

Interim Review and Challenge Meeting Minutes

School name:	Ripley CofE	Date / time:	29pm/06/16 @ 9.30am
School DfE:	936/3031	Leadership Partner:	
Headteacher:		Leadership Reviewer:	
Chair of Governors:			
Area Education Officer		Diocesan Officer (if applicable)	
This school is an Inclusive Values Strategy school			Yes / No
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Present:	
Leadership Reviewer	
Headteacher	
Executive Headteacher	
Chair of Governors	
Leadership Partner	
Area Education Officer	
Diocesan Officer (if applicable)	
Apologies:	
Priorities:	
Key Priority 1 Improve the quality of teaching, so that it is good or better	
Key Priority 2 Accelerate pupils' achievement	
Key Priority 3 Improve the Early Years provision	
Key Priority 4 Build the capacity of leadership and management to drive improvement	

Minutes of the meeting	Actions
<p>1. Minutes of the last meeting and matters arising</p> <ul style="list-style-type: none"> Focussed discussions have taken place since the last official IRCM in Sept. 2015. There have also been a number of Officers Meetings. School priorities have been adapted over the period, █ has been aware of these and all are in support of relevant school improvement. 	
<p>2. Evaluation of progress against priorities</p> <p>Key Priority 1: Improve the quality of teaching, so that it is good or better</p> <p>Summary of evidence of impact:</p> <p><u>Action Plan – Post Ofsted (July 2016) & Headteacher’s Report 21st June 2016</u> presented to the meeting. █ spoke to the documents tabled.</p> <ul style="list-style-type: none"> Quality of L&T, in spite of staff changes due to maternity leave has remained consistent with the vast majority of teaching judged as good or better. █ leave. █ in Reception has made huge progress during the year. █ external moderation was very positive and indicated good progress for pupils. Yr 5: █ demonstrates outstanding teaching and is more consistently leading 	

<p>in areas of priority.</p> <ul style="list-style-type: none"> • An NQT has been effectively inducted over the year. [redacted] has worked effectively with support. The Y1 phonics results are good at 83%. [redacted] PP passed. [redacted] SEN did not as anticipated. 100% Yr2 pupils (4) passed the resit. • Next term a maternity cover is still needed in Y2, mornings being covered by an HLTA. Recruitment is challenging. [redacted] asked [redacted] to ask at the Diocese if they knew of any possible teachers. • Staff will stay in their year groups, although teacher in Y6 leaving the profession. Work with colleagues at [redacted] is now occasional rather than regular. • [redacted] hoped that the school might qualify for school support plus funding. She will support the school in seeking financial support for training via Babcock. [redacted] confirmed that [redacted] training was the priority in terms of interventions and would forward a list to [redacted] to action. • It was agreed that Key Priority 1 should be retained with a focus on the attainment of More Able pupils and on the progress of SEN and PP pupils. 	<p>[redacted] speak to diocese link Yr2 teacher</p> <p>[redacted] seek training support for TAs. Key Priority</p>
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<p><u>Key Priority 2:</u> Accelerate pupils' achievement</p> <p>Summary of evidence of impact:</p> <ul style="list-style-type: none"> • 84% GLD (which has been moderated). Excellent and progress achieved in EYFS. Changes to provision have been supported by quality teaching, with investment of £[redacted] to resource. • 29 registered for next year with more first preferences than ever before. • 83% phonics Yr1. of pupils achieved the expected standard in Y1 phonics with 100% of PP children. Boys and girls performed equally well. • Phonics YR2: all passed. The huge focus over time on phonics has led to effective teaching particularly in KS1. • Y2 performance has been good in spite of the changes to teaching staff over the year. Moderation took place with the confederation. 75% met the expected standard in reading and maths, 80% in writing and 70% in science. [redacted] thanked [redacted] for the mock moderation [redacted] completed with both teachers on separate occasions; this proved a very supportive and useful learning experience. • KS2 cohort were discussed. It was noted that Y4 made the weakest progress, excluding maths. Next year staff teams will work on subjects together and [redacted] will support the Yr4 teacher. • In Y5, SEN and PP pupils outperform the others in terms of progress made. This is attributed to outstanding teaching. • The school is targeting 50-60% in KS2 SATs. [redacted] of the cohort are SEN. The school moderated their writing with [redacted]. • It was agreed that the Power of Reading should become a school focus to be consistently implemented. as the impact of this is noteworthy. [redacted] noted that [redacted] [redacted] and [redacted] had established this in their schools. CPD budget will support this • The data indicates that over time the L4+ trend and APS has gone up steadily. • Data for EYFS and KS1 is good but less so for KS2. A school leadership focus therefore will be to show Ofsted that good learning for all year groups is consistent across the school. 	
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<p><u>Key Priority 3:</u> Improve the Early Years provision</p> <p>Summary of evidence of impact:</p> <ul style="list-style-type: none"> • See above points linked to EYFS. • The focus for the next SDP will be on maintaining the notable improvements in EYFS and further development of leadership capacity. • The larger class size for Sept 16 will necessitate adaptations by the teacher/TA. • Improvements to outdoor learning will also continue as a focus. 	
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<p><u>Key Priority 4:</u> Build the capacity of leadership and management to drive improvement</p> <p>Summary of evidence of impact:</p>	
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<ul style="list-style-type: none"> At present the leadership of the school is led entirely by the 2 Acting Head Teachers. This is due to the other members of leadership being on maternity leave. After Christmas, the full leadership team will be in post. [REDACTED] will be teaching 2 days per week in Y6 from Sept. The 3 members of the MLT are assigned to head up a team focussing respectively on English, maths and science. Science will be a key improvement focus for next year. SENCO options are pending until there is clarity on the strategic direction of the school. The Governing Body, whilst improving, is still weak and heavily dependent on the Chair. Only 6 of the 9 places are filled and frustration was expressed at the lack of support from the Diocese on recruiting 2 Foundation governors. All governors needed coaching. [REDACTED] has agreed to continue to serve as Chair of Governors next year. [REDACTED] will check funding for this. 	<p>[REDACTED] to seek foundation governor [REDACTED] to check on funding for COG</p>
<p>3. Progress and attainment of vulnerable groups</p> <p>See above</p>	
<p>4. Barriers to improvement to the learning, participation and effective inclusion of any identified groups or individuals in your school?</p> <p>Decisions outside of the school's remit are having a negative impact on the stability of the school. Frustration was expressed over the lack of progress made following officers' meetings.</p>	
<p>5. Adaptation to FSAP and resource implication (if applicable)</p> <p>[REDACTED] will meet with [REDACTED] and [REDACTED] to adapt the action plan.</p>	
<p>6. What is the impact of School to School support (if applicable)</p> <p>[REDACTED]'s accessibility and that of Pyrford team continues to support the school effectively.</p>	
<p>7. Overall Judgments</p> <p><u>The school's progress, within six terms, towards securing a 'good' Ofsted judgment in all four areas:</u></p> <p>Insufficient / Reasonable / Accelerated</p> <p>Brief comment: The achievement data backs progress over time. Decisions outside of leadership's remit continue to have a negative impact on sustaining improvement.</p>	
<p><u>The impact of the school leadership on improving the quality of teaching and on pupil achievement:</u></p> <p>Inadequate / Reasonable / Strong</p> <p>Brief comment: Strong leadership continues to support the school in making accelerated progress.</p>	
<p><u>Is the support appropriate, well co-ordinated and does it provide ongoing challenge to the school?:</u></p> <p>Yes / No (Delete where appropriate)</p> <p>Brief comment:</p> <ul style="list-style-type: none"> YES locally, NO at the strategic level 	

8. Date(s) of next meeting(s):

TBC re action plan meeting (see 5)

Focus discussion early next term TBC

IRC meeting Tuesday 16th October at 2 pm

Distribution by LP to: attendees and admin for filing