

IEB for Burwell Village College (Primary)

Minutes of IEB Meeting on Tuesday 15th January 2019 at 1pm

Present:	Dr Chris Marshall (Chair – CM), Diane Stygal (Education Advisor, Schools Intervention Service, CCC - DS), Emma Fuller (Lead English and Mathematics Advisor, Schools Intervention Service, CCC - EF), Emma Jones (LGSS Finance - EJ), Edris Tildesley (Associate Adviser for LA - ET)
Visitors:	Rosemarie Sadler (Head of Service: Schools Intervention Service - RS), Nicholas Smith (Headteacher – NS), Rowena Watts (Deputy Headteacher– RW, Martin Gray (Senior Advisor for Assessment - MG) - Observing)
Clerk:	Katie Dodsley-Cook (Locum Camclerk)

Discussion	Decisions Made / Actions Agreed
<p>1. Welcome and introductions</p> <p>The meeting was quorate and started at 1pm. CM welcomed all to the IEB meeting. Around the table introductions were made.</p>	
<p>2. Apologies for absence</p> <p>Anne Fisher (Primary Adviser) and Amy Lorimer (Camclerk) sent apologies.</p>	Apologies were accepted from Anne Fisher and Amy Lorimer
<p>3. Declaration of direct or indirect pecuniary interest in any of the following items</p> <p>No interests were declared.</p>	
<p>4. Minutes of last IEB meeting 14th December 2018 and</p> <p>Draft minutes and confidential minutes from 14th December 2018 were circulated prior to the meeting.</p> <p><u>Minutes of IEB meeting 14th November</u></p> <p>RW confirmed that the five 5 key points were fed back to staff.</p>	Minutes and confidential minutes of IEB meeting 14 th December 2018 - APPROVED
<p>5. Agreed Actions Update</p> <p>Updates were provided on actions from the last meeting as follows:</p> <p>Action 030 – NS reported that ownership of the car park near the library has been investigated and it belongs to the school. The library maintains that they need the car park for access but there is nothing in the formal agreements about this. As the carpark belongs to the school there is a maintenance cost implication.</p> <p>Action 032 – The IEB discussed that only newsletters for Reception and Y4 were on the website last week and further Pupil Premium and SEND information is needed. It was questioned if the behaviour policy is current. NS noted</p>	<p>Action 047: EJ to make Jenny Neale (Finance Manager) aware that there is a cost implication for maintenance of the carpark.</p> <p>Action 048: NS to check review dates on the positive behaviour</p>

<p>that the school uses two, one being the LA physical intervention policy and the other is the school's positive behaviour policy, and they are current.</p> <p>Action 036 – DS gave brief overview of the safeguarding data following a visit this morning. An overall attendance figure is needed and consideration needs to be given to first aid data as the biggest proportion of logged incidents are from Pupil Premium children. It was asked if there is a link between behaviour and first aid incidents. The IEB discussed that the nature of the incidents needs to be known, the school should consider if Pupil Premium funding can be used to reduce incidents and targets should be set. NS noted that the school has introduced the lunchtime club to target Pupil Premium children and those children who are at a greater risk of behaviour as it gives them a safe place.</p> <p>Action 37 – Completed.</p> <p>Action 38 – RW, DS and the SENDCo recently met and followed up the issue. RW will respond to the parent.</p> <p>Action 39 – Completed.</p> <p>Action 40 – Ongoing - RW has started the Assessment and Marking Policy summary flowchart and will circulate it to the IEB when complete to be signed off at the next meeting.</p> <p>Action 41 – DS and RW met with the SENDCo and devised a streamlined plan regarding access for staff to the SENDCo and the SENDCo work load. Trawl forms have been instigated and there will be a termly meeting for trawling and discussing individual children and their plans. These meetings will be close to Pupil Progress meetings but are not a part of Pupil Progress meetings which are for all children. Children on the SEND register will have a day allocated for meetings for teachers and parents. The IEB asked if the SENDCo has the opportunity to go into classes. It was discussed that the SENDCo felt that there was not enough time to spend in classes but the new processes will help this.</p> <p>Action 42 – Completed - RW met with the parent who raised an issue at the Parents' Forum and they had already met the class teacher and resolved the issue.</p> <p>Action 44 - Ongoing- There had been few working days since the last meeting with no time to determine the percentage of parents attending reading evenings. RW will circulate details by email.</p> <p>Action 45 –DS and CM discussed creating a draft IEB update/newsletter and agreed that the letter following the Parents' Forum is sufficient but a newsletter would be produced by the end of February.</p> <p>Action 46 – RW tried to contact EPM as the Teacher Appraisal policy on their website appears old, and will follow this up with them. The IEB queried if an out of date</p>	<p>policy and update it to include that staff have received STEPS training.</p> <p>The IEB noted that the school needs to gather evidence to prove the Pupil Premium spend is having an impact.</p> <p>The IEB agreed that the new processes sound positive but will need to keep them under review.</p>
---	--

<p>appraisal policy is being used. RW responded that there isn't a concern about procedure and that the model policy, which is in line with legislation, has been reviewed by the school.</p>	<p>The IEB noted a general concern that EPM policies appear out of date and RS stated that she will follow this up with EPM.</p>
<p>6. School Improvement</p>	
<p>6i. Headteacher's Report</p> <p>A Headteacher's report was circulated prior to the meeting, and questions were invited.</p> <p>The IEB thanked the Headteacher for the report and noted that it is clear and easy to understand using the four priorities.</p> <p><u>Key Priority 1</u></p> <p>Opportunities for extended writing outside of literacy lessons – There is a plan in place that will be reviewed tomorrow at the staff meeting. Subject leaders will identify good examples of work against the curriculum to see if they are at age appropriate levels. The IEB asked if this will become exemplification of the school's standards. It was discussed that the LA is supporting the school and it knows what it needs to do. The priority is being raised with staff and the staff meeting will identify if expectations are clear enough. Support is particularly required in Y3/4, but all teachers need to be aware of all standards and be familiar with them to help increase expectations. CM and AF had visited and agreed with the school in highlighting Y3/4 and progression as areas needing support. Y3 has a large group of children with social and emotional needs and 25% of the cohort have SEND with low attainment. The children need constant reminders of non-negotiables and NS added that there is a need for consistent self-editing and correcting.</p> <p><u>Key Priority 2</u></p> <p>The IEB asked if the percentage of pupils on track is increasing. NS informed the IEB that he wants time to consider conversations held with CM as the current data does not show what is required. CM reported that it was pleasing to see many positives during his visit, but during discussions with phase leaders about assessment, they struggled to explain progress. CM and AF discussed the issues and CM fed back to NS and RW this morning.</p> <p>It was asked if teachers know how many pupils are on track to meet their targets. CM reported that there are two issues:</p> <ul style="list-style-type: none"> i) There are several different definitions of expectations. Classroom Monitor gives one definition and NFER tests and assessments give different data which is then difficult to use together. There is a risk that staff are quoting a level without understanding the data behind it and, therefore, the implications for teaching and learning. 	

ii) The school is focussing on an assessment model that assumes that children's current levels reflect future outcomes. Data looks low, probably because judgements are made on what children can do now rather than expectations of what they will be able to do at the end of the year.

The school now knows what levels the children are at. In December the children's ARE (Age Related Expectations) is low, although staff know the number of children expected to be on track. The difference is that the school needs to make sure that children are on track compared to prior attainment. The IEB noted concern that the data does not show progress. RW noted that it is frustrating and tracking is hard but the school has been working on the issue. NS told the IEB that Classroom Monitor works efficiently for the school but does not publish what is currently needed. Teachers can determine attainment but not progress because the system they used didn't allow for it. It was asked if teachers have not been focussed on progress. NS responded that a colour coded sheet is used showing prior attainment and where the children are now. Teachers know expectations and which children are not on track. The IEB noted that it appears that data has been missed from using Class Room Monitor.

NS told the IEB that data is available but the school needs to know what the IEB want. Teachers know targets and Pupil Progress meetings look at children who are not on track. The IEB noted that they, as well as the SLT, need to know children's levels based on end of year expectations as this will easily identify any issues.

The IEB discussed that issues can occur with accuracy of data input which is why the school use NFER standard testing as they are a good indicator.

CM reported that it has taken six to eight weeks to unravel an overcomplicated and embedded system. There is a risk that the system doesn't allow teachers to understand what the children need to do to improve. AF and CM met and devised a new model which has been explained to the school and needs to be introduced quickly.

MG told the IEB that FFT (Fischer Family Trust) Aspire (which the school uses) are bringing in a new module which will overcome these issues and he will see if they need schools to pilot the module.

Key Priority 3

The IEB noted that they are encouraged to see staff meeting and planning for the children at the 'Working Towards Plus' level.

Key Priority 4

STEPS training for TAs who didn't attend on 3rd January will be looked into.

The IEB asked if succession planning for the SENDCo role

has taken place. RW responded that the SENDCo award training started in September so it has been missed this year. The school will look at finances for a substantial handover period between the retiring SENDCo and another teacher undertaking the role.

Property

It was asked if there is an H&S issue with the removal of the fence around the Astro. NS responded that the issue was with staffing and the area is not being used at the moment, minimising any risk.

Thanks were noted to NS for his report.

TA deployment

A summary was circulated (document 2c) prior to the meeting and the following points discussed:

DS and EF attended phase meetings and identified that some interventions in Y3/4 are taking place during playtimes and assemblies rather than during lessons which is a concern. RW and NS informed the IEB that they were unaware of this and reported that KS1 have developed flexible playtimes and this may mean it appears that some children are doing interventions whilst others are out to play.

The IEB asked why TA support looks significantly higher in Y5 compared to relative pupils. NS responded that the figure includes one child with 30 hours on a new EHCP who the school were previously supporting without funding.

The IEB asked if there is evidence to show the impact of Pupil Premium funding. NS responded that there are some individuals and some cohorts which are a priority. There are some children requiring support who do not have an EHCP and the school therefore has to fund them. There are 37 hours of booster support left after these priority children are covered and more is needed. It was asked if Pupil Premium funding is used to support non-Pupil Premium children. NS responded that TAs are in class with Pupil Premium children but they know their focus. There are some Pupil Premium children who do not need additional support. It was asked what these children are receiving as the school is receiving funding specifically for them. NS responded that there are before and after school clubs, trips for Pupil Premium children and they are supported where they can be. It was then asked if these children are getting enrichment activities and NS noted that some are getting lunchtime support and one or two children are having music lessons. Premier Sport come in to school to run clubs and some free places are negotiated.

An IEB member asked if the ASC pupil who has left the school had an EHCP and RW responded that they didn't and the school was funding support.

Action 049: NS to investigate if interventions are taking place during playtimes and assemblies in Y3/4.

It was asked if all TAs have had performance management. RW noted that they are on a review cycle and meetings have been held.

Targets

The targets were circulated prior to the meeting (document 2b) and the following points discussed:

Y6 - The IEB discussed that based on practice papers carried out before Christmas, Y6 appears currently to be significantly under target and they would like to see clear data. NS noted that this isn't available as data is on a previous system. The IEB noted that from the data it appears that attainment data goes backwards and NS informed the IEB that the 'on entry' data is where the children were at the end of Y5 against Y5 objectives rather than against Y6 objectives which are different. The children were at ARE and then scored lower in the test but could still be regarded as on target from teacher assessment. An IEB member noted that tests should be used as part of the assessment not as the whole assessment. NS noted that Pupil Progress meetings are used to discuss this issue. There is extra support in place for targeted work in reading for the children identified as needing it. The IEB were informed that 60% combined data is an improvement but this is still below national.

There are children with potential to get expected and a strong Y6 team in place who are working hard to improve outcomes.

The IEB noted concern that there isn't an action plan in place for English yet it is deemed to be a school focus. NS noted that the actions are areas of the School Improvement Plan that are delegated to the subject leaders and the school feels that a separate plan is not necessary.

Y2 – data appears to go backwards with the same reasoning as for Y6. Writing and maths are issues as no children achieved expected at Christmas. This raises concerns as any children likely to achieve greater depth at the end of the year should already be at expected. NS noted that children have not had coverage in enough areas to be at expected yet and teacher judgements are not likely to be solid.

EYFS - The data is clear and encouraging

The IEB noted that for the next meeting they would like to see expectations and targets (FFT 50 targets) for Y2 and Y6 against their end of key stage criteria. RS noted that it would be better to see this data for all years as the IEB and LAIG meetings are now combined and this would be expected for a LAIG. This data would allow the IEB to see where the children are going to be at the end of the year so it can be compared to previous year's attainment.

The IEB asked if a breakdown of what each Pupil Premium

Action 050: NS to provide expectations and targets against end of year key stage criteria with SEND and Pupil Premium children highlighted. RW to review PPG expenditure against outcomes.

<p>child is receiving could be provided as it should be reported what each child is receiving. RW noted that the information is not available on an individual basis but work needs to be done on the area. NS noted that a large proportion of the funding is allocated to TA support. The IEB noted concern that progress is not being made with Pupil Premium money and it needs to be reviewed to see how improvements to outcomes can be made.</p>	
<p>6ii. Updated TOPS</p> <p>The TOP and workplans were updated taking into consideration points raised by AF and were circulated to the IEB.</p> <p>RW explained how the three week cycle for SLT meetings works - Week one is a joint meeting, week two is for monitoring and week three is for scrutiny. There are shorter catch up sessions in weeks two and three. The IEB asked if there is enough SLT time to focus on all of the priorities. RW responded that when the SLT had weekly meetings they took up staff release time. The IEB discussed that the SLT should be about strategy rather than just monitoring and weekly meetings are needed to review action points to move quickly through priorities. The SLT are lead teachers and need to be in class, with meetings held after school. RW stated that the three week cycle allows staff to focus on priorities and complete their actions and NS noted that the SLT like a robust discussion followed by time to work on actions together. The SLT work with their teams after school and wellbeing needs have to be considered.</p> <p>The IEB noted concern about the SLT not having strategic time as a team and there are two new and inexperienced phase leaders needing support. Weekly meetings would allow the headteacher to lead new and inexperienced phase leaders and priorities should be documented with actions which are reviewed and tracked to hold staff to account on key actions.</p> <p>CM reported that there were a lot of positive areas observed during the visit last week and there is clear evidence of understanding being developed and staff supporting each other. There are some issues with the school structure and systems, such as performance management and there is an assumption that the SDP is driving all aspects of improvement and this needs some discussion and clarification.</p> <p>NS reported that there has been some staff turnover and this has impacted on roles. The SLT needs to direct phase leaders and give strategic clarity.</p>	<p>NS and RW agreed to discuss the meeting model when they meet the SLT this week.</p> <p>RW noted that it would be helpful to have challenges from the IEB prior to the meetings so staff have time to prepare responses.</p>
<p>6iii. LA Interventions and Support</p> <p>The draft LA Intervention and Support Plan was circulated at the meeting.</p> <p>The IEB asked what the impact has been from AF's visits.</p>	

<p>It was discussed that AF has visited the school to meet with the SLT and phase leaders and relationships are developing and strengthening. Reports have been received from the visits. AF rewrote the SDP which has had a big impact and this is reflected in other documents.</p> <p>The IEB asked if there are any concerns about mixed messages from advisers. NS responded that there aren't but added that the advisers haven't visited recently.</p>	<p>Action 051: NS and RW to complete remaining targets and circulate to the IEB, AF and RS.</p>
<p>6iv. Safeguarding – there were no issues raised.</p>	
<p>6vi. Members' monitoring visit reports</p> <p>CM carried out a joint visit with AF and a report was circulated from this.</p>	<p>The IEB noted the circulated reports.</p> <p>Action 052: DS and CM to produce reports from visits.</p>
<p>6viii. Communications to parents and staff</p> <p>An IEB letter to parents dated January 2019 was circulated prior to the meeting. No responses have been received.</p> <p>The Chair noted that he has responded to a complaint from a job applicant. The issues were discussed with NS and RW and it was determined that processes were appropriately followed.</p> <p>Correspondence has been received from a parent about over use of summative assessments in report writing to parents. The Chair has acknowledged the letter which will be shared with the IEB.</p> <p>Date and time for next IEB Parent Forum – The meeting will be on 12th February and it was proposed that it is held at 6pm to give all parents the opportunity to attend but the IEB acknowledge that no one time will suit all parents. An email was received from a parent about 6pm being unsuitable but this parent acknowledged all of the work that the IEB is doing.</p> <p>IEB newsletter for Feb 2019 – covered under item 5.</p> <p>IEB Parent survey – nothing was added.</p> <p>Parent drop-in sessions – nothing was added.</p> <p>Parental engagement with the school – nothing was added.</p>	<p>The IEB agreed to hold the next Parents' Forum at 6pm on 12th February.</p> <p>Action 053: Chair to write to parents inviting them to the Parents Forum.</p>
<p>6ix. Communications to Staff</p> <p><u>Staff wellbeing questionnaire</u></p> <p>It was asked when the staff wellbeing survey was carried out and NS responded that it was November at the same time as the pupil survey and was from the same provider the (LA) and a similar format.</p> <p>There are a number of questions where the outcomes were lower than Cambridgeshire data and Cambridgeshire data itself is low, which is concerning. NS reported that there is a staff wellbeing meeting tonight when data will be reviewed.</p>	<p>Action 054: NS to provide feedback from the staff review session.</p>

<p>It was discussed that there appears to be some flaws with the questionnaire and there is concern that the data may not be correct. Some of the information is broad and unhelpful and the data is not in a useful format to identify trends or issues with individuals.</p> <p>An IEB member reported that a phase leader last week stated that staff morale is improving. It was agreed that this is encouraging news to hear.</p>	<p>Action 055: Clerk to add an item to the next agenda for a decision to be made to repeat the questionnaire for comparison or design a different questionnaire.</p>
<p>6x. Pupil Voice – There was nothing added by the IEB.</p>	
<p>6xi. Website Audit – covered under item 5. An IEB member noted that documents need dating and ordering correctly to make using the website easier. This was also mentioned by parents at the Parents’ Forum.</p>	<p>Action 056: NS to check document dates and order on the website.</p>
<p>6xi. Review of IEB members’ areas of focus</p> <p>Current focus areas were circulated prior to the meeting and were reviewed as J Lewis is no longer an IEB member, ET has joined the IEB and EF and DS are investing a lot of time at Burwell and this workload should be shared.</p>	<p>The following were agreed:</p> <p>CM: Monitor progress against targets in SEF, OFSTED Action Plan, SDP – focus on measureable outcomes in school improvement planning, assessment and data, first point of contact with LA (including Anne Fisher), LAIG and Y5/6 link governor.</p> <p>EF: Impact of changes to the curriculum with focus upon embedding of maths mastery, writing attainment and progress in KS2, strategies for closing the gaps for boys and Y1/2 link governor.</p> <p>EJ: School budget monitoring, including costing, resource deployment, training and support and Pupil Voice link governor.</p> <p>DS: Pupil Premium, Safeguarding, SENDCo, parent champion and Y3/4 link governor, overview of website.</p> <p>ET: Staffing structures, roles and responsibilities especially amongst the SLT; staff performance management, including Headteacher wellbeing, parent champion and EYFS link governor.</p>
<p>7. Resources to support learning</p>	
<p>i. Finance Update</p> <p>EJ reported that Jenny Neale is currently working through the December month end and the in-year budget is still not clear. It was asked why the in-year budget is still not clear</p>	

<p>and EJ responded that it is linked to the systems in place and some unknown variables around the school growing and the building expansion and its associated costs (utility costs).</p> <p>EJ attend a meeting with J Neale, R Byford (Schools Financial Adviser) and NS to discuss pupil numbers and the impact on the budget next year potentially resulting in having to have mixed year classes. A budget build for next year will take place in the near future. It was asked if intake numbers for September are known. NS responded that the numbers are yet to be confirmed but were at 68. The school lost £70K of funding this year and is expecting a further cut next year because of the National Funding Formula.</p>	<p>Action 057: EJ to provide a figure for the 2018/19 budget at the next meeting.</p> <p>It was agreed that due to the amount of discussion around decisions that need making, an additional IEB meeting would be held in February to ratify the budget.</p>
<p>ii) Staffing</p> <p>There is one member of staff retiring this year and two teachers on temporary contracts, which removes the need for a redundancy process if required because of budget constraints.</p> <p>It was asked if there are any expected changes with TAs. NS reported that two TAs are currently on sick leave and one is on maternity leave but there are no expected changes to the TA structure.</p>	
<p>iii) Buildings – There were no issues discussed.</p>	
<p>iv) School policies –</p> <p>Policy Log – The clerk has raised concerns that there may be a back log of policies to review. There are a few overdue and NS noted that it may be because the date hasn't been changed as they are in place.</p>	<p>Action 058: NS to review the policy schedule starting and bring any overdue policies to the IEB.</p>
<p>v) Academisation (standing item)</p>	<p>The IEB has no immediate plans for the school to join an academy, focussing instead on rapid school improvement.</p>
<p>8. Any Other Business</p> <p>As the IEB meetings and LAIGs are held as one meeting, the quality of teaching and learning needs to be discussed to ensure the SDP target of 85% consistently good teaching is achieved. The current focus is on assessment.</p> <p>Martin thanked the IEB for allowing him to observe the meeting.</p> <p>It was asked if performance management has taken place for all staff. RW responded that some teachers' performance management is outstanding but they all have targets in place linked to their team, Ofsted priorities and the SDP. The TAs' review runs over the year and they have a team target.</p>	

SUMMARY

The IEB identified five key points to feed back to staff:

- 1) The IEB recognise the high quality writing on display in classes and in communal areas. The current Y5 display on Narnia is of a high quality.
- 2) The IEB congratulates the school on the clear SDP which is tightly focussed.
- 3) The Headteacher's report is clearer and easier to read against priorities.
- 4) The IEB is pleased that the SENDCo has embraced changes to streamline processes and hopefully teachers will take these processes on board to have quality SENDCo time.
- 5) The IEB noted that it is positive to see from monitoring by the IEB and staff that there are improvements in the provision for quality teaching and learning.

The IEB identified the following key actions from this meeting:

- 1) The school has to firm up assessment procedures.
- 2) The school needs to focus on the four priorities of the SDP.
- 3) Pupil Premium Spend and impact needs reviewing.
- 4) Performance management procedures need reviewing.
- 5) Phase leaders need to be included in the SDP and strategic vision.
- 6) Given the tight budgets, structures need working on.

9. Dates of future meetings

IEB meeting – 10am Tuesday 12th February, in school – with a Parents' Forum at 6pm

IEB meeting – 1pm Tuesday 12th March, in school

IEB meeting – 1pm Tuesday 2nd April, in school

Meeting closed at 3.50pm.

ACTIONS:

No.	Action	Owner	Timescale
032	Ensure school website is updated by next IEB meeting.	Head	Next IEB meeting
036	Interrogate safeguarding data on behalf of IEB	DS	January 2019
038	RW to follow the SEND query up and let DS know the outcome so that she can respond to the parent. Update: RW to respond to the parent	RW & DS	January 2019
040	Feedback of the Assessment and Marking Policy summary flowchart to be made available at the next meeting. Update: RW to circulate flowchart once complete, to be signed off at February meeting	RW	February 2019
044	RW to determine the percentage of parents attending reading evenings and Clerk to add parental engagement to the next agenda. Update: RW will circulate details by email	RW	January 2019
045	DS to create a draft IEB update/newsletter which can be produced by the school if it is well received.	DS	End February 2019
046	RW to check the Teacher Appraisal policy with EPM	RW	January 2019

No.	Action	Owner	Timescale
047	EJ to make Jenny Neale aware that there is a cost implication for maintenance of the carpark.	EJ	January 2019
048	NS to check review dates on the positive behaviour policy and update it to include that staff have received STEPS training.	NS	February 2019
049	NS to investigate if interventions are taking place during playtimes and assemblies in Y3/4.	NS	February 2019
050	NS to provide expectations and targets against end of year key stage criteria with SEND and Pupil Premium highlighted. RW to review PPG expenditure against outcomes.	NS & RW	February 2019
051	To complete remaining targets and circulate to the IEB, AF and RS.	NS & RW	January 2019
052	To produce reports from visits.	DS & CM	February 2019
053	To write to parents inviting them to the Parents Forum.	Chair	January 2019
054	To provide feedback from the staff review session.	NS	February 2019
055	To add an item to the next agenda for a decision to be made to repeat the questionnaire for comparison or design a different questionnaire	Clerk	February 2019
056	To check document dates and order on the website.	NS	February 2019
057	To provide a figure for the 2018/19 budget at the next meeting.	EJ	February 2019
058	To review the policy schedule starting and bring any overdue policies to the IEB.	NS	February 2019