

## Interim Review and Challenge Meeting Minutes

School name:	Ripley CofE Primary		
Date / Time:	8 <sup>th</sup> Dec 2016	SIIP <small>(School Inclusion &amp; Improvement Partner)</small>	
Headteacher:		Quadrant Senior Consultant:	
Chair of Governors:		Area Education Officer:	
DfE number:	936/3031	Diocesan Officer: <small>(if applicable)</small>	
Inclusive Values Strategy	Phase 1 - Pilot School <span style="float: right;"><input type="checkbox"/></span> Phase 2 – Intention to become an Index School <span style="float: right;"><input checked="" type="checkbox"/></span>		
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Invited:	
Headteacher	
Chair of Governors	
Vice Chair of Governors	
Leadership Reviewer	
School Inclusion & Improvement Partner	
Diocesan Officer (if applicable)	
Executive Headteacher	
<b>Apologies</b> Area Education Officer or representative	

<b>Priorities:</b>
Priority 1 from Ofsted: <b><u>Improve quality of teaching so that it is good or outstanding</u></b>
Priority 2 from Ofsted: <b><u>Accelerate Pupils Achievement</u></b> School priorities for this year: <b>Middle ability making rapid progress</b> <b>Accelerated SEN group progress across the school</b> <b>Improve the attainment of EOKSKS2 pupils</b> <b>Increase pupils attaining greater depth</b> <b>Science assessments</b>
Priority 3 from Ofsted: <b><u>Improve the Early Years provision</u></b> <b>Achieved</b>
Priority 4 from Ofsted: <b><u>Build the capacity of leadership and management to drive improvement</u></b>

Minutes of the meeting	Actions
1. Minutes of the last meeting and matters arising Agreed. <span style="background-color: black; color: black;">████</span> below	
<b>Meeting overview:</b>	

**The Chair of Governors:** remains extremely concerned that [redacted] has received no communication from the LA. This includes receiving no information about the admissions numbers for the area; The COG received all details to date 2<sup>nd</sup> hand (via the HTs [redacted])

The COG has not refused to appoint a substantive headteacher but has suspended the process until communication is forthcoming over the latest admissions data for the next 10 years. There is a moral agenda to be considered in the case of Ripley CofE Primary School.

As a school neither the executive HT or govts. have had any communication. This is in spite of a letter sent to the LA from [redacted] and [redacted] sent in early Nov. This has still not been responded to, even though [redacted] on 8<sup>th</sup> Nov. stated 'I will get back to you both'.

The GB is becoming increasingly concerned about the future of the school given the lack of communication and so far has been persuaded by the COG not to resign on mass over this particular issues.'

The governors recognise the support from within the diocese and the Babcock but are now at an impasse without a sensible dialogue with the LA.

The COG will come down for a serious meeting linked to the future direction of the school but this will have to be communicated to [redacted].

To date the LA have not responded to the setting up of a meeting to support discussions about the school

It was agreed in the meeting that If strategic decisions are made about the school the governors will devise an appropriate plan to move things forward. The school team have suggested various plans.

Need a plan for who will be the COG from Easter.

Indicators: Looks like numbers will fall again this year.

The works due to be completed in the school are still awaiting decisions linked to the tender document.

**2. Evaluation of progress against priorities**

**Key Priority 1: Improve quality of teaching so that it is good or outstanding:**

**Summary of evidence of impact:**

- School's monitoring systems, externally QA by [redacted] indicates Good teaching overall across the school over time. This is against the indicators in the Raise data 2016.
- EOKS2. 2 teachers outstanding in KS2
- Refinement in key areas:
  - Those teachers RI teaching ( [redacted] mentor support as NQT+1)
  - Yr6 teaching good; Yr5 good to outstanding;
- WWW books reflect good learning. Response to marking is given in all year groups. Books show appropriate differentiation across the year group from yr2 upwards. *Marking is not always necessarily purposeful; important that pupils respond to marking to move learning forward rather than teachers making needless praise.* Differentiation in yr1 by adult support.
- EYFS learning in morning and afternoon aiming for consistency of high level learning, making the activities specific and challenged.
- Assessments in learning in science is a key area of focus. Staff training taken place and continues with collecting evidence of practical work being a focus.
- HTs focusing of providing evidence of progress of foundation subjects. Great learning but evidence of progress not always clear.
- Prospective Light outcomes to link with the interventions so can measure this data
- Aiming for more problem solving in maths and ensure the depth of learning and reasoning and how to identify this.
- Begin to offer enrichment days. Supporting broad and balanced curriculum

Monitor marking HTs

Monitor assessment in Science HTs

Monitor evidence of progress in foundation subs. HTs  
Maths focus

<p><b><u>Key Priority 2: Accelerate Pupils Achievement:</u></b></p> <p><b>Summary of evidence of impact:</b></p> <ul style="list-style-type: none"> <li>• In year data indicating good progress (Oct ½ term data indicators)</li> <li>• Meeting earlier in term to analyse the Raise data. Clear explanation of what Raise shows and the internal picture of what in year progress. Boosters in place from Jan. Dis. Group attainment is cohort specific. Previous year’s good progress. Pure PP children made better progress than non-PP. Attainment at present for PP is slightly lower. SEN pupils with PP skew the data. This is now an area of focus for the school.</li> <li>• Building reading stamina is a focus in school along with parent partnership/court reading photo/building a culture of reading and a love of reading. Yr6 teachers working with sharp focus to support prep. For testing.</li> <li>• [REDACTED] (Diocese) in to support with paperwork presentation to agencies.</li> <li>• [REDACTED] will review internal data in Jan. meeting</li> <li>• Pira Puma analysis. Year 1 outcomes quite high but rest OK</li> <li>• In year data shows a rapidly improving picture</li> <li>• VCOG agreed with the judgements linked to data analysis when working with HTs and [REDACTED].</li> <li>• KS1 attainment is good overall</li> <li>• Yr1 needs ongoing support as working alone.</li> <li>• Pupil Group focus on data analysis (will be anomalies in data for present Yr6 where SEN statement going to Park was 2a across board at EOKS1)</li> </ul>	<p>Data trail indicate pure PP and those with SEN HTs</p> <p>Monitor impact of reading focus HTs</p> <p>[REDACTED] support</p> <p>[REDACTED] data with HTs Jan</p>
<p><b><u>Key Priority 3: Embedding Early Years provision and supporting development of leadership</u></b></p> <p><b>Summary of evidence of impact:</b></p> <p><b>Achieved.</b></p>	
<p><b><u>Key Priority 4: Build the capacity of leadership and management to drive improvement:</u></b></p> <p><b>Summary of evidence of impact:</b></p> <ul style="list-style-type: none"> <li>• The VCOG has been involved in learning walks where she has agreed with the QA from [REDACTED] and the HTs.</li> <li>• The leadership development is the most challenging aspect due to the [REDACTED] of senior leaders</li> <li>• SENCo appointed beginning of Dec. [REDACTED] has already been on a course. Supported by school HT/SENCo [REDACTED]</li> <li>• 2 senior teachers back from Jan. kit day for English and senior teacher. [REDACTED] in a couple of days looking at data and starting middle Jan.</li> <li>• From Jan. [REDACTED] is returning to [REDACTED] for 3 days pw. as the school has appointed a SENCo. The time will be flexible.</li> <li>• [REDACTED] and senior leader returning in Jan.</li> <li>• [REDACTED] secure in post as acting HT until Aug. 31<sup>st</sup></li> <li>• [REDACTED] as COG is secure until Easter</li> <li>• The governing body is now at capacity. They need further training but are positive and keen to support the school</li> <li>• When all staff back in Jan. there will be subject teams formed headed up by core leaders of maths/English/science. They meet monthly linked to whole school priorities or subject focus.</li> <li>• SENCo line manager for TAs.</li> <li>• TAs have their training through FSS with one course in Jan.</li> <li>• Office team working effectively.</li> <li>• Beyond Monitoring programme very practical with theoretical base.</li> <li>• <b>Diocese</b> [REDACTED] will support HTs redrafting the SEF. [REDACTED] will perform mock interviews with middle and senior leaders over 2 visits</li> </ul>	<p>Review effectiveness of subject teams end of term HTs</p> <p>Review SENCo input [REDACTED] support for HTs and middle leaders</p>
<p><b>3. Progress and attainment of vulnerable groups</b></p> <p>See point 2.</p>	

<p><b>4. Barriers to improvement to the learning, participation and effective inclusion of any identified groups or individuals in your school?</b></p> <p>a) of learning, participation and inclusion for identified groups or individuals  b) to the school securing 'good' or better at the next inspection</p> <p>No support from LA to determine the future of the school  So much to do in an RI school and capacity is limited.  Finance. School going into serious deficit (■■■■■ deficit)</p>	
<p><b>5. Adaptation to FSAP and resource implication (if applicable)</b></p> <p>■■■■■ involvement in QA. Data Jan. and learning walk. Pupil voice.</p>	
<p><b>6. What is the impact of School to School support (if applicable)</b></p> <p>N/A</p>	
<p><b>7. Overall Judgments</b></p> <p><b><u>The school's progress, within six terms, towards securing a 'good' Ofsted judgment in all four areas:</u></b></p> <p><b>Reasonable</b></p> <p><b>Brief comment:</b> Raise headline data at present would not indicate a 'good' judgement. However, internal data is looking more positive. In an inspection it will be critical for all teaching and learning to be consistently 'good' or better. Improvements notable but LA/Diocese must consider how sustainable this is without their support.</p>	
<p><b><u>The impact of the school leadership on improving the quality of teaching and on pupil achievement:</u></b></p> <p><b>Strong</b></p> <p><b>Brief comment:</b> The HTs are totally focused on improving the quality of learning and teaching on pupil achievement and progress ably supported by COG/COG. Middle and senior leaders are returning ■■■■■.</p> <p><i>Concerns link to future of governance and the leadership.</i></p> <p><i>LA must make strategic decisions about the future of the school.</i></p>	
<p><b><u>Is the support appropriate, well co-ordinated and does it provide ongoing challenge to the school?:</u></b></p> <p><b>Yes</b></p> <p><b>Brief comment:</b></p> <p>Support from Babcock has been good.  TA training in place through FSS. Role of SEN Project X Hi Five in Jan.  Support from Diocese has been valued.  ■■■■■ support valued</p>	
<p><b>8. Date(s) of next meeting(s):</b></p> <p>IRCM: 22<sup>nd</sup> Feb 9.30am  16<sup>th</sup> Jan pm ■■■■ data with ■■■■.</p>	

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