

**LA /ESSEX PRIMARY HEADS' ASSOCIATION NORTH EAST AREA  
WEDNESDAY 6 MARCH 2024**

**MEETING SUMMARY: ISSUES AND RECOMMENDATIONS**

Agendas and minutes for these meetings available at [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk)

<b>Attendance List</b>	
<p><b>DISTRICT AND EPHA AGENDA (a.m.)</b> <b>(Notes below)</b> <b>Nick Hutchings, Chair</b></p> <p><b>Inspire Wellbeing Services</b> <b>NEEPHA meeting</b> <b>including consideration of the DfE</b> <b>Workload Reduction Taskforce early</b> <b>recommendations</b> <b>Clean Air Colchester</b></p>	<p><b>Welcome to the following Headteachers:</b> Samantha Golding      St Joseph's Catholic Primary, Harwich Lucie Levett              Montgomery Infant and Nursery Becky Maguire            St Teresa's Catholic Primary, Colchester</p> <p>Victoria Barton Nick Hutchings</p> <p>Emma Wallace</p>
<p>p 1      <b>AREA AGENDA</b> Executive Director for Children, Families and Education LA updates on current priorities including:</p> <p>p 2 -4      • Director's welcome and updates</p> <p>p 4 - 5      • Speech and Language support</p> <p>p 5 - 8      • SEND Sufficiency Plan</p> <p>p 8 -12     • Childcare reforms</p> <p>             • Local Quadrant Update</p> <p>p 12        • Essex Activate information</p>	<p>Helen Lincoln</p> <p>Philippa Holliday Lisa Gridley Ralph Holloway Carolyn Terry</p> <p>Chloe Hinds</p>
<p>p13 -14   <b>ESSET Outreach proposal</b></p>	<p>Emily Welton, ESSET</p>
<p>p14      <b>Key dates</b></p>	<p><b>NORTH EAST headteacher meetings 2024/25</b> Wednesday 19 June 2024 Wednesday 13 November 2024 Wednesday 12 March 2025 Wednesday 11 June 2025</p> <p><b>Headteachers' Annual Conference 2024</b> Friday 22 March 2024      Chelmsford City Race Course</p> <p><b>Deputy Headteachers' Annual Conference 2024</b> Friday 11 October 2024    Colchester Football Stadium</p>
<p>* Page numbers refer to the full minutes (posted on the EPHA website) of the Spring term Area meetings with LA Officers and Headteachers <a href="https://essexprimaryheads.co.uk/meetings/termly-area/composite/">https://essexprimaryheads.co.uk/meetings/termly-area/composite/</a></p>	

**LA /ESSEX PRIMARY HEADS' ASSOCIATION NORTH EAST AREA**  
**DISTRICT AND AREA MEETING**  
**WEDNESDAY 6 MARCH 2024**  
**ATTENDANCE**

**Present**

Koulla Anslow	Lakelands Primary
Sue Bardetti	Holland Haven Primary
Aaron Battersby	All Saint's CE Primary, Great Oakley
Natasha Bennett	Millfields Primary
Simon Billings	St John's Green Primary
Suzie Bliss	Walton-on-the-Naze Primary
Sally Blunden	Frinton-on-Sea Primary
David Bome	Copford Primary
Tina Bourne	St Mary's Primary Ardleigh
Charlotte Brown	Messing Primary
Toby Bull	The Bishop William Ward CE Primary
Alex Candler	Lexden Primary
Mark Carter-Tufnell	St Osyth Primary
Gemma Chester	Dedham CE Primary
Hannah Coyle	Fingringhoe Primary
Margaret Coxhead	Milldene Primary
Judith Dale	Baynards Primary
Sophie Denyer	Roach Vale Primary
Paula Derwin	Hazelmere Juniors
Ellie Eames	White Hall Academy
Abbie Fairbairn	Lawford CE Primary
Andrew Faithfull	St Mary's Primary Ardleigh
Diane Fawcett	St Andrew's CE Primary, Weeley
Joseph Fielder	Heathlands CE Primary
Michelle Garnham	Alton Park Juniors
Alison Grigg	Broomgrove Infants
Claire Holmes	Monkwick Infants & Nursery
Nick Hutchings	N East Chair/ Hamilton Primary
Karen Jackson	Iceni Academy
Ellie Jaggs	Boxted St Peter's CE Primary

**LA Officers**

Helen Lincoln	Executive Director for Children, Families and Education
Philippa Holliday	Assistant Director, North East
Stephen Chynoweth	EY and Education Manager, N East
Ralph Holloway	SEND Strategy Lead
Jo Barclay	Head of Education Safeguarding
Lisa Gridley	ECC SCLN
Janine Hanson	SEND Quadrant Manager, North East
Derai Lewis-Jones	ECC
Kerry McGrory	School Effectiveness Partner
Nicky Everett	School Effectiveness Partner
Jeni Noakes	ECC Attendance Specialist
Sue Thomas	ECC Attendance Specialist
Lisa Gridley	ECC SCLN

Chris Joy	Engaines Primary
Laura Khine	Brightlingsea Primary
Samantha King	Tiptree Heath Primary
Maria Luck-Davies	Bradfield Primary
Andrew MacDonald	Langham Primary
Ian MacDonald	Elmstead Primary
Joanna Marshall	Tendring Primary
Rebekah May	Birch CE Primary
Hannah McCann	Gosbecks Primary
Carl Messer	St George's Primary
Rebecca McCutcheon	Monkwick Juniors
Mark Millbourne	Prettygate Infant and Juniors
Amanda Mitchelson	Old Heath Primary
Gail Morgan	St Michael's Primary & Nursery
Matthew Moseley	Holland Park Primary
Samantha Moseley	All Saints CE Primary, Dovercourt
Charlotte Newley	Cherry Tree Primary
Julie O'Mara	Chase Lane Primary
Nicky Patrick	Spring Meadow Primary
Valerie Rose	Ravens Academy
Claire Russell	Braiswick Primary
Rachel Saunders	Kings Ford Infants and Nursery
Katie Siggery	Burrsville Infants
Susan Shipp	Friars Grove Primary
Adam Squirrel	Stanway Fiveways Primary
Clare Woodward	Queen Boudica Primary
Karen Wright	Broomgrove Juniors
Michelle Wright	Montgomery Juniors
Tania Wright	Mersea Island School

**In Attendance**

Pam Langmead	EPHA Professional Officer
Emily Welton	ESSET Professional Officer
Jason Beerjeraz	Monkwick Juniors
Charley Minter	Ravens Academy
Gavin Bradley	Sigma Trust
Tracey Caffull	Penrose Learning Trust
Stephanie Newland	St Margaret's, Toppesfield
Jakki Sibley	Earls Colne Primary
Matt O'Grady	West Horndon Primary
Louise Woods	Hazelmere Infants
Hannah Cagney	Bocking Primary
Representative	The Mayflower Primary
Louise Woods	Hazelmere Infants

**Apologies**

Clare Kershaw	Director of Education
Richard Potter	Home Farm Primary
Alan Garnett	North Primary & Nursery
Darren Smith	Brinkley Grove Primary

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

## NORTH EAST EPHA AREA MEETING MINUTES 6 MARCH 2024

### 1. WELCOME

Nick Hutchings, NEEPHA Chair, welcomed headteachers to the meeting.

#### **Welcome to the following Headteachers:**

Samantha Golding	St Joseph's Catholic Primary, Harwich
Lucie Levett	Montgomery Infant and Nursery
Becky Maguire	St Teresa's Catholic Primary, Colchester

There were no headteachers leaving North East Essex schools this term.

### 2. INSPIRE WELLBEING SERVICES

Victoria Barton was welcomed to the meeting. She explained that Inspire Wellbeing Services began in 2019 as a Community Interest Company, located in Chelmsford, Essex. This means that all of the profits made by Inspire Wellbeing Services are paid to Kids Inspire.

Kids Inspire are a registered charity established in 2007 (Charity No. 1129513) supporting young people across Essex who are at an educational, social and/or economic disadvantage resulting from trauma or emerging mental health issues.

Their services can be accessed in person or online (whatever the preference of the client). They provide a wide variety of mental health and wellbeing services, support and training to businesses, individuals and professionals.

For businesses and individuals they offer: training and therapy.

For professionals, we offer training, supervision and consultation.

The team is comprised of over 40 clinical and operational staff.

The board of directors are all leading experts in their fields and passionate about mental health.

Why Use Inspire Wellbeing Services for supervision?

The general wellbeing of teachers and pupils carries huge importance. The relationship between teachers and their pupils will have an effect on classroom behaviour, academic achievements and happiness within the school. If teachers are feeling over-burdened, burnt out or unsupported this means the transfer of knowledge and education from teacher to pupil is less likely to be efficient. It also brings the extra risk of losing key staff members, therefore resulting in additional recruitment and training costs.

Our school services are designed to support both teachers and pupils, allowing them to meet their academic and professional potential. Inspire Wellbeing offers a wide range of therapeutic services from counselling and psychotherapy to specialist trauma therapies, designed to fit the need of each individual teacher or student.

When it comes to supporting staff and pupils they appreciate that it can be difficult to balance financial resources with duty of care. That's why the group creates a bespoke arrangement with each school that they work with. As an organisation, school leaders can signpost pupils and/or their parents to Inspire Wellbeing, work with them on a case-by-case basis, and/or provide a supervision service to key members of staff.

In order to support children and young people with their challenges the pastoral team, designated safeguarding team and members providing special educational needs services may require some

additional support themselves. Being a support for a young person facing difficulties can take an emotional toll. Inspire Wellbeing Services believes that resilient teachers lead to resilient schools.

They can schedule supervision sessions at a frequency that suits the team; this may be every other week, every three weeks, monthly or even bi-monthly.

Supervisions allow staff a confidential space to speak about their own professional challenges and to gain clinically informed support and skills to better help and care for their students.

Victoria explained that the cost of the service is dependent on the seniority of the staff member providing the therapy or supervision, and they charge by the hour, whatever the size of the group. Most staff are charged at £75 an hour, whilst the most senior staff members are charged at £138 an hour.

There is currently a waiting list of around 2 weeks. The service has the capacity to offer support to schools, and will discuss the most effective frequency of sessions to benefit the school; monthly is the most popular.

Contact details

[01245 914701](tel:01245914701)

[hello@inspirewellbeingservices.co.uk](mailto:hello@inspirewellbeingservices.co.uk)

### 3. EPHA UPDATES

#### a) Essex Police and Dot Com Digital Positive Action Roadshow event

To be held on the 17<sup>th</sup> and 18<sup>th</sup> June via teams.

EPHA is hosting a webinar about the roadshow on Tuesday 26<sup>th</sup> March, at 3.30 pm, giving teachers a chance to ask questions about the event. It was noted that the Professional Officer will send out details and Zoom link out to schools shortly.

#### b) Transition agreement with secondary schools

Nick thanked headteachers for the feedback that they have given about the new arrangements for transition, that were agreed with ASHE (Association for Secondary Heads in Essex). Most secondary and primary schools adhered to the new arrangements, including the transition week (the last week in June) and most secondary schools used the form that had been agreed.

Headteachers were reminded that, this school year, the Year 6 transition week will be during the week commencing 24<sup>th</sup> June 2024 and they were asked to keep this clear of trips and visits. The transition form has been altered slightly following feedback from ASHE and a discussion at the EPHA Executive meeting in January. Secondary schools should be using the agreed form, and headteachers were asked to let the Professional Officer know if they were being asked to share more and/or different information.

#### c) The Spring term EPHA newsletter, including dates for the 2023/24 school year, was circulated to headteachers in advance of the meeting -these can also be found on the EPHA website [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk).

#### d) EPHA Annual Subscription

Funding for EPHA will be continue to be top-sliced from the Delegated Schools Grant. Area meetings will continue to be “free” to all primary headteachers, as will the website, headteacher briefings and advice and support from the Professional Officer.

<https://essexprimaryheads.co.uk/files/what-headteachers-get-in-return-for-their-epha-contribution-2022-23.pdf>

**e) Conferences**

The annual EPHA Headteachers Conference will be held on Friday 22nd March 2024, Chelmsford City Race Course. The programme and booking form will be sent out in January – presenters include Andrew Hall, Nerys Hughes, Humphrey Walters, Dave Harris and Helen Youngman. Places are going fast; please contact Pam Langmead if you want to book a place.

Next year's Deputy Heads Conference will be held on Friday 11 October 2024, at Colchester Football Stadium. (Programme and booking form will be sent out in June 2024)

**f) Governor and staff online training**

We're pleased to report that around 300 governors, trustees and staff have attended recent online and face to face training focused on exclusions meeting a real need in the county.

The Professional Officer will be running more sessions on the latest suspensions and exclusions guidance, with a particular emphasis on the governor's role in the process.

The dates/times of the **exclusions training** are

Wednesday 6<sup>th</sup> March 2024, at 6.00 pm – 8.00 pm

Monday 11<sup>th</sup> March 2024, at 4.00 pm – 6.00 pm.

Pam will also run a session specifically focused for clerks: dates to be advised.

**g) Workload Reduction Taskforce – early recommendations**

The government's teacher workload taskforce has published early recommendations from its work to help ministers meet their pledge to cut five hours from the working week of school staff.

The workload taskforce's 'early' recommendations: in full

- Scrap [performance-related pay](#) (PRP) as it "works poorly in practice", with a consultation on axing it "in time for the 2024-25 academic year". Government has committed to a "rapid" review to replace PRP from September 1 with a "less bureaucratic way to manage performance fairly and transparently". Changes to be communicated in Spring.
- Schools and trusts should consider assigning a senior leader "with dedicated responsibility for improving wellbeing and reducing workload". DfE should "consider the merits of promoting a named leader responsible for wellbeing and workload".
- DfE may "want to consider having a designated governor as a wellbeing champion".
- Schools "may want to consider using INSET time to look at addressing workload issues". DfE should also "consider remitting the STRB to include an additional INSET day, at the earliest opportunity". Government said another INSET day is "not the right course of action". Instead, they will work with schools to "make use" of the current five INSET days for workload reduction.
- The taskforce said a revised list of administrative tasks that teachers should not be required to do (\*see the full list at the end of this article) should be reinserted in the school teachers' pay and conditions document (STPCD).
- All school and trust governance bodies should publicly commit to and actively promote the recommendations of the workload review and advisory groups.
- The department should "amend guidance to governors and trustees so that the core function of strategic leadership includes consideration of staff workload and wellbeing" when setting the school's or trust's strategic priorities.
- Ofsted's '[clarification for schools](#)' should be updated and republished as a separate document, re-emphasising "what is not required around marking, planning and data".
- DfE should "[spread awareness](#)" of the [School Workload Reduction Toolkit](#) and make it more accessible. This includes improving the design for users but also ensuring case studies and resources "remain relevant".
- DfE should explore how to "celebrate and recognise" schools that [commit to its wellbeing charter](#), including by publishing positive case studies.

- The DfE, and the original expert advisory group on wellbeing members, should commit to reviewing the content of the charter by 2025 – with a task and finish group established in 2024 – to ensure that it “remains fit for purpose”.
- DfE, schools, trusts, local authorities, and teaching and leadership unions should “promote the value of union health and safety representatives and workplace health and safety committees in improving wellbeing, facilitating charter sign-up, and ensuring the benefits of signing up are felt across the workforce”.
- DfE should develop “additional case studies on [effective flexible working solutions](#) that schools and trusts have implemented”.
- DfE should provide communications and guidance to parents on what the review group recommends relating to marking and feedback.
- All schools should be “reminded of the importance” of the recommendations from the [2016 independent workload review groups](#) and [2018 workload advisory group](#).
- DfE should “continue to embed” the review and advisory groups’ recommendations throughout initial teacher training (ITT), the early career framework (ECF) and the national professional qualifications (NPQs), including through working with providers.
- DfE and Ofsted should publish a joint update on their “success in maintaining the commitments they made to accept and implement the recommendations”.

So what happens next?

The group will now look at themes including the impact and unintended consequences of accountability on workload, which will include school inspection. Also under the microscope will be contractual provisions in the STPCD, technological solutions, the impact of pressures on wider public services on schools, parental expectations and complaints, and culture across the education system. They will also continue exploring “as a matter of urgency” further options to strengthen the implantation of the 2016 workload review group recommendations. Final recommendations will be put to government, Ofsted, and school and trust leaders by the end of March.

\*The full list of administrative tasks the taskforce says teachers shouldn’t have to do

- Managing and transferring data about pupils into school management systems or printing electronic records for paper filing
- Reformatting data or re-entering it into multiple systems
- Producing photographic evidence of practical lessons
- Creating or copying files perceived to be required in anticipation of inspection
- Administration or data analysis relating to wraparound care and preparation of meals
- Administration of public and internal examinations
- Collating pupil reports, such as of pupil examination results
- Producing and collating analyses of attendance figures.
- Investigating a pupil’s absence
- Responsibility for producing, copying, uploading and distributing bulk communications to parents and pupils
- Administration relating to school visits, trips and residentials and of work experience
- Organisation, decoration and assembly of the physical classroom space
- Ordering, setting up and maintaining ICT equipment, software, and virtual learning environments
- Ordering supplies and equipment
- Cataloguing, preparing, issuing, stocktaking, and maintaining materials and equipment, or logging the absence of such
- Collecting money from pupils and parents
- Administration of cover for absent teachers
- Co-ordinating and submitting bids (for funding, school status and the like)
- Administration of medical consent forms and administering of medication on a routine or day-to-day basis

- Taking, copying, distributing or typing up notes or producing formal minutes
- Producing class lists or physical copies of context sheets
- Keeping and filing paper or electronic records and data
- Bulk photocopying

Headteachers at the meeting were asked to discuss, feedback their views and thoughts about the recommendations, as well as giving information about what impacted their own workload, and ideas that help to reduce it. There was a general feeling that the recommendations failed to address the workload of senior leaders and, indeed, may well add to the number of hours needed to fulfil the headteacher role.

The following responses from headteachers were collected from the four meetings:

#### **General comments about the taskforce early recommendations**

- I don't feel like the elements of this document are realistic to the day to day running of a primary school.
- Don't like or understand the idea of scrapping Performance Related Pay – where is the incentive for people? How would a less bureaucratic way work? How can we hold people to account for not meeting targets?  
How does this relate to staff not meeting teacher standards?
- Flexible working – should only be able to apply after a year's employment.
- INSET days are for school development.
- No definition of teachers and senior leaders.
- Is the SLT attendance lead role no longer a requirement?
- Reduce Ofsted/SIAMs expectations.
- All SLT consider wellbeing on a regular basis – wellbeing is an agenda item at governors' meetings.
- INSET – we have display days, data staff meetings, report writing days already.
- How will these reforms be monitored? Will it just be through retention of teachers and senior leaders.
- Concerns about staff becoming disengaged and “that's not my job”.
- Flexible working approach difficult for children, particularly in special settings.
- Hypocritical to reduce workload whilst introducing wraparound childcare expectations for schools.
- Secondary culture and dismissal of primaries.

#### **Your views about the suggested list of administrative tasks that teachers should not be asked to do**

- Most are doable in larger schools but I don't know how smaller schools cope.
- How does this list support government initiatives e.g. everyone being responsible for attendance.
- Admin tasks (there are lots) have to be done, so if ones that are appropriate for teachers are not done by them, who will carry them out?
- Many of these, teachers do not have to do in our school. The key one would be around the organisation of the physical classroom space. Who is responsible for this if not the class teacher?  
*This point mentioned by most of the respondees.*
- Clarification needed on some of the points – could be interpreted in different ways.
- Pupil examinations – assessments (NFER) SATS – how do we manage this?
- Some I can understand and will support teachers, but some are an integral part of their role and will put additional work on others e.g. administration relating to school visits (teachers sometimes write the letter as they know the details). Teachers need to collate pupil reports to plan the next lessons and close gaps in their class.
- Teaching or Learning Support Assistants are to support learning, not undertake the classroom teacher's admin tasks.
- Implies that subject leads don't need to keep their subjects resourced.

### **Other suggestions that could reduce teacher workload**

- Time, funding and support to be able to do the standard teaching role.
- Workload Reduction should look at teachers' cognitive load rather than admin tasks.
- The list isn't really the stuff that is causing teachers stress: perhaps teachers should be consulted. Marking, complaints, behaviour, SEND far more of a challenge.
- Better support for SEND and provision for them in special schools, as it takes lots of time to adapt teaching. Better SEND provision across the county.
- Better CPD opportunities to support teachers in their role.
- Editing stations in classes
- Effective use of PPA
- One data drop – some schools still have 6X
- Electronic registration
- Funding to increase the capacity of leadership and admin team.
- Government expectations re marking. Some Ofsted inspections still expect this but impact is variable.
- Hubs to help with planning and curriculum design.
- Reduced curriculum to allow more focus on key areas.
- Team teaching.
- More support staff and HLTAs – but, funding and difficulties of recruitment.
- Focus on how teachers manage their own wellbeing and recognising that this is their responsibility and not that of a Headteacher (who may not have the capacity to do so).

### **Other suggestions that could reduce headteacher workload/ or issues that impact headteacher workload**

- Ever-changing expectations and external pressure. All "new" initiatives fall in the lap of the headteacher. DfE needs to consider this. Stop adding political tasks to tick the box.
- DfE to stop giving heads recommendations of what they should be doing to reduce workload for teachers – they are already doing it, and it isn't reducing the workload for headteachers.
- Improved budget – affording some additional admin staff to support teacher workload.
- Having a clearer list of what the admin tasks are.
- Too much paperwork.
- Not duplicating meetings between agencies/LA/SEP/Advisers
- Sharing policies – models from LA – to not duplicate work.
- Less need for thousands of policies.
- Discuss with trustees and governing bodies. Feed back to trustees/MAT Executives.
- Being aware of pinch points in calendar.
- Develop communications/guidance to parents about the areas that schools/teachers/headteachers are responsible for, and what they can support with. We receive almost daily emails asking us to intervene in children's use of mobile phones/social media, without any recognition of the parent's responsibility – help us in managing parental expectations.
- Consider limiting the expectations of parents and their right to complain, request information etc
- Ofsted – done "with", not "to".
- SENDOps to reply. Reducing the amount of times we need to chase/send follow up emails to get a response from a question or query or request. This is especially a problem with SEND operations.
- Less paperwork around SEND, EHCP, consultations, appeals etc
- Impact of time spent with staff due to difficulties they have faced with SEND pupils, e.g, compiling Star analysis, or supporting staff wellbeing. Parent complaints and meetings about needs can be hugely time consuming.
- Increase of Social Care needs and impact on school attendance etc
- Better support in specific areas e.g. SEND, EAL, EYFS, curriculum, staff development.



- Better funding – I talk to staff about why we can't do "x, y or z" and cover lunchtime as no money.
- Reduce pressures outside education role: GDPR, legionella, asbestos etc
- Less expectation to fulfil wider roles such as social care, health and police, EP, speech and language, occupational therapy etc
- Government needs to stop using schools as the deliverer of all policies, often with very little notice and insufficient funding e.g. wraparound childcare.
- Review wraparound care. It means headteachers are responsible for children/staff on site for a minimum of 50 hours per week. This does not include setting up and packing away. Enormous pressure on headteachers and schools.
- Change accountability models to be more supportive of schools and to include celebration of strengths.
- Require school improvement advisers to have relevant, appropriately recent experience of whole school leadership/headship.

A headteacher, who was unable to attend the meeting, sent the following response:

As a headline summary, my response is that the government are looking in the wrong place to develop teacher wellbeing and improve recruitment and retention to the sector. Whilst it is clear that the role of a teacher is hard and involves long hours of planning, feedback and assessment as well as the direct face to face aspect of teaching this suggestion shifts most of the workload into the remit of the Senior Teachers and Leaders of schools: *for which there is also an ongoing crisis*. These suggestions are somewhat blind to the structural tidal wave of dissatisfaction that will cascade through the system. My specific thoughts are as below:

- Scrapping performance related pay will immediately raise the number of capability hearings. PRP is indeed flawed as the prime measurement relies of children, who are fundamentally mercurial and no government has yet realised that you can't measure something that wriggles that much. However, headteachers do have school standards – and this is where PRP works: a HT sets their standards and the pay progression reflects if the teacher meets this. Whilst some schools are heavy handed on this, the issue is that it is a stop gap to coasting, lacklustre or ineffective teaching/professional behaviour. *Remove PRP and the only option for a HT is to take the capability route*. This is much harder, less effective and ultimately more pressure on senior staff.
- It is good to have a focussed role to ensure wellbeing and workload are considered. However the recommendations edge toward the draconian: a senior staff member who is responsible for it and governor that is overseeing it? Wellbeing committees are all well and good but who is to manage them and run them? Senior leaders – another task that reflects an element so thankless work (as no committee ever agrees). The logical step is to ensure that it is inspected fully and graded: a cycle that now makes workload and wellbeing a hypocritical standard: it's not wellbeing to be forced to do something. Furthermore, there is an aspect of understanding and embracing the job that people have agreed to do. As teachers there *are* a large amount of holidays and there *is* a small amount of flexibility regarding working hours and where to work. Furthermore the sick pay and pension are still relatively good, although they have flaws.
- Specific issues with the list of administrative tasks are listed below, but with the overriding caveat that the wording of these are vague and concerning in interpretation to many. Another issue that senior leaders will have to contend with:
  - Producing photographic evidence of practical lessons: most Primary practice is practical and OFSTED always ask to see books; if practical learning is not recorded how do children remember it has occurred and the inspectorate like to ask children about what they remember! Furthermore, EYFS send their work home on a tapestry-

style system or a learning journey book. No photographs? No communication. This is a shallow suggestion.

- Administration of public or internal examinations? Does this mean teachers do not administer the SATs? Is this another task for senior leaders?
- Administration.....the entire work is loaded: school trips, photograph, exams, cover for teachers....what is the definition of administration? Because there are elements to this that are entirely teacher-led. Choosing an appropriate venue for example for a trip will require teacher judgement; the 'office' cant do this. Is this another senior leader task?
- Organisation and decoration of the physical classroom space: primary teachers will no longer do their own displays? Is there extra funding for administrative assistants to do this? Moreover who decides the content of the display? This is unworkable unless schools would like bare walls for small children.
- Another point to note on the physical space of the classroom: moving desks, chairs etc....are we to assume that every school has a 'site team'? I fear the list does not think of a primary aged classroom and assumes there is a dedicated team of burly people who lift the desks for the teachers. This is unworkable and will doubtless, again, fall to the remit of senior staff.
- Keeping and filing [...] electronic records and data'. This is the most dangerous piece of idiocy on the list. Taken at face value it tells teachers that they are not to record assessment results, which are data. I can even go further to say that written feedback in books is technically 'data' and 'records'. This bullet point may be the sole cause of the strife between senior leaders (responsible for the school's outcomes) and teachers.

In short the workload list is a noble gesture but one written by people who clearly haven't been in a classroom for the last 15 years.

#### 4. CLEAN AIR COLCHESTER

Emma Wallace was welcomed to the meeting. She shared the following information with headteachers:

Who are we?

Clean Air Colchester is a community group made up of local Colchester residents, parents, doctors, cyclists and many more who are committed to making the air in Colchester safe to breathe.

Air pollution isn't usually visible, but it doesn't mean it isn't there. It is a concern because poor air quality impacts health. It has been found to contribute to the development of respiratory disease, cancer and cardiovascular disease. Of particular concern is that it can damage the developing lungs of children, impacting their brains and learning. It also impacts the environment and contributes to climate change.

The Council has an air quality action plan that sets out how it is working to improve air quality across Colchester. One part of this plan is CAREless Pollution – an awareness campaign to tackle idling, and Clean Air Colchester has been working closely with CAREless Pollution for almost four years now.

What are we doing?

CAREless Pollution is a behaviour change campaign focused on encouraging drivers to switch off their vehicle engines when they are stationary. This includes at traffic lights, level crossings and particularly outside schools when dropping off/picking up their children.

The campaign targets local people, businesses, as well as schools, which is why it's great to be with you today to tell you more.

#### Resources available

We have our Toolkit for Schools – which provides teachers with a range of activities and ideas for involving and inspiring pupils in Key Stages 1, 2 and 3 to understand more about the air around them and encouraging everyone to take action to help improve air quality in Colchester. Some ideas are short and suitable for a single lesson, whereas others are more detailed and appropriate for use as part of a larger project.

It has already been widely used by primary and secondary schools throughout Colchester, and we have had really positive feedback. But we hope that more schools will use it, and those that have used it before can be reminded to use it with new cohorts of children.

We are currently developing more activities to add to the pack, so it's ready for this summer to help promote wider 'active travel' including walking, cycling and scooting, as well as the no idling message.

As well as the toolkit we have an assembly, which includes a short film made by Eleanor Church, who set up Clean Air Colchester. We have delivered this at a number of schools and had great feedback.

We have a wide range of materials to help raise awareness, including posters, postcards and car stickers for use in school and also to handout to parents. All these materials are free and can be ordered for delivery to your school at our website [www.cleanaircolchester.org](http://www.cleanaircolchester.org) – click on the 'Schools' button on the homepage.

There is a National Clean Air Day on 20 June, and for the last few years we have used this event to complete activities with schools. This has included a demonstration on Brook Street, air quality monitoring and letters to parents/carers.

Summary of what we can offer and how you can support the campaign in your school:

- We can come in and deliver a themed assembly, as we have done for a range of schools
- You can use any of the ideas in our Toolkit for Schools
- We can deliver free printed resources: car stickers, banners, posters, postcards for book bags
- You can borrow the air monitoring devices for a class activity
- We can come and set up an information stall at your school, for example as part of a Sports Day, or other community event, and talk to parents about air quality
- We could work with you to devise and run a specific activity to mark Clean Air Day on Thursday 20 June
- We are working closely with other parts of the Council's sustainable travel teams, so we can help bring together other initiatives such as Walking to school (as part of Living Streets), Cycling Awareness (Bikeability), the eCargo bike delivery scheme, bike repairs and more. Perhaps you could have a stand at school to help promote these to your school community

We hope that this will be of interest to many of you today and that you will share the information with your colleagues back at your schools.

If you have any questions please email – [emma@meadowscommunications.co.uk](mailto:emma@meadowscommunications.co.uk)

Further information about clean air and the CAREless Pollution campaign, including our free materials, are available at [www.cleanaircolchester.org](http://www.cleanaircolchester.org).

**5. FUTURE DATES**

**NORTH EAST headteacher meetings 2024/25 – Colchester Football Stadium**

Wednesday 19 June 2024

Wednesday 13 November 2024

Wednesday 12 March 2025

Wednesday 11 June 2025

**Headteachers' Annual Conference 2024**

Friday 22 March 2024 Chelmsford City Race Course

**Deputy Headteachers' Annual Conference 2024**

Friday 11 October 2024 Colchester Football Stadium