
Cornwall Education Strategy Operations Board

— Attendance & Belonging —

Our strategic approach: How we will drive change

Our strategic activities: What we are going to do (updated annually)

Our strategic vision: What we want to achieve

01 **Agree and address education priorities for Cornwall** with a focus on provision and outcomes for our most vulnerable children and young people

02 **Increase coherence and collaboration in the education system in Cornwall** to reduce duplication, improve partnerships and transition and use resources efficiently

03 **Build, identify and share the significant expertise in Cornwall** to strengthen practice and drive staff recruitment, retention and job satisfaction

04 **Increase our use of evidence to drive education improvement and innovation in Cornwall**, drawing on research, data and best practice from Cornwall and internationally

05 **Ensure that the unique nature of education provision in Cornwall is recognised** so that our needs and strengths are considered in local and national policy

- Review priority focus areas annually, with professional learning and research activity led by CEP Operational Board
- Monitor performance data for vulnerable groups as a priority
- *Being updated by strand leads (CEP Operational Board)*

- Map the range of groups and provision in Cornwall and seek opportunities to consolidate and collaborate
- Identify and promote new partnership opportunities going forward
- *Being updated by strand leads (CAPH)*

- Develop a directory of expertise in education in Cornwall
- Share key successes and best practice through blogs and publications
- *Being updated by strand leads (OneCornwall)*

- Develop data dashboards and monitoring processes that allow us to identify and learn from 'what works'
- Conduct, commission or collate research to inform our priorities
- *Being updated by strand leads (CASH)*

- Collate and share data that highlights key strengths and needs
- Respond to key consultations as CEP, presenting a united voice for education in Cornwall
- Liaise with colleagues from other agencies, including health, social care and policing, to ensure joined-up approaches
- *Being updated by strand leads (CACE)*



Our underpinning principles

- Related strategies and plans:**
- The Cornwall Plan 2020-2050
 - Cornwall Cabinet's Six Priorities (2025-30)
 - Cornwall Council's Business Plan 2022-26
 - The Department for Education's priorities for school improvement (2025)

Our Cornwall Challenge for 2025-26



Creative leadership for transforming attendance and belonging

Attendance & Belonging Working Group

- Explore and deepen 'solutions focused', creative leadership responses to The Pretty Poverty Report
- Create case studies of good practice in a practice-toolkit
- Develop / source template policies and resources
- Plan peer support / review visits



Emerging Thematic Areas and Draft Disciplined Inquiries

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

1. Digital, Careers and Transport (Coordinator: Kate Littleddyke)

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).

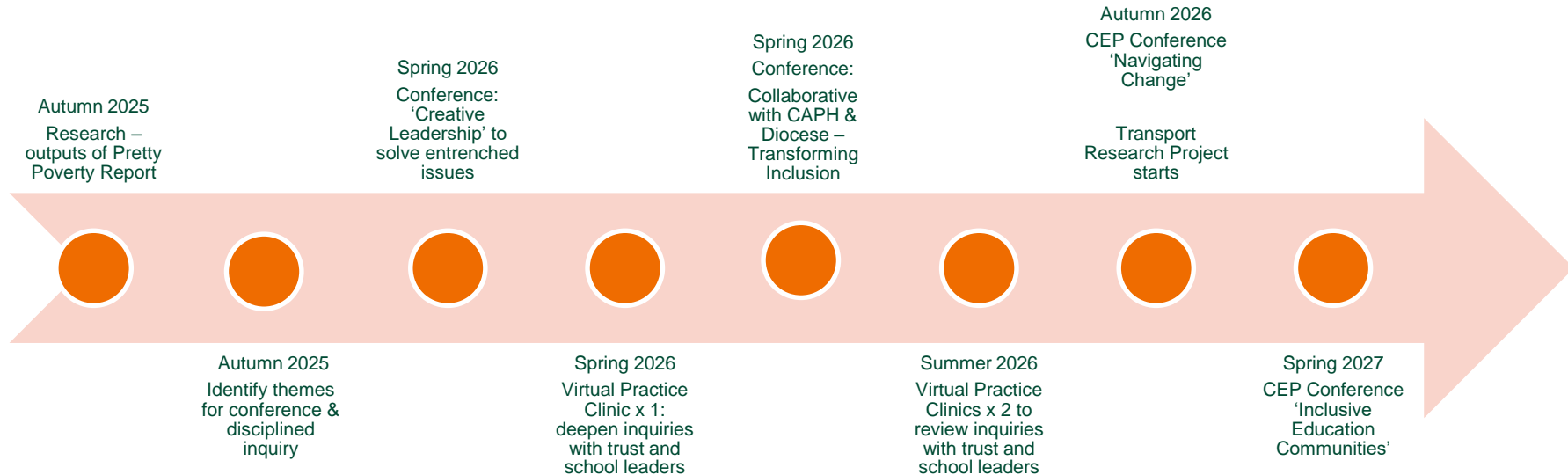
3. Parental Engagement & Communication (Coordinator: Nicky Hepworth, Jason Toy)

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.

Time-line for Implementation



Measures of success - outputs (and outcome)*

Short term outputs:

- Map existing provision to identify duplication, gaps, and opportunities for alignment (*clear system-wide visibility*).
- Agree shared priorities to focus collective effort and reduce competing initiatives (*aligned direction and effort*).
- Establish a simple coordination structure to align activity, communication, and delivery (*coherent and joined-up working*).

Long term outputs:

- Position the Cornwall Education Partnership (CEP) as the central driver of strategic priorities (*recognised strategic leadership*).
- Achieve this via the consolidation of existing organisations to enable a robust mechanism for delivery and implementation (*efficient, streamlined system delivery*).

Snapshot of activities (March 2026) – Attendance & Belonging Working Group

Activity to date

- 'Transforming Attendance' 2024/2025 - [OneCornwall - Transforming Attendance in Cornwall](#)

Where we are 2025/26

- A&B Working Group established: termly meeting
- Conference (27.1.26): 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.
- Thematic Areas & Activity Agreed: Nia Richards (Creativity, Culture, Education) supported intentional leadership prioritisation to 4 key areas
- Area Coordinators: In place with review meetings
- Engagement: Enhanced tracking of multi-agency and Trust involvement, cross phase
- Virtual Practice Clinics (10.3.26, 7.5.26, 24.6.26): Marc Rowland hosting

Pipeline Next steps – all partners

- Enhanced, intentional overlap between Operations Board activities as part of CEP Strategy implementation

Related content:



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

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

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

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

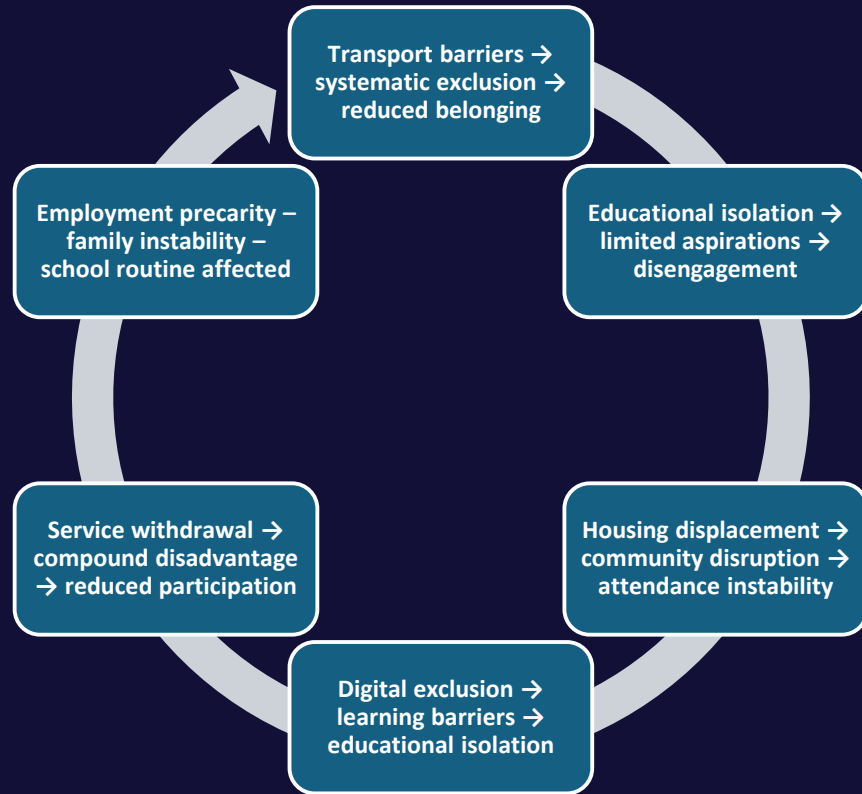


Educational
Isolation



Community
Resilience

Pretty Poverty – Attendance & Belonging



Conclusions and Recommendations

Cornwall's attendance crisis is linked to rural deprivation indicators, especially transport, housing and employment.

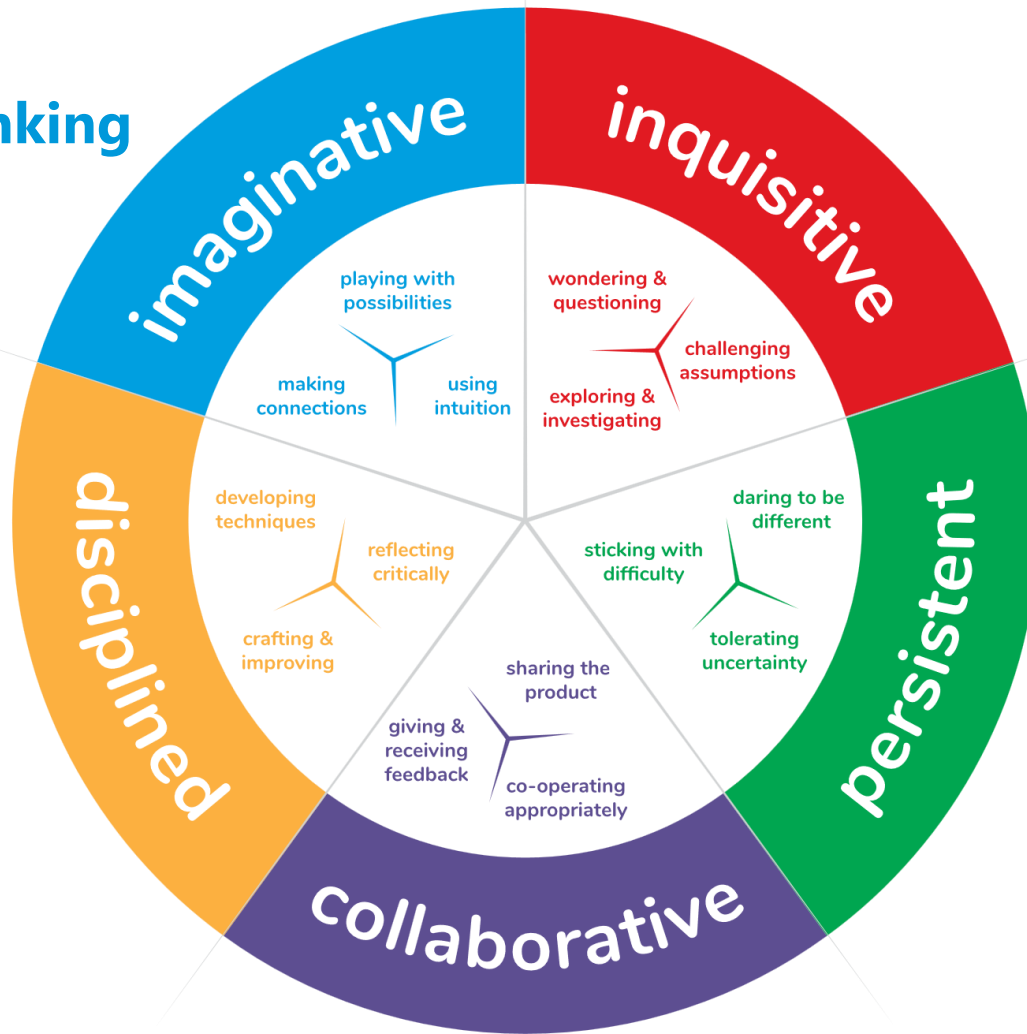
Attendance and belonging requires addressing systemic barriers, not just individual support.

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

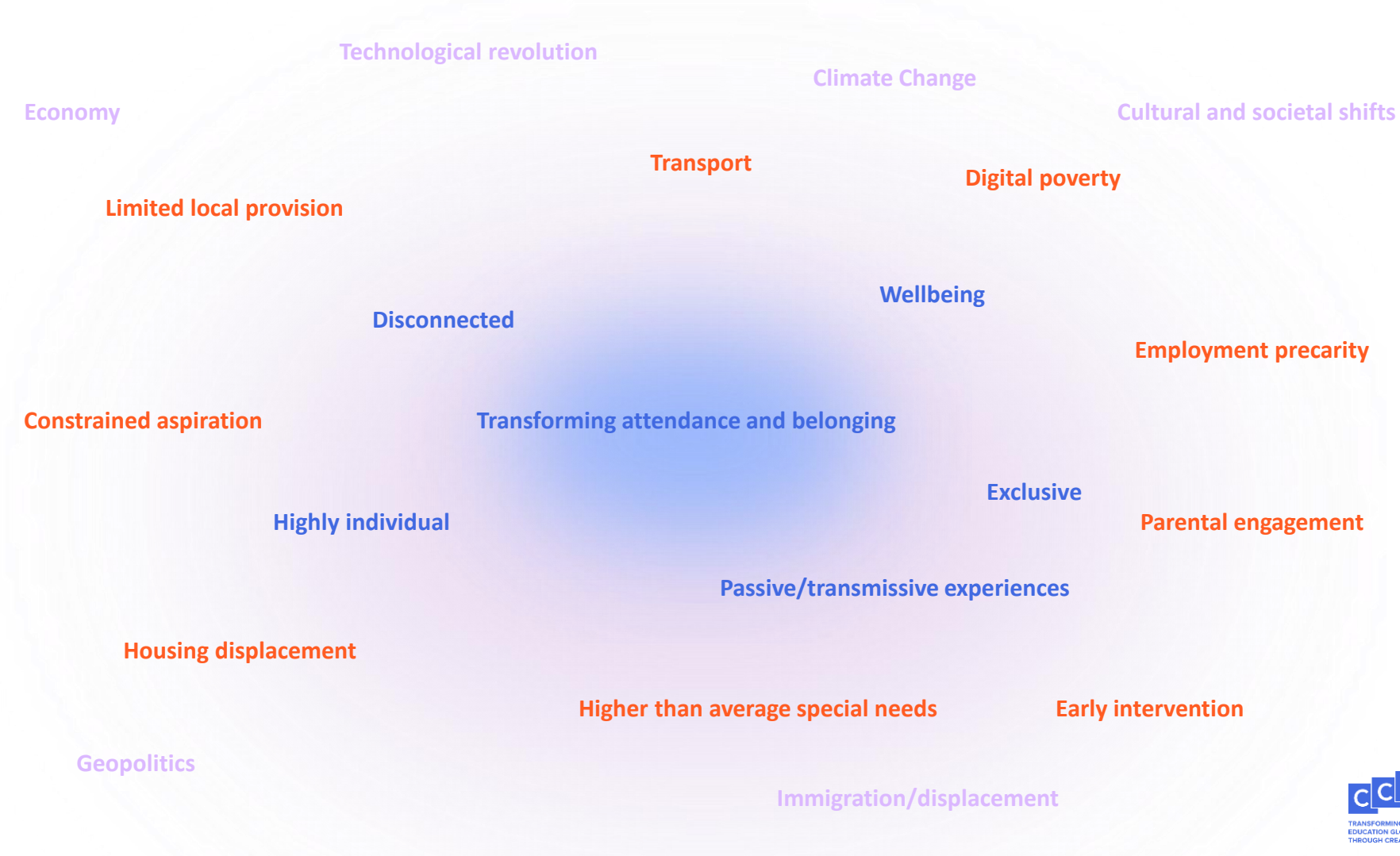
Recognise how employment instability creates cascading educational effects.

- ✓ **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?**

Creative Thinking



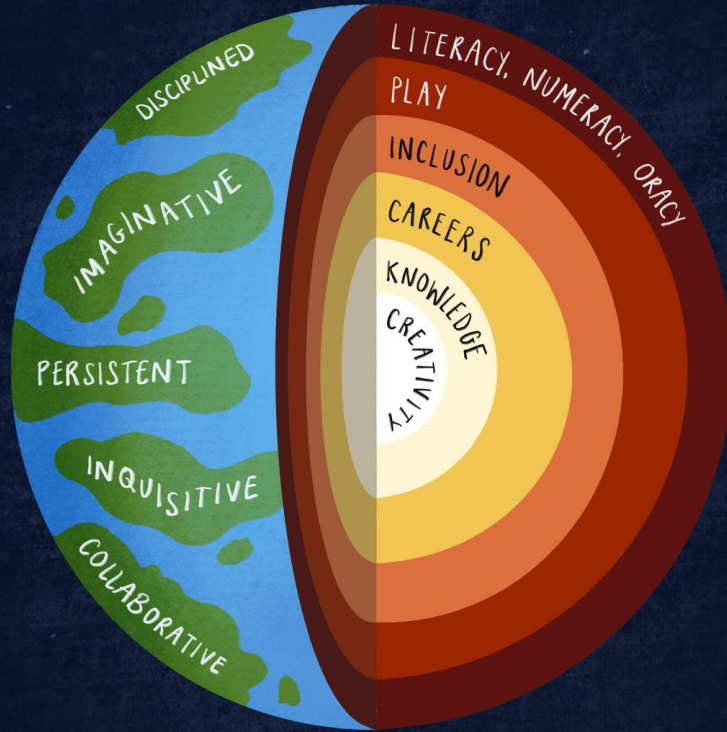
Lucas, B., Claxton, G. and Spencer, E. (2013). Progression in Student Creativity in School: First steps towards new forms of formative assessments, OECD Education Working Papers No. 85. Paris, OECD. **Commissioned by CCE in partnership with the OECD Centre for Educational Research and Innovation (CERI).**



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

“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.”

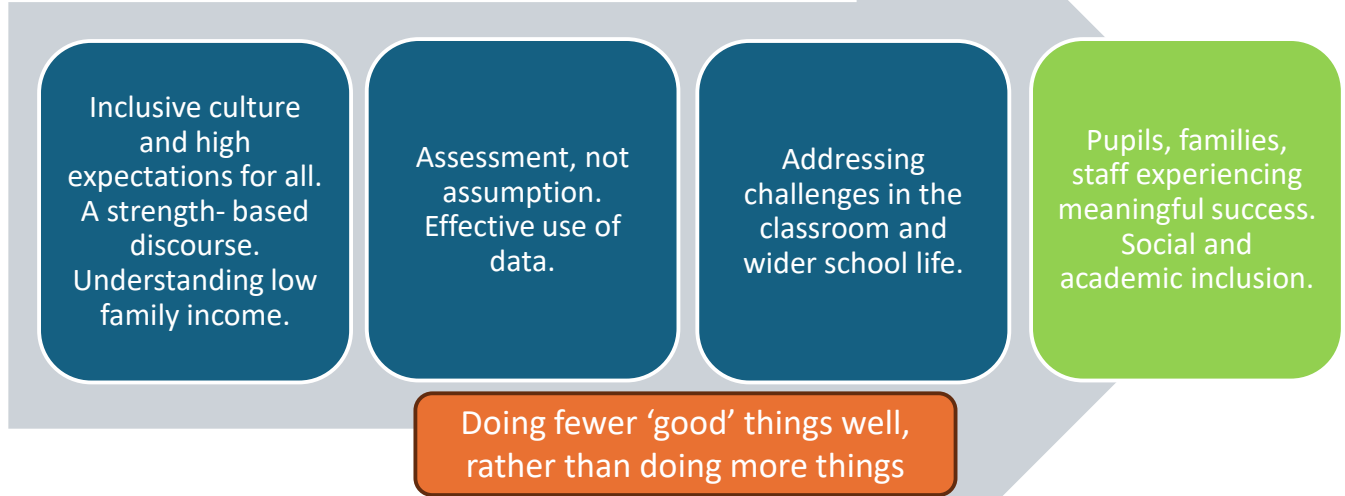
Dame Alison Peacock

The small changes in our power to make.
Janine Bisson

**What are the
rocks and
what could be
the water?**

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 >



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]?

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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)

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’.

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