



Blewbury Endowed C of E Primary School

Westbrook Street, Blewbury, Didcot, Oxon. OX11 9QB

Telephone: (01235) 850411

Interim Headteacher: Miss Becky Costello BA Hons

Chair of Interim Executive Board: Mr. Kevin Moyes

Inspiring Minds Through Outstanding Opportunities

Appreciation, Community, Forgiveness and Perseverance

Minutes of the meeting of the Interim Executive Board Meeting held on Thursday 13 June 2019 at 8.00am at the school

Present:

Kevin Moyes (**KM**) Chair
 Matt Cole (**MC**)
 Astrid Fox-Orband (**AFO**)
 Roger Murphy (**RM**)
 Ann Parham (**AP**)
 Robin Sharples (**RS**)

In Attendance:

Becky Costello (**BC**) Interim Headteacher
 Susie Morrissey (**SM**), OCC Academies Manager

Clerk:

Katie Paxton-Doggett (**KPD**)

The meeting was quorate

<i>Item</i>	<i>Details</i>	<i>Doc Ref:</i>	<i>Action</i>
1.	Welcome and Opening Prayer KM welcomed governors. RS opened the meeting in prayer.		
2.	Apologies for absence There were none.		
3.	Urgent additional items not covered elsewhere on the agenda There were none.		
4.	Declaration of Interests None were declared for this meeting.		
5.	Approval of Minutes Subject to some minor amendments, the minutes were accepted as an accurate record and approved by the IEB.	5.1	
6.	Matters arising not covered on the agenda A Diocesan advisor would be engaged to lead a session on collective worship as well as RE. Monitoring of collective worship would be deferred until relevant training had been undertaken.		
7.	Headteacher Report The report had been uploaded to GovernorHub. A number of confidential items were discussed.	7.1	

<p>Report on significant changes</p> <p>RM Integris was now being used to generate absence reports more easily. 11 pupils had attendance below 90%, seven of these were PP¹ pupils. Consideration would be given to dedicating some funding to address PP attendance.</p> <p>The report stated that there were seven pupils joining reception in September which differed from the figure of eight given at the last meeting. BC would check to see if the number had dropped.</p> <p>BC had met with the new parents the previous day and they would be included in school communications.</p> <p>Pupil data</p> <p>Updated data would be submitted to the next IEB meeting.</p> <p>Quality of Teaching</p> <p>The fortnightly focuses were continuing. A flow of consequences had been agreed and developed by staff but not yet shared with parents and pupils. There were the same rules of behaviour across the school with a specific class contract (which aligns with the Behavior Policy) expressed in an age appropriate way. Further work was being done on practices, e.g. how each class got pupils' attention, to ensure consistency across classes.</p> <p>Learning Objective stickers were being used in books and enabled anyone looking at them to see that feedback had been given. The IEB were keen to ensure that pupils understood what the sticker meant. Further support and training of staff was required as some outcomes rather than learning objectives were still being included.</p> <p>Behaviour and Safeguarding</p> <p>There had been one fixed term exclusion for one and a half days. The pupil was previously on a reintegration timetable. A meeting had been held with the pupil's parent to go back onto reintegration. The pupil now had a separate lunchtime to remove escalation points.</p> <p>The exclusion had been issued whilst BC was on a residential trip. The teacher in charge had made notes of what had taken place.</p> <p>BC confirmed that having the teacher in charge worked effectively; she was kept up to date with what was happening in school and all was managed well.</p> <p>There had been only two lunchtime incidents in the two-week period compared to four in the previous period. None of the current incidents related to rudeness to adults.</p> <p>Two members of staff were attending training for health and safety the following week.</p> <p>There had been one safeguarding issue which had been discussed with KM and was being dealt with in the appropriate way. It was noted that no pupils had left the school since Ofsted.</p> <p>A school council was being set up. One pupil would be elected by each class and some would be selected by the headteacher to ensure a diversity of representation. Elections would be carefully arranged and</p>		<p>BC</p>
--	--	------------------

¹ Pupil Premium

	<p>pupils supported through the process; pupils had been told that others would have the opportunity to get involved with activities generated by the school council and to input their views.</p> <p>Curriculum</p> <p>The SLT² had started to review the curriculum which included a skills progression in each year group by subject. Themes for the school would be developed together with enhancement opportunities to bring it alive.</p> <p>External validation indicated that data matched books and was an accurate reflection.</p> <p>Historically pupils were offered two residential trips each year; one was activity-based and was optional though most pupils went and the other which took place in the summer was linked to the curriculum and most pupils went. In future it was planned to offer one trip each year linked to the curriculum in a self-contained Centre. Trips would not take place at the same time so that were not all staff out of school. Governors approved this.</p> <p>Continuing Professional Development</p> <p>Staff would undertake a self-audit of skills and development needs and this, together with identified need across the school, would be used to a CPD plan could be created. There was some funding allocated in the budget to support CPD.</p> <p>A learning walk to look at how effectively Teaching Assistants (TAs) were used to impact on learning had taken place but the report was not yet available. The aim was for TAs to be engaged with moving learning on and were not 'helicoptering'. Their position within the classroom had been adjusted so that they were at the sides and front where pupils could see them and they could monitor who was engaged.</p> <p>School Development Plan (SDP)</p> <p>BC had met with the new school improvement lead who had some good ideas around monitoring. He would provide support in the development of the SDP. It would incorporate two-weekly loops, after the third there would be a week for review. He had been allocated half a day a week.</p> <p>It was noted that the local authority had created a plan but this had not been produced to the IEB or SLT although the school improvement lead had. KM would discuss in the next strategy meeting with the OCC Head of Service, Learning & School Improvement.</p> <p>Support was being provided on various aspects. However, not all support was meeting the needs of the school. A maths advisor had provided support but reports were brief and broad and not helpful to the school. Support would be mapped so that it could be identified if it met needs and was high quality; support would be planned and managed by the school.</p> <p>There had been a number of audits undertaken which had been useful.</p>		<p>KM</p> <p>BC</p>
--	--	--	---------------------

<p>8.</p>	<p>School Self Evaluation Form (SEF) – updates since last meeting</p> <p>The SEF had been updated since the last meeting and was continuing to evolve. The School Improvement lead would be involved in the process to ensure it connected well with the SDP.</p> <p>A plan and monitoring cycle together with key points when the SEF would be updated was required. The full staff body should also contribute to it.</p>	<p>8.1</p>	
<p>9.</p>	<p>School Development Plan (SDP) - updates since last meeting</p> <p>The proposed pro forma had been shared though this would be amended depending on feedback from the school improvement lead.</p> <p>Fortnightly action plans were produced with evaluation of impact when they were completed and outstanding actions fed into the next plan. Feedback was shared in staff meetings.</p> <p>Action plan for the period commencing 15 April 2019: action statements set out corresponded with the impact and review alongside it as a block rather than line by line. The IEB also felt that whilst it was useful to see the action plans, it was largely operational and once the SDP was in place the action plans would not need to come to the IEB.</p> <p>An update on the performance management process and how staff were being held to account together and an update on teaching across the school would be included in the next agenda.</p> <p><i>Teaching and Learning</i></p> <p>Staff had more rigorous performance targets than in the past centred around progress in class and leadership responsibilities. Targets had been set and one review had taken place though there had not been another review for teaching staff since the Ofsted inspection. Reviews for TA³s had taken place. At the present time, all reviews were done by BC and re-organisation would be necessary. Office staff had previously not had objectives or reviews and in future they would be included.</p> <p>Teaching across the school was currently Requires Improvement, with some areas higher. The pace of change was not as rapid as it should be with some staff lacking a sense of urgency. There still needed to be a culture shift and understanding of the need for higher expectations.</p> <p>Some difficult conversations had taken place around ownership of roles. Roles had been reviewed but needed further consideration. Staff would be empowered to take on a short-term learning objective across the whole school. A senior teacher had recently organised and run a residential trip.</p> <p>It was noted that the IEB's role was to challenge BC who would ensure that staff were accountable and challenged appropriately. It would be possible to ask specific middle leaders to feedback to the IEB which could then be challenged.</p> <p>International activities would be brought into the school itself and would be embedded in all activities.</p>	<p>9.1-9.7</p>	<p>KPD/ KM</p>

³ Teaching assistants

	<p>Leadership</p> <p>The contract for leadership of the Erasmus project was still in place. A member of staff in school with MFL⁴ skills was showing an interest in taking on the project. In future residential trips would be reduced to one each year per class with a Year 6 trip to a French Chateau or similar. It was unlikely that Erasmus would be awarded again. A number of requests had been received from overseas but not accepted at the present time.</p> <p>Staffing structure</p> <p>The staffing structure for September 2019 was discussed. Governors agreed that it was important to communicate the final structure to parents as soon as possible and make it clear that decisions are based on what is best for the school and pupils as a whole.</p> <p>There was a vacancy for a Year 5/6 teacher and a promising application had been received. It may be necessary to pay more than originally planned but teaching and learning was key to school improvement and so governors endorsed this given the priority has to be outcomes for pupils. Budget funding had been allocated for the SENCo and safeguarding roles as well as internal cover for PPA⁵ which would allow sufficient focus without being overloaded.</p> <p>Consideration had been given to separating the year groups but it was decided to have five classes. This would ensure capacity to support vulnerable learners. Mixed classes would not be an issue for a strong teacher, so the focus should be on ensuring a high quality of teaching and there are further advantages for children in being in mixed year classes.</p> <p>BC was providing some PPA cover but did not have a regular teaching commitment for the foreseeable future.</p> <p>The Reception pupils chosen to be in the mixed class would be selected on the basis of both age and stage and which would be best able to access the more structured way of working.</p> <p>It was hoped that an appointment to the remaining vacancy would be made the following week.</p>		
10.	<p>Governor Updates Since last meeting</p> <p>Monitoring Reports and External notes of Visit</p> <p>Reports from the Diocesan School Link Adviser had been shared on GovernorHub. General support and supports in relation to SIAMS had been provided.</p> <p>The Diocesan School Link Adviser's behaviour monitoring visit had found a sense of calm across the school and there had been no problems at lunchtime. Every pupil understood the expectations around behaviour and that there were consequences.</p>	10.1-10.2	

⁴ Modern Foreign Languages

⁵ Planning, preparation and assessment

	<p>The IEB requested further information from future monitoring visits to indicate whether actions were completed and expected impact.</p> <p>The SEN⁶ Strategy Statement had been shared.</p> <p>A PP visit had taken place which had also been attended by AFO. Several classes were visited. It was felt that PP funding was not used effectively and there was not enough impact; improvements needed to be made in quality first teaching. The funding could be used to get additional resource in to school or to release someone who could make a difference.</p> <p>Some PP pupils lacked language skills and had a lack of cultural capital which prevented them from accessing learning. It may be necessary to include more rigor and baseline testing to establish what PP pupils knew. A plan was required for a curriculum review. At the moment pupils struggled to make connections as they did not have the right life experience. It was hoped that PP pupils could be engaged to attend clubs and extra-curricula activities to give them further life experience. However, PP pupils had poorer attendance and parental engagement than their peers.</p> <p>The data for the current year showed PP pupils doing better than non-PP pupils, but this would not be the case for the current cohort.</p> <p>There was a need to raise aspirations and ensure rapid pace. A sense of urgency was lacking in some classes.</p> <p>Headteacher's performance management would be conducted by KM, AP and RM.</p>	<p>10.3- 10.4 10.5</p>	
SM joined the meeting			
<p>11.</p>	<p>Academies Update</p> <p>Once a school had been identified as going into Special Measures it was necessary for the Secretary of State to issue a Directed Academy Order. The situation had been made more challenging as the Ofsted inspection was followed by purdah which had delayed release of the report and any action on academization.</p> <p>The Schools Causing Concern guidance stated that it was the role of the RSC⁷ to identify an academy sponsor for the school. The RSC's office was required to consult with the Diocese but could also liaise with the local authority.</p> <p>As a voluntary controlled Church of England school, the options were limited. The school could join any MAT⁸ reflecting the minority Diocesan representation whereby 25% of members and trustees were appointed by the Diocese. There were only a few MATs that were suitable and had capacity to grow at the present time: the RSC made a judgement about the capacity of trusts to grow. Of the 14 MATs currently operating in Oxfordshire, only a few will have been approached.</p> <p>Two MATs had been asked to submit an expression of interest to be considered by the Headteacher Board on 26 June 2019. It was understood that only one MAT was going forward to that meeting. The IEB noted that it was open to the RSC to decide that this MAT was not</p>	<p>14.1- 14.3</p>	

⁶ Special Educational Needs

⁷ Regional Schools Commissioner

⁸ Multi academy trust

	<p>suitable. The Headteacher Board would also agree the level of additional funding that the school would attract to support school improvement.</p> <p>The local authority had a statutory role to run the academisation process and there was a dedicated team to lead on all the legal aspects to transition from maintained to academy. Once identification of the sponsor MAT had taken place, SM would talk through the process which included legal processes around land, transfer of staff, finance, etc</p> <p>The school would work with the MAT to get ready for their process and systems. The school and sponsor MAT could also lead a community session addressing any questions.</p> <p>A note would be sent out to parents updating on the process.</p>		KM
SM left the meeting			
12.	<p>Safeguarding including bullying and racist incidents since last meeting</p> <p>One incident that had taken place outside school had been reported to LADO⁹. Another situation was ongoing and KM had been made aware.</p> <p>The re-audit was taking place the following day.</p> <p>There had been no racist incidents.</p> <p>One reported incident of bullying was being investigated and dealt with as per the school policy.</p>		
13.	<p>Health and Safety Incidents Since Last meeting – including pupil minor incident reporting</p> <p>There was an ongoing log so that any issues were actioned.</p> <p>The Health and Safety visit was due to take place on 8 July 2019 and the report would be used as the basis of future monitoring visits.</p> <p>BC would provide a copy of the plan of the school and grounds to RS in preparation for the governor H&S Monitoring.</p> <p>The farmer had planted hedgerow next to the site which would reduce the need for replacement fencing to stop pupils from climbing the fence. The current fencing was found to be acceptable by the LADO. Improving the safeguarding culture of the school was necessary.</p>		BC
14.	<p>SIAMS¹⁰/Christian Distinctiveness</p> <p>The Diocesan School Link Adviser had met with staff the previous day about the new toolkit. Work on SIAMS would need to link with work on the vision. It was agreed that the Diocesan School Link Adviser be asked to work with staff to prepare a draft. It was hoped that the vision could be shared with parents early in the new academic year. BC and KM would liaise to arrange a meeting with staff.</p> <p>It was noted that the Diocese would be providing an overview of Christian character status during the autumn term.</p>		BC KM

⁹ Local Authority Designated Officer

¹⁰ Statutory Inspection of Anglican and Methodist Schools

<p>15.</p>	<p>Governor Business and Communications</p> <p>A further communication to the community would be drafted following the meeting. The Questions and Answers document would also be shared with the community.</p> <p>The Parent Questionnaire analysis had been shared with the IEB. It was noted that there had been some issues with distribution of the questionnaire to parents. It would be important to provide feedback to the school; the IEB agreed that feedback should be given acknowledging that there had been a behaviour issue and outlining what was being done to address it. To date, communication with parents had highlighted the positive.</p> <p>The website was much improved though more was required. BC would update the next meeting.</p> <p>More specific dates would be included in the Governor Action Plan.</p> <p>All members of the IEB were asked to review and fill in gaps on the monitoring plan.</p> <p>AFO and AP would liaise to ensure there was no duplication.</p>	<p>15.1 15.2 15.3 15.4 15.5 15.6</p>	<p>KM BC KM ALL AFO AP</p>
<p>16.</p>	<p>Governor Training Update</p> <p>MC was booked to do Safeguarding training on 6 July 2019.</p> <p>AFO and Mc needed to complete full induction training.</p> <p>All members of the IEB confirmed that they had read and understood Keeping Children Safe in Education Part 1 and 2.</p> <p>The skills audit had been shared and indicated a good balance of skills and experience amongst the members of the IEB.</p> <p>The Governor Financial Management Skills Matrix had been updated and shared with the Finance Team at the LA.</p> <p>OCC Governor Services had been asked for training support regarding monitoring when talking to pupils/asking questions and the role of governors in terms of safeguarding. Rachel Caseby would attend the next IEB meeting and provide this.</p>	<p>16.1 16.2 16.3</p>	<p>MC AFO MC</p>
<p>10.17am AFO left the meeting</p>			
<p>17.</p>	<p>Policies Review/ for approval (as per policy schedule):</p> <p>A Policy and Document Tracker had been shared and policies allocated to identified members of the IEB. It was noted that there were new statutory requirements on sex and relationships education.</p> <p>The Accessibility Policy and Plan had been shared. <i>The IEB approved and adopted the Policy.</i></p> <p>The Attendance Policy had been shared. <i>The IEB approved and adopted the Policy.</i></p> <p>The Behaviour Policy had been shared. It was noted that this was a framework rather than a policy and a more formal document was necessary to sit behind it. It was being reviewed by staff and would be brought to the next IEB meeting.</p>	<p>17.1 17.2 17.3 17.4 17.5</p>	

	<p>The Equality and Social Inclusion Policy had been shared. Revisions would be made to ensure that it was written in Plain English. There should be more on vision and ethos. The IEB recognized that the school was Anglican but was inclusive and welcomed all those who came to the school. It was necessary to acknowledge the diversity of the community that the school serves. RS would circulate various documents that would assist. <i>With the suggested changes, The IEB approved the Policy.</i></p>		RS
18.	<p>Items for next agenda (in addition to actions)</p> <p>A member of the IEB queried why the external organization appointed as DPO¹¹ had not given the requested explanation regarding the data breach. The company did not give advice but referrals were made to it in the case of a breach. The individual named as DPO had now left the company, but BC and KM would arrange a meeting with them to ensure that they were fulfilling their contractual obligations.</p> <p>The IEB was keen that advice provided followed best practice rather than simply compliance. The FGB¹² had raised issues around the sign-in process at the front door; there was now an anonymised book to sign in which was not a requirement but was good practice.</p> <p>The update and refresh of the website would be highlighted in the school newsletter.</p>		BC KM
19.	Date of next meeting: Thursday 11 July 2019 at 8.00am		

The meeting closed at 10.35am

¹¹ Data Protection Officer

¹² Full Governing Board