, G. and Spencer, E. (2013). Progression in Student Creativity in School: First steps towards new forms of formative assessments, OECD Education Working Papers No. 85. Paris, OECD. **Commissioned by CCE in partnership with the OECD Centre for Educational Research and Innovation (CERI).**

CCE
TRANSFORMING EDUCATION GLOBALLY THROUGH CREATIVITY

Technological revolution

Climate Change

Economy

Cultural and societal shifts

Transport

Digital poverty

Limited local provision

Wellbeing

Disconnected

Employment precarity

Constrained aspiration

Transforming attendance and belonging

Exclusive

Highly individual

Parental engagement

Passive/transmissive experiences

Housing displacement

Higher than average special needs

Early intervention

Geopolitics

Immigration/displacement

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TRANSFORMING
EDUCATION GLOBALLY
THROUGH CREATIVITY

Creative Leadership

Creative leadership requires both mind and body, it requires a clear purpose, openness, courage, and adaptability. Creative leadership creates the conditions for creative habits to be adopted and embedded throughout the system.

'It's about seeing, thinking and doing things differently in order to improve the life chances of all students.' (Stoll and Temperley, 2009)

CREATIVITY AT THE CORE

Earth diagram layers from outer to inner: Literacy, Numeracy, Oracy; Play; Inclusion; Careers; Knowledge; Creativity. Left hemisphere labels: Disciplined, Imaginative, Persistent, Inquisitive, Collaborative.

"To be a creative leader is to be someone who goes beyond traditional leadership towards enabling transformative practice...embracing diversity and celebrating difference.

Through collaboration and the development of agency, creative leadership energises colleagues, ultimately becoming part of the DNA of a school culture."

Dame Alison Peacock

An ongoing process

1 Diagnose your pupils' needs >

2 Use reliable research evidence to support your strategy >

3 Develop your strategy >

4 Deliver and monitor your strategy >

5 Evaluate and sustain your strategy >

Inclusive culture and high expectations for all. A strength- based discourse. Understanding low family income.

Assessment, not assumption. Effective use of data.

Addressing challenges in the classroom and wider school life.

Pupils, families, staff experiencing meaningful success. Social and academic inclusion.

Doing fewer 'good' things well, rather than doing more things

Engage | Unite | Reflect - People | Place | Provision

We might like to………

What impact does [approach] delivered over [time] have on [what outcome?] for [whom?]?

For example:
What impact does [free breakfast]
delivered [daily]
over [12 weeks]
have on [punctuality, attendance and learning behaviours]
for [30 disadvantaged year 8 pupils]?

Emerging Thematic Areas and Draft Disciplined Inquiries

(EYFS–Primary–Secondary-Post 16 for each area)

1. Digital, Careers and Transport (Coordinator: Kate Littledyke)
These interconnected priorities have been brought together under the working title **'Team TransTech'** (beautifully named by Kate), recognising the importance of preparation, access and progression in shaping sustained attendance and belonging.

2. Transition (Coordinator: Kristien Carrington)
Transitions were consistently identified as critical moments that can either strengthen or disrupt belonging, highlighting the need for continuity, relational connection and shared understanding across phases. Careful thought is being developed around a pilot project around continued pastoral support' during the summer term up to October half term (pre, during and post).

3. Parental Engagement & Communication (Coordinator: Lee Moscato, Jason Toy)
Communication with parent carers emerged as a central enabler — influencing trust, clarity, confidence and engagement with provision. Much of this will draft on the existing Parental Engagement Framework and continue to develop that work.

4. Wider Opportunities: Access to Provision through Communication and Community Engagement (Coordinator: David Teasdale)
Closely linked to the above, this theme focuses on how access is shaped by information, relationships and local collaboration, and how barriers can be reduced through more joined-up approaches including getting out into the community.

Next Attendance & Belonging Working Group

Thurs 19th March 11am-2pm
Tues 19th June 10am-12pm

DRAFT AGENDA (19.3.26)
Welcome, Introductions and Apologies (5 mins, Chair)
Check Actions from previous meeting (5 mins, Chair) - please can these be shared with the agenda as a prompt/reminder
Cornwall Schools Attendance Research Project (15 mins, Elpida)
Creative Leadership for Transforming Attendance & Belonging (27.1.26) (10 mins, Chair)
    Thanks, Feedback & Outputs
    Priority Engagement: Lead? Trusts? LA Contact?
    Webinar Attendance & Outputs (10.3.26, 7.5.26)
Disciplined Inquiry 2026/27 (20 mins, Chair)
    Themes:
        Parent/Carer Engagement (Lee Moscato?)
        Transitions (Kristien Carrington)
        Transtech (Kate Littledyke)
        Access to Provision, Community Engagement (Could Chris CC move here?!)
    Who: Trusts/Geographical Areas
    What next (follow up and continuation professional learning and collaboration)
How this work sits within wider Operations Board and CEP (10 mins, JB)
    How is this being shared and communicated?
Revisit - Do we/How do we promote engagement with Behaviour/Attendance Hubs (Ted Wragg, Cabot Federation) (5 mins, JB)
Agree Activities and Leads before Summer A&BWG Meeting (30 mins, Chair)

Sustaining Momentum for Transforming Attendance in Cornwall

Forthcoming events

Tues 10th March and **Thurs 7th May** via Teams 16.00 – 16.45 - Disciplined Inquiries webinars

Weds 18th March: CAPH Spring Conference 2026 - Transforming Inclusion - Bookings Open

Fri 20th March: CASH Spring Conference 2026

SEND Network:
Tues 24th March 2026 CASH SEND Spring Meeting
Weds 10th June 1-3.30pm CAPH & CASH SEND and Inclusion Network Meeting (OAIP focus)

Regional Conference:
Save the date for **Weds 14th October 2026** as this will be our Headteacher Conference at the Eden Project - this time collaborating with CAPH, CASH and the Diocese – 'Cornwall Education Partnership'.

OTHER -

Sustaining Momentum for Transforming Attendance in Cornwall