

**The Saints Federation**  
**Meeting of Interim Executive Board held at 9.30am on**  
**29.11.2022**  
**At St Andrews Primary School or Virtual as required**

***Federation Vision - Achieving Together***

*Our community of schools treasures the contribution of every single member.*

*We seek to reflect the love of God and humanity within our Christian Values.*

*We work to become the best we can in everything we do,*

*servicing others within a supportive, safe and happy family environment.*

	<p><b>Present:</b>            Kay Swann (KS) - Chair            Chris Allen (CA) – IEB Member, Diocese            Michael Roughsedge (MR) – Senior Adviser, Intervention            Micky Harcourt-Heath (MHH) – IEB Member            Rhiannon Price (RP) - Interim Executive Headteacher</p> <p><b>In attendance:</b>            Johanne Bolver – Governance Professional            Gavin Martell - Maths subject lead            Esme Sexton – English Subject Lead            Gillian Shaw - SPAG</p>	<b>ACTION</b>
<p><b>1.</b>  <b>1.1</b>  <b>1.2</b>  <b>1.3</b>  <b>1.4</b></p>	<p><b>Opening formalities</b>            Welcome – KS welcomed governors to the meeting.            Opening Prayer – CA opened the meeting with prayer.            Receive Apologies for Absence –H. Branston            Declaration of Pecuniary and Personal Interests - CA made governors aware he is a SIAMS inspector</p>	
<p><b>2.</b>  <b>2.1</b></p>	<p><b>Subject Leadership</b>            English &amp; Maths Subject Leaders attended the meeting to present their Action Plans.</p> <p><b>Maths - Gavin Martell</b></p> <p>a) Subsidiary plan was shared prior to the meeting and is geared towards the Mastery approach. We are working with Angles Maths Hub and we are in the second year of the 4-year programme.</p> <p>b) <b>Are staff involved in the hub? Challenge.</b> Yes, the lead person comes to the schools every term and works with us on subjects the teachers choose. Gillian and Justin are part of the team and involvement is with all our schools.</p> <p>c) Our key action points are:            - Mastery and ensuring we are delivering number facts and skills in KS1/2.            - Adaptation, ensuring we have appropriate questioning and there is challenge, support and adaptation. It is complicated with the mixed-age classes and we need to address each year group’s needs whilst working on how we approach this, which has been highlighted with the Maths Hub who are visiting next week.</p> <p>d) <b>Has MR seen this actioned in other schools? Challenge.</b> No. <b>Action: MR will ask colleagues.</b></p>	<p><b>MR</b></p>

- e) **Are you confident the children can access Maths with the White Rose scheme manipulatives? Challenge.** GM needs to work on consistency, some staff are confident and have been using it for a while (at Hap) whilst others haven't, we are working on consistency.
- f) **How do we ensure GM has time out to check consistency? Challenge.** GM requested training for staff to crystalise the vision, particularly around the use of those manipulatives. Maths's monitoring is taking place on 12 January. Where there are concerns around colleague performance, GM is observed teaching as a form of support and training.
- g) Book looks have taken place at StA and AS, with Hap this week for individual subjects. This is an area we need to make sure all staff are on board. Planning is booked in for Spring.
- h) **For assessment, is there a log kept of where pupils are in Maths? Challenge.** We carry out the Puma test at the end of each term. GM highlighted that White Rose block assessments as they ensure us that they are ready to progress.
- i) **Success criteria and progress – what would this be in terms of Maths? Challenge.** We can do this through Pupil Voice and through book looks.
- j) **Do you use smiley faces for marking and feedback? Challenge.** No, not yet as this is not in our feedback policy. Thanks were passed to GM. GM left the meeting.

## 2.2

### Phonics – Esme Sexton

- a) Thanks were passed to ES for her contribution to the Ofsted inspection.
- b) Wensum Hub visited each school and identified areas for improvement. We have staff using the scheme across all sites although there are still areas we need to improve through TA CPD and Bug Club.
- c) In terms of sequence, we are using progression correctly and formatting the lesson appropriately.
- d) **Have you got good models to share? Challenge.** Yes, crib sheets have been produced and walkthrough for phonics is being arranged for teachers. We need to pay 50% for AS resources as other schools are funded by Wensum Hub. Quote for the books is £228 and this was approved by RP and confirmed as good value for money.
- e) **How are you tracking pupils? Challenge.** Within Bug Club we use unit assessments looking at word reading for tricky and alien words. This is in the early stages and we are rolling out at all sites to allow a better assessment of blending.
- f) **What is the provision around children who have not got phonics in KS2? Challenge.** For all children we work on the gaps and 1:1 interventions focusing on reading. This is for 5-8 mins for each child before moving on to the next. This is Reading only focused.
- g) **Rolling out consistency with TA's, will there be spot monitoring? Challenge.** Yes, as part of learning walks and pop in sessions. We will roll out

<p>2.3</p>	<p>after Christmas a parent meeting at each site to explain the process and language of phonics.</p> <p><b>English – Esme Sexton</b></p> <p>a) Plan has been shared with governors.</p> <p>b) Power of Reading was recognised by Ofsted. This is in its infancy stage and there are some gaps to be addressed. In KS1 it feels tighter than in KS2. Literacy is longer for KS2 and is taking a long time for teachers to go through books, although there is an increased enjoyment in reading in classes with varying degrees of successes. We are adapting to the need to sequence teaching and fitting this into the time available.</p> <p>c) <b>Have you enough resources for Power of Reading? Challenge.</b> For KS2 it would be helpful to have book sets for the novels; 1 set of 8 books which can be rotated and share plans. We need to break down the barrier for sharing plans which is valuable, time saving and provides a consistency across all schools.</p>	
<p>2.4</p>	<p><b>Spelling – Gillian Shaw</b></p> <p>a) Spelling is not consistent across all sites. GS is hoping to see this develop in KS2 as we have 20 min sessions each day which focuses on SPAG alongside SPAG being taught in lessons as part of Power of Reading.</p> <p>b) <b>Is there time for this every day? Challenge.</b> Yes, it takes part in the first 20 mins of the day.</p> <p>c) Marking Feedback Policy is in place but is an area we need to progress in. Book looks are planned.</p> <p>d) <b>Update on Assessment of pupil and tracking progress? Challenge.</b> KS1 is not being developed across sites. Progression grid in place for each year group to go in each book where staff identify if the child has completed their writing tasks, although this is not being used robustly. We need reminders and to use moderation in staff meetings. All staff are attending moderation meetings.</p> <p>e) <b>Are pupils aware of the grids? Challenge.</b> No, not consistently across all sites and is work in progress.</p> <p>f) <b>How is Reading for pleasure? Challenge.</b> Books are outdated and we have very few. We are looking at recreating new library spaces. We need a much greater range of books, especially those that inspire boys and a greater diversity.</p> <p>g) <b>Have you used the library service? Challenge.</b> No, as this has closed. Reading corners are in classrooms with books not associated with the curriculum topics. We hold Creative Friday afternoons with 20 mins of reading for pleasure.</p>	
<p>2.5</p>	<p>h) World Book Day takes place in March and we are planning English and Maths cafes across all sites.</p>	
<p>2.6</p>	<p>Governors thanked GS and ES.</p> <p><b>MR Update</b> (was dealt with here as he needed to attend another meeting.</p> <p>a) MR has monitoring meetings at Hap on Friday and held Subject Leader surgeries last week.</p> <p>b) Pupil premium – MR met with ES remotely. There is an issue with the website re the Pupil Premium statement, RP is aware and following up.</p>	

	<p><b>SIAMS agenda - Vision; Spirituality Policy; SEF headlines</b></p> <p>a) <b>Gillian Shaw – SIAMS</b> Visit took place by CA which was very helpful.</p> <p>b) <b>Vision</b> - We have had a parent consultation, to which it was not well responded. We are re-sending the link to open it up for another week, then introduce to children to get their voice.</p> <p>c) Vision is “shiniest lights in the word”, all in our community can engage with this regardless of faith, it is about being a beacon of light, it links into emotion coaching, EHCP.</p> <p>d) CA advised in the new SIAMs framework, the vision needs to be a maximum 50 words.</p> <p>e) <b>How have staff responded? Challenge.</b> They have responded well, feedback has not been analysed but in general feedback is they prefer or much prefer the vision, there have been no negative comments.</p> <p>f) KS suggested adding an image to the vision, maybe a children’s design.</p> <p>g) <b>Spirituality</b> - We need to make it explicit which we are working on.</p> <p>h) <b>How is this linked across the school day? Challenge.</b> Across the curriculum, in all the subjects, every subject leader needs to know how it is planned in each subject. CA advised that Acle St Edmunds have a curriculum statement which can be referred to.</p> <p>i) <i>MR left the meeting</i></p> <p>j) <b>Vision and leadership</b> - Raised profile significantly with big areas of progress as to how we teach RE in the curriculum.</p> <p>k) <b>Do children have the opportunity to lead and plan? Challenge.</b> Yes, all the time. Next plan for Collective Worship is to have Creative Worship teams across the schools. Class worship for parents is beginning to happen again and older pupils are responsible for putting together the bigger worship.</p> <p>l) The effectiveness of RE is the main development. CA will come in for some training. Teachers are open to training.</p> <p>m) Knowledge of other religions. We are following the Diocesan guidance, KS1 Islamic faith, KS2 wider context of faiths.</p> <p>n) <b>GS is the RE lead – do you see lessons in other schools? Challenge.</b> Not yet, but it is something GS would like to do. KS suggested maybe having a Teams lesson across year groups for wider discussion. CA suggested plan together and watch each other deliver it, collaborative work. Sharing children’s responses, focus on the children rather than the teacher.</p>	
<p><b>3.</b></p> <p><b>3.1</b></p> <p><b>3.2</b></p>	<p><b>Agree minutes of meeting 9.11.22 and actions taken</b></p> <p>Following a minor typo, the minutes were agreed as a true and accurate record of the meeting.</p> <p>H&amp;S – Risk assessments in progress. Actions to be discussed at next meeting. <b>Action: Add to agenda.</b></p>	<p><b>KS</b></p>

3.3	CCTV has been installed. CCTV policy – date to be included.	
3.4	Risk assessment to be signed at next meeting. <b>Action: Add to agenda.</b>	KS
3.4	Mess project signed approved to go ahead.	
3.5	RE and Collective Worship policy. Agreed to use model policies. <b>Action: CA to send to Gillian Shaw and get ready for next meeting.</b>	CA
<b>4.</b>	<b>Ofsted feedback &amp; reflection</b>	
4.1	Waiting on report – should receive in next 18 working days.	
4.2	RP clarified the IEB was appointed on the correct date and has amended certain points. This was a valuable experience and thanks were passed to RP for input and a successful outcome.	
4.3	MHH suggested writing to staff at the end of term to thank them and encourage them to keep going. KS felt reluctant to write to parents until we hear back from Ofsted, as IEB would like to send a letter before Christmas, to provide them with confidence. <b>Action: KS to draft.</b> RP would like to send a paragraph to staff in the briefing which would be helpful.	KS
<b>5.</b>	<b>Improvement Board review</b>	
5.1	Focus for monitoring visits 2022 Autumn Term- Pupil Premium.	
<b>6.</b>	<b>Interim Executive Headteacher’s Report - Verbal report including post Ofsted feedback &amp; key priorities -curriculum planning-intent, implementation, impact</b>	RP
6.1	Updated CPD timetable as a result of the inspection.	
6.2	Additional time given to all subject leads for their progression maps to be completed and will be available for final IEB meeting in December.	
6.3	Priorities from Ofsted drew on strategic plans in place, biggest priority is getting subject leaders to IEB.	
6.4	Children leaving AS – still having parental behaviour problems outside school gates. Message put in staff briefing warning of disciplinary. Staff have approached RP.	
6.5	4 children are leaving due to financial pressures.	
6.6	One request from staff to go through the threshold – RP has replied and waiting for impact report.	
6.7	Confidential leaks – campaign of senior teacher at AS being undermined and being targeted. Posters have appeared on notice boards for times and dates which haven’t been agreed. It is unsettling and RP is on the case.	
6.8	Staff training, emotional coaching training taking place and new scheduled CPD in place for after Christmas.	
6.9	Curriculum key areas for Ofsted – Pupil Premium statement. <b>Action RP to complete.</b>	RP
<b>7.</b>	<b>Safeguarding</b>	
7.1	Attendance tracked fortnightly as have enough data in place, Pupil Premium combined with SEN and medical needs. Sent out concerns, Hap has a lot of attendance issues around safeguarding. Where we are challenging, parents perceive	

	<p>they are being bullied and children are not coming into school. RP has unauthorised absence and has fast tracked which reduced the time to 1 week. Letter has been sent out and child now in school. One family. Usually need to give parents 3 weeks to improve attendance as part of the pre-legal action letter, but in conjunction with Attendance Team, reduced this to 1 week in which to improve. Letter was immediately sent and children were back in school the day after it was received.</p>	
7.2	Parent from surgery session was verbally abusive towards Justin and Mark which resulted in a warning letter sent out for parental behaviour. The parent does not want to engage. There is negativity from their child with Thrive every day.	
7.3	1 x CAD's referral – assigned and case open.	
7.4	EHAP took place on Friday. Re previous CAD's referral this term but case not opened, work has been positively received.	
7.5	Attendance – request for place at Hap for pupil requesting flexi-schooling. Governors discussed. Parents want both home schooling and bring to school. RP is concerned in terms of children's learning and not able to support. The IEB agreed this was not appropriate at the moment and does not want to set a precedent.	
7.6	<b>Is the pupil in the catchment area? Challenge.</b> No, they are coming for a visit on Thursday and RP will confirm to them that the IEB are not supportive of flexi-schooling at the moment but will continue with the visit. Flexi schooling information to be shared with governors with the minutes.	
7.7	CPOMS is going well with incident reporting.	
<b>8.</b>	<b>Headteacher Recruitment</b>	
8.1	<p>Finalise timeline for recruitment process. Proposed timeline:</p> <ul style="list-style-type: none"> <li>- Advert to be out for 1 month</li> <li>- Starting 23 January</li> <li>- Closing 27 February</li> <li>- Short listing on 1 March on site, the same day as Academy consultation and governors agreed for RP to be involved.</li> <li>- Interviews to take place from 22/23 March. <b>Action: MHH to ask MR to attend.</b></li> <li>- Information pack to be finalised with RP's comments. <b>Action KS to forward to MHH and CA.</b></li> <li>- Date to be finalised - 12 January ready for IEB meeting.</li> </ul>	MHH RP
<b>9.</b>	<b>DfE Agenda for schools to consider Academy status</b>	
9.1	Consultation Process planning and documents	
9.2	DfE Register of Interests prepared.	
9.3	Diocese letter received. <b>Action: KS to send these to Victoria Groom.</b>	KS
9.4	Further information required for application form.	
9.5	If we submit by April we are still in time for September. IEB agreed.	
9.6	IEB agreed for consultation document meeting to take place on 15 December following the IEB meeting (virtual). Once drafted, document to be shared with Helen Wardale for input.	
<b>10.</b>	<b>Policies</b>	

<p>10.1</p> <p>10.2</p> <p>10.3</p>	<p>RE and Collective Worship – bring to next meeting. <b>Action: Add to agenda.</b></p> <p>Spirituality Policy – agreed.</p> <p>CCTV Policy – agreed</p>	<p><b>KS</b></p>
<p>11.</p> <p>11.1</p> <p>11.2</p> <p>11.3</p>	<p><b>Any Other Business</b></p> <p>Budget Revision 2 – Can we give Esme Sexton Leadership and SENCO allowance? When on a Leadership scale, no allowances can be paid. As such, the nearest spine point is L4 and RP asked that IEB approved this – it would be between a £200 and £400 per annum increase on what was already in the budget, but give the additional work ES is currently undertaking, this is worth the cost. This would pay an extra £200-400 over the year. There was no challenge from governors on this item. Governors agreed.</p> <p>MMC and Honorariums. Governors agreed - not entitled to the 5% uplift. MCC had contacted Kay around RP's honorariums as the 5% uplift was not applied to this. In order to ensure her salary is commensurate to the Spine point it represents, MMC asked that the 5% be applied to the honorarium (amounting to £200). IEB agreed</p> <p>The complaint that KS previously dealt with was raised again yesterday, asking for an escalation policy, GM explained the procedure. RP is aware a complaint is coming at StA.</p>	
<p>12.</p>	<p><b>Closing Formalities</b></p> <p><b>Next meeting:</b> 15 December followed by consultation document meeting.</p>	