

## AL-HIJRAH SCHOOL

Minutes of a meeting of the Interim Executive Board (IEB) held on Thursday 15<sup>th</sup> January 2015 at 9.30am

### **Present:**

David Willey (**Chair** IEB)

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

Mohammed Nawaz (Acting HT) Ralph Hedley Schools Advisor **RH**

David Brown (Executive HT) **DB** Gerardine Lawson-Lotarew (Schools HR) **GLL**

Sue Beer (SFS) **SB** Graham Hardy (**Calthorpe Academy GB**)

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

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

Chito Sutton (LA) **CS**

By invitation: Razia Butt LA Safeguarding Lead Officer **RB**

In attendance: Janice Moorhouse (clerk for the meeting)

### **1. Apologies**

The Chair welcomed members to the meeting and thanked them for attending.

Apologies for absence were received and accepted from Jane Spilsbury (BCC)

Absent: Yakub Patel

### **2. Declaration of Interest**

None declared

### **3. Safeguarding:** Razia Butt LA Safeguarding Lead Officer

**DB** reported an issue identified during the inspection in December related to the Single Central Record (SCR). A significant portion of the inspection was taken up in ensuring the appropriate checks had been carried out on all staff. A considerable number of administrative errors were evident on the record of these checks. By the end of the inspection, inspectors were satisfied that all recorded information was available via the LA HR department. HMI made a 'no notice' visit on Friday 9<sup>th</sup> January to look at the SCR and reported progress had been made.

**GLL** reported Al-Hijrah the only school where the SCR includes a disqualification column.

HMI requested sight of the risk assessments for trips and the CP registration log. The feedback on both was fine.

The Chair stated he felt the inspector wanted the school to succeed and come out of special measures.

**DB** reported the completed SCR will include non-mandatory information.

**Chair:** what is the next action to ensure the register remains perfect?

**DB** reported he is taking responsibility for safeguarding and ensuring the work is maintained

Chair: an admin function to ensure the record is maintained and a need to ensure admin arrangements are tight

**DB:** SCR to be monitored by a member of the SLT and checked to ensure there are files for members of staff employed during the time of the IEB.

**RH:** a monitoring role for a member of the IEB?

**DB:** IM is the safeguarding governor

**GLL** reported there were gaps in the record in June; a line drawn between pre and post June and the spreadsheet given to HMI populated.

**Chair:** when the work is finished, an inspector will want to look at several random personnel files and match with the information on the SCR

**DB:** to do the same with CP referrals

DB welcomed Razia Butt the meeting and thanked her for her support during the inspection.

**RB** summarised her interview with the inspector who asked what the LA was doing to support the school. The section 175 audit had not been undertaken as yet.

RB reported The LA Quality Assurance Manager has met with the appropriate person and the audit should be completed on 15<sup>th</sup> January.

- **ACTIONS:** ongoing vigilance in safeguarding practise
- working together to keep children safe
- focus around support to keep children safe and establishing a known working process
- a programme to be put together when the audit is completed.
- The audit has a strengths based approach; a review of resilience

The focus on preventing violent extremism

DB reported staff have received 'Prevent' training

**RB:** talked about applying the policy in practise; staff and pupils need to know who are the designated members of staff.

RB reported a current high risk of on-line 'manipulation of the mind' generally from work elsewhere  
(*RB left the meeting*)

#### 4. **Minutes of the meeting held on Thursday 27<sup>th</sup> November 2014**

Agreed

#### 5. **Matters arising from the minutes**

**DB** discussed the on-going work on boys' achievement

**Agreed**

#### 6. **Ofsted monitoring visit report: discussion and action planning**

DB reported the 'Annex' lists the areas for improvement identified in December '13. The school needs to Ensure that they are responding to these items during the monitoring visit.

Report on the third monitoring inspection 16<sup>th</sup>/17<sup>th</sup> December '14

DB reported SH to take ownership of the action plan and monitor the detail of accountability.

SH: the action plan looks at all the areas that have been identified in the report. The actions do interlink and will address a number of strands.

KS2: DB: the report identified a three year declining trend in reading, writing and mathematics results.

KS2 is a weaker area; connected to the special measures nature of the school.

KS1: pupils making good progress

EYFS: SH: concern related to external validation of data based on teachers' assessments

Throughout the primary phase, boys are attaining less well than girls in reading and writing. This reflects the national picture.

KS4: achievement at the end of the key stage is strong. The attainment gap is wide with girls outperforming boys particularly in English and languages. The school's tracking system indicates the areas of strength will be sustained and improvement in many of the weaker areas will be seen.

**SH** reported related to action planning

EY assessment has been discussed. HMI agreed it was not right to use historical data due to questions related to the validity of the data. Robust procedures are needed related to the collection and use of data to show progress year on year. The inspector suggested ways of recording data as a means of comparison with national averages.

The book trawl gave good evidence of making progress but was not consistent across classes, subjects or year groups.

Achievement end KS4: the attainment gap between boys and girls that is linked to behaviour, is being addressed. There is a need to ensure all staff have a high level of expectation related to behaviour.

**Acting HT**: behaviour has improved since June '14

**IM**: is the attainment gap the result of quality of teaching or curriculum design. Is it related to teaching or teachers?

**SH**: a combination. The quality of teaching is being addressed across the school. There is sharing of good practise and bespoke programmes of support are in place.

In KS2 a number of support staff in place. This will impact on the quality of teaching.

**RH**: getting quality staff and consistency is hard

**SH**: try to capture good supply staff and keep on board.

During the autumn term, work related to differentiation and an audit into performance management targets including targets for SEN and lower and higher level ability students was undertaken to ensure challenging work set for individual pupils.

Planning: to include differentiation to be consistently mentioned in all lesson plans

Marking: HMI saw better examples of marking and use of success criteria to aid assessment for learning in classrooms. A focus for the current half term is using the strengths of the school to establish the use of success criteria especially in the primary sector.

Writing: progress from the previous term seen by HMI. A writing plan is in place and writing is a focus for the current half term.

Handwriting: EYFS to develop skills from the early stages of writing. A handwriting club has been set up as one way of raising pupils' motivation to write and improve their handwriting skills.

EYFS: **RH** reported the problem with insufficient outside space. A small section of extra space is to be created at the far side of the building. RH and EYFS staff exploring turning some of the inside, which is one large room, into outside to get free flow from one area to another.

HMI accepted the site has limitations

Pace: **SH** reported HMI saw inconsistency in the use of time and pace in lessons

Behaviour and safety: **AZ:** HMI reported behaviour is improving and incidences of disruptive and anti-social behaviour have reduced since July '14.

AZ reported staff have high expectations for the best from every pupil. There are small pockets of low level disruption in some boys' classes and a very small number of girls in Year 9. More Learning Mentors are to work with these groups.

AZ reported the number of incidents of bullying have been reduced and the misconception of what bullying is has been addressed and cleared up. Incidents of bullying are dealt with promptly and effectively and evidence from pupils is that they do feel safe in school.

Attendance: overall attendance is in line with national averages and the attendance of SEND pupils has improved.

#### Quality of leadership and management

DB reported 2 actions:

- long term plans for permanent leadership: HMI involved in conversations related to primary leadership
- identifying middle leaders in the primary school: SH to report later in the meeting

Learning opportunities related to faith: DB reported there were no issues from the previous inspection related to the secondary RE curriculum. The primary RE curriculum is being reviewed to match the quality of the secondary RE curriculum.

DB reported Mandarin now being taught in school.

Finance: **SB:** Confidential item.

SH circulated a summary of the key areas for development including detail of the actions required and the lead person to coordinate each key area for development.

SH reported the SIP to be written from the summary

#### To ensure quality of teaching and learning is consistently good

**SH:** staff trained, there is a policy, frameworks are in place, now implementing and monitoring the effectiveness of the implementation.

There is a need to ensure the outcomes mesh together and triangulate.

**Chair:** what evidence can be given by IEB members that quality of teaching is consistently good?

**SH:** learning walks, weekly observations, book scrutiny, checking what is meant to be happening is happening, collect evidence

**Chair:** that is the action; how do I know the action plan is working?

**DB:** the evidence from learning walks, book trawls etc all put together to assess. HMI makes own judgement. If HMI agreed with the evidence presented this will show progress in learning and leadership and management.

**SH:** the evidence is available but need to be in one format and pulled together into the format wanted by HMI such as a table or a graph

**IM:** to show progress benchmarking from 17<sup>th</sup> December is needed. Comparative data from the previous monitoring cycle will have to be used

**SH:** judgements are not made on individual lessons but on the whole school. The issues in primary are everyone's issues.

**Chair:** will there be documentary evidence to show improvement in each key area of the plan?

**AZ:** the plan will have an impact section

**Acting HT:** all safeguarding information is now collected and annotated

**Chair:** HMI looking for progression not targets

**RH:** needs to see timelines and financial impacts/value for money in, for example, the effective use of TAs.

**SH:** HMI did acknowledge rapid progress since the team from Calthorpe in school. This does not correspond to the time the school has been in special measures. At the next visit, HMI expects to see rapid progress.

The Chair reported he did emphasis HMI needs to keep hold of the context of when the Calthorpe team got into the school.

**Chair:** when the action plan is complete, what measure will come out in terms of progress?

**SH:** in terms of leadership, to use systematic structures. There will plans written as if starting from now but there is improvement and progress.

**DB:** the improvement in writing in the primary phase is due to the effective SIP

**RH:** pushing pupils capable of L7 on widens the gap. Better to keep at L6 and broaden and widen their skills

**DB:** may be a need to consider streaming and setting rather than just interventions

**RH** commented a 'good and fair report'. Related to the curriculum, HMI mentioned long term sustainability. Subject leaders and middle managers to have ownership of what they do.

**AZ:** the new primary curriculum has brought in creatively for boys and girls to engage

**RH** asked what is looked for in a middle manager. The SLT may need to reassess who are middle managers and develop the strengths of the staff

**SH:** HMI focussed on long term sustainability and commented on the limitations of the site. The classrooms are not made for primary children.

In order to maximise the available space need to be creative with what is there.

The current practice of primary pupils eating lunch in classrooms will not continue.

#### Improve behaviour and safety

**AZ** reported working alongside improving teaching and learning and developing the PSHE curriculum to focus on aspects of behaviour. Bespoke training for teachers requiring support related to the behaviour of pupils in class.

#### Improve effectiveness of leadership and management

**SH** reported systems to be put in place for the details of new staff to be passed on to the appropriate Person A SBM needed on site 5 days week.

**GB:** hope a SBM to start after half term

**GLL:** the HR element is being provided; the problem is with the financial side of the SBM role

**SB:** could be funded; need someone with knowledge of the role.

**RH:** to be clear what the school is looking for and the job advertised with the right title

**SB:** Must remember affordability and be clear on the role

**Chair:** a person to take on all of the recruitment process

**SH:** there is an issue related to absence in the admin team and the amount of time spent on administrative tasks by the acting HT.

The Chair proposed a complete review of the admin team is needed

Members agreed

**GB** proposed return to work interviews should be done by a senior person.

**DB** stated middle managers need to be trained in relation to return to work interviews as well

The chair summarised the actions:

A review the admin team and procedures: who will carry that out?

**GLL** reported the team/procedures have been reviewed by herself and CS in the previous 2 months.

There are a number of items that need reviewing and this would be done.

A proforma matched to the SCR has been produced to enable the record to be updated.

All personal files have been scanned by Schools HR and the originals returned to the school and held in a safe and secure environment

### **DB and the acting HT**

**Acting HT** to be involved with all recruitments and ensure all information is given to CS.

**IM suggested** no one to start to work in the school until they are on the SCR and known to CS.

**CS** stated there must be checks irrespective if the teacher is on supply or permanent

**Agreed:** no teacher to start to work at the school until approved by CS

**SH** reported trying to secure teachers is difficult and the school wants to keep those good teachers who start as a supply teacher.

**ACTION: SH** to complete SIP with key indicators and timelines before a copy given to HMI

**ACTION: Chair/clerk:** SIP standing agenda item for future meetings

### 7. **Headteacher's report** (*Additional items not covered above*)

Catering: Exec HT reported the new tables and chairs delivered.

AZ reported trialling all pupils having lunch in the same area. It is hoped the new caterers will streamline the lunchtime process.

**GH** explained the problems with the previous caterer related to invoices and charges.

In 2008, LA spent £419,000 on plant for the kitchen. An audit is to be undertaken to determine what belongs to the catering company and what belongs to the LA. The tendering process for the new caterer is being managed by an outside company. The details of the tenders received have been sent to key IEB members. The current contract and proposal document was signed in 2013 and is for 7 years.

**SB** stated the previous caterer will be challenged in relation to charges.

Buildings: GH reported a hole has been cut in the wall in the main hall in order to leave sufficient space for prayer. The fans have been removed. This means the building will be very hot in summer.

**AZ:** the hot climate in school will impact on teaching and learning

**Chair: ACTION:** to be discussed at the meeting to be held week beginning 19<sup>th</sup> January.

There is no additional information related to the Portakabins.

Fire Safety: Fire Equipment reports due February. The written report from the visit of the Fire Officer in 2014 has not been received. This is being followed up. Fire Marshall training has been booked for March. A fire evacuation procedure was held in Autumn term '14.

Staffing: (the staff member left the meeting)

**DB** reported: AHT: 1 internal application from the primary department.

TLR3: 2 in primary, to lead on specific projects and develop skill base to enable them to apply for a permanent middle leader post

**DB** proposed advertising a post for a head primary and DHT of whole school.

**Chair:** to be discussed, HMI wants to see a proposal for the future, not normal circumstances, do need to move on and appoint

**ACTION:** the request of HMI to see plans of the future leadership of the school to be raised at the meeting week to be held beginning 19<sup>th</sup> January.

Initial Teacher Training: GB reported to take place at Bordesley Green Girls' School 2 days a week

**8. Finance report – Confidential Item**

**9. AOB**

GH reported 1 complaints from parent related to a request for a place on the school refused on basis of SEN

**ACTION:** child to be assessed for Calthorpe Academy

The Chair thanked everyone for their support and stated he felt confident the objectives would be achieved for the benefit of the pupils.

**Date of next meeting: Wednesday 11<sup>th</sup> March 2015**

**The meeting closed at 12.45pm**