

## AL-HIJRAH SCHOOL

Minutes of a meeting of the Interim Executive Board (IEB) held on Thursday 27<sup>th</sup> November 2014 at 1.30pm

### Present:

David Willey (**Chair**, IEB)

Abdul Aziz (Teacher representative) Ian Meacham **IM**

Mohammed. Nawaz (Acting HT) Ralph Hedley **RH**

David Brown (Associate HT) **DB** Jane Spilsbury (BCC) **JS**

Sue Beer (IEB/SFS) **SB** Graham Hardy (**Executive HT**)

Sabrina Hobbs (DHT, Calthorpe Academy) **SH**

Amjid Zaman (AHT, Calthorpe Academy) **AZ**

Gerardine Lawson-Lotarew (Schools HR) **GLL** (joined the meeting at 2.45pm)

In attendance: Janice Moorhouse (clerk for the meeting)

### 1. Apologies

Apologies for absence were received and accepted from Yakub Patel.

Absent: Liz Gowland (Schools HR)

SB reported Kiran Chanian has resigned from the IEB

### 2. Declaration of Interest

None declared

### 3. Minutes of the meeting held on Thursday 23<sup>rd</sup> October 2014

The Chair requested the draft minutes be taken as the set tabled at the meetings with additions and deletions to items in red.

Members agreed

**SB** requested under 'Building' (page 3) the sentence 'LA officers from legal services to meet with DfE to seek approval for the lease to be reassigned to the IEB' be moved into Confidential Minutes

**SB** requested under Vulnerability Issues (page5) 'SB reported the investigation into the lease.....' be moved into Confidential Minutes

**SB** requested under 'Potential new site' (page 7) the sentence SB commented.....out' be removed from the minutes.

The Chair proposed that with the red amendments and the amendments listed above the minutes be accepted as a true and accurate record of the meeting.

**Members agreed**

### 4. Matters arising from the minutes

There were no matters arising

### 5. Executive Headteacher's report

David Brown presented November 2014 Self Evaluation: Progress since the June 2014 Ofsted monitoring visit: Report to the IEB

The evaluation is focussed on Ofsted key issues from 24<sup>th</sup> June 2014. The document relates to the impact made and the key next steps.

## **Leadership and succession**

The paragraph sums up what has been done.

Members noted 2 excellent practitioners have been promoted to join the SLT.

## **Achievement and standards**

Girls' level of achievement at GCSE is very high and one of the highest in any mixed school in Birmingham. Girls achieved a higher pass rate than at every single sex girls' school in Birmingham apart from the Grammar schools.

The progress of KS4 FSM students has improved (2013: 68% 2014: 74%) and from 76% to 77% for the school as a whole. Students making 3 levels of progress in English rose from 79% to 85 % and remained the same in maths at 77%.

## **SEN Progress**

A new approach has been established with the SLT in supporting the SENCo to ensure SEN is a whole school responsibility.

The progress of SEN pupils has improved. This has been a priority with weekly monitoring of SEN progress looking at staff support for SEN students as well as student's actual; progress.

The attendance of SEN pupils has improved dramatically since June 2014.

## **Teaching and Learning**

**SH** reported a whole school teacher observation cycle is now in place with observations mapped for a complete year. The observations are focussed on the main development areas and areas for improvement identified by Ofsted at the monitoring visit.

From the autumn term observations, 11 teachers gained 'requires improvement'. The teachers are each following a bespoke support plan and will re-observed during the term. 3 teachers have moved from RI to 'good'. The remaining teachers are being supported in different ways depending on the individual needs. A different programme will be put in place if these teachers do not show improvement.

**DB** reported **SH** is working with the acting **AHT**.

The Chair stated the document summarising what is being done and what has been achieved is very helpful and asked if the improvements can be backed up with evidence.

**DB** stated not yet; constantly searching for data to demonstrate the impact that is being made but able will be able to provide the verbal evidence to back up the improvements shown.

The Chair queried what teachers and support staff would say to HMI if asked for evidence of improvement.

**DB** reported work is taking place on a breakdown of spending of pupil premium.

**Exec HT** reported there is evidence of spending from June but nothing from before June.

**JS** stated a useful report with evidence of moving the school forward and teachers moving from RI to good. There is a need to have an understanding of RI teachers and the number of times they can go down the support route.

There is evidence of impact but not, as yet, in terms of progress and attainment

**SB** reported information related to formal observation has gone put to all staff. There is an observation cycle for each term. There is an initial observation followed, if necessary, by a further 2 review observations. If the observation is deemed as good, the teacher then reverts back to the normal cycle for observation. If, after the 2<sup>nd</sup> review, the teacher is not deemed to be good, will start to look at a capability procedure. There are 2-4 weeks between each observation.

Support may be in place in order to obtain outstanding teaching and link to a specific requirement or bespoke training.

. Teachers are going out to see good practise in other schools and identified SLEs from other schools are coming into the school to demonstrate good practise.

**JS** stated SEN is an area for development and queried the amount of support in place for the SENCo

**Exec HT** stated there is a considerable amount of support in place. Following a review of data with staff from Calthorpe, the number of SEN students were reduced by 50%.

**JS** stated the reduction in the number of SEN students means data has changed and the school will be benchmarked against another type of school.

**DB:** 18 out of 14 classes have a TA and Learning Mentors are to be appointed to work with students in KS4.

**JS** queried the need for TAs with smaller class sizes and reduction in SEN students

**RH** commented the amount of personnel required depends on the needs that have to be met.

**IM** stated a very useful document, the school is changing all the time and Ofsted expect rapid progress. Will there be a similar report at each IEB meeting or will significant changes be reported more quickly?

**DB:** the information in the document to be converted into a SEF. The information needs to be oriented towards data and impact. The data does show areas that are weak

**ACTION:** an alternative version to be produced before the Ofsted visit

**RH** queried if the SEF would be graded and suggested grades could be added to the document. This would give the IEB something to challenge.

**DB:** needs impact data to make a case for progress being made towards the issues raised by Ofsted.

**JS:** interventions focussed on boys; no detail related to boys' attainment and progress.

**ACTION: DB** to report back at next meeting

JS suggested engaging specialist services within the LA for SEN and EY concerns.

JS commented on the importance of ensuring consistency of spellings in the documentation.

Al-Hijrah is written with a hyphen.

### **Behaviour and attendance**

(behaviour analysis circulated at meeting, copy filed with minutes)

**AZ** presented the list of items implemented reported the behaviour policy has been revised and bespoke plans set up for teachers to support behaviour management. Break and lunchtime detentions have been introduced for primary pupils, the student council discussion has been focussed on pupil concerns, behaviour and the school environment and a number of pupils selected as anti bullying ambassadors.

**RH** commented bullying is seen in different ways depending on age.

**AZ** reported whole school INSET focussed in differentiation delivered to all staff. The focus is on what a child sees as a bullying incident. A bullying log has been put in place.

Impact: an overall reduction (42% reduction) in the number of Red Cards issues in autumn term '14 compared to summer term '14.

E-Praise points have increased (32% increase overall in value of credits) in autumn term '14 compared to summer term '14.

Almost all pupils now arriving to school wearing the correct uniform

**RH:** appendix 2: BY5 shows a high number of incidents; is this connected to the quality of teaching?

**DB:** BY5 and BY6 are single sex classes that, for a while, did not have a permanent teacher. There is now a good supply teacher in BY5 who is managing the class well, a TA has been placed in the class and individual behaviour plans introduced.

**RH:** BY6 has a high number of incidents. Do girls moderate the behaviour of boys. When girls removed, do boys misbehave more.

**AZ:** boys and girls separated at age 10

**DB:** BY6 has a number of bright pupils who are not being challenged and have been identified as a need to be dealt with.

**AZ:** appendix 3: attendance: overall attendance from September '14 to Friday 21<sup>st</sup> November 96.15%  
AZ reported the attendance figure for every class was above 92%.

**Exec HT** reported 2 students on authorised leave to Pakistan impact of figures

**JS:** data lower for BY7 and BY10

**AZ:** BY7 has a student with medical issues and 2 other students are ill. Robust systems in relation to requiring medical notes have been put in place.

Punctuality: AZ reported staff outside school when pupils arriving to discuss punctuality with parents. Parents asked to bring pupils to school on time.

**JS** commented some travel long distances

**Exec HT** reported a letter sent related to the lights on the crossing outside Bordesley Green Girls' School. The lights give a 6 second crossing time. The LA is looking into adjusting to the crossing time. The Exec HT reported a H&S issue related to attendance and the parking of vehicles in the road outside the school gates.

Tracking bullying - taking action together through a whole school approach

**AZ** presented the action plan with milestones throughout the year. The student council and parents are involved, a buddy system is to be introduced and a competition held to design an anti bullying logo. 84% of students agree they feel safe in school, 8% disagree and 8% don't know.

67% of students agree/strongly agree there is little bullying in school, 15% disagree and 15% don't know (good, never experienced bullying)

**AZ:** cyber bullying: parent workshop to be held week beginning 1<sup>st</sup> December and followed up by a parent questionnaire.

**JS queried** if the LA Officer had been contacted in relation to the Anti Bullying Quality Mark

**ACTION: AZ**

**ACTION: AZ:** the dates of Student Council meetings to be sent to the Chair.

British Values Al- Hijrah School ethos circulated at meeting, copy filed with minutes

**DB** stated this is not an impact driven document

**AZ** reported the school is compliant with DfE guidance related to collective worship having daily collective prayer.

The weekly themes for collective worship include good role model, having good friends and showing kindness and tolerance.

2 minutes silence was observed across the whole school at 11am on Remembrance Day, all pupils by the end of year 9 will have visited a church and a synagogue and completed work on the Holocaust.

**JS** queried an issue related to inappropriate material on the internet.

**AZ** reported security is to be increased.

Buildings report circulated at meeting, copy filed with minutes

Exec HT reported a storage area is needed in the hall for the new chairs in order not to take up space needed for prayers and lunches.

A roof repair and fencing work has been completed within the amount delegated to the Exec HT.

**Exec HT** proposed that no more money be spent on the building.

**SH** stated the building is not fit for purpose for the primary curriculum. It is inappropriate for EYFS. It is difficult to make an impact on learning, especially in the primary phase.

**IM:** a balance between spending and ensuring the building is as safe, warm and dry as it can be.

**Exec HT:** the whole school is cold and the classrooms are too small. The site is uninviting, there is a negative visual impact and fly tipping is a problem.

The LA Health and Safety Advisor looked at the H&S items needing to be addressed immediately.

**RH:** does the site have access for a wheelchair user?

**Exec HT:** no

The Chair stated the LA is aware of all building issues. The IEB must concentrate on what it can influence.

### Staffing

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Exec HT circulated IEB Pay and Performance Approach 2014-2015 - a discussion document

## **6. Finance report (see confidential minutes separate page)**

### **7. Update on SIP**

(summary circulated at meeting, copy filed with minutes)

#### Primary

DB reported in the 4 month period since June 2014, directed developments and improvements have been planned and implemented in the primary phase. A sustainable and responsive leadership structure has been established that relates directly to the wider SLT of the school and supports, develops and encourages the performance of staff and pupils in the primary phase.

**RH** reported EY is a concern regarding delivery, opportunities and not working on a free flow principle. There is no opportunity for free flow as there is just a small tarmaced area and there are only bikes. The inside with one large and one small room and needs a complete overhaul.

**Exec HT** reported the contract for the primary department portakabins ends on 31<sup>st</sup> August 2015.

**IM** queried the situation regarding teaching and learning and leadership

**RH** reported not enough evidence; phase leader on maternity leave.

KS1: more enthusiasm. There are opportunities to improve the primary sector. James Royal has a programme of work to go through based on identified strengths and weaknesses.

Phonics results were good. There is a weakness in writing in KS2.

. The school needs to try to build capacity of the

school's own staff. The fact that staff is not static does have an impact on behaviour.

The materials used to deliver the curriculum are sparse. More practical equipment is needed to bring learning alive. Currently, some staff are not getting the best out of children. There is a need to

develop the curriculum. The International

Primary Curriculum has been bought in but it is not resourced and the timetable allocations varied from 30 weeks in year 6 to 22 weeks in year 4.

Timetables show one hour of PE a week. The National Curriculum states pupils should be getting 2 hours of PE a week.

The timetables are not balanced. Art, music, science and computer studies has been improved but not yet a broad and balanced curriculum.

There is a good lead in primary but. A consistent team needed.

**Exec HT** stated the parent group resist changes related to the Islamic ethos. He recognised

resources are needed. There is expertise in the secondary sector and in house people have been used to support and transfer skills from secondary teachers to primary teachers with secondary staff coming into primary to deliver.

**DB** reported a huge amount of work has been done to stabilise the school.

**SH** reported the starting place was no curriculum, no staffing, no structure, no reliable data and progress has been made. There is a need to resource the curriculum and ensure staff understand the curriculum and know how to use it. There is not consistency in collecting pupil data.

**IM** suggested an urgent need to agree an action plan to improve writing skills

**DB** stated the action plan is under review.

## **8. Key messages for next HMI visit**

See item 5

## **9. AOB**

**DB** thanked the LA Officers for their support

**SB** reported the complaint made against the Chair has been investigated. There is no case to answer. The person who made the complaint has been informed.

**Exec HT** reported a formal complaint related to harassment of staff has been sent to School and Governor Support.

The **Chair** thanked everyone for their time and efforts. The papers circulated at the meeting are showing good progress. This message to go to the staff

**Date of next meeting: Thursday 15<sup>th</sup> January 9.30am**

**The meeting closed at 3.45pm**