



**CHESTER LE STREET CHURCH OF ENGLAND (CONTROLLED) PRIMARY SCHOOL  
MINUTES OF THE MEETING OF THE INTERIM EXECUTIVE BOARD HELD IN THE SCHOOL ON  
WEDNESDAY 15 JANUARY 2020 AT 4.00PM**

**Present:**

Mrs B Watt (Chair) Mr B Piercy, Ms C Robinson, Mrs C Scott and Mrs H Smith

**Also present:**

Mrs S Atkinson, Acting Headteacher  
Mrs S Newton, Lead Consultant Headteacher  
Mr S Round, Clerk to the Interim Executive Board

		<b>Action</b>
<b>89</b>	<p><b><u>Apologies for Absence</u></b></p> <p>There were no apologies for absence.</p>	
<b>90</b>	<p><b><u>Declaration of Interest</u></b></p> <p>The following declarations of interest were received:</p> <p>Mrs B Watt – Governor at Witton le Wear Primary School Mr B Piercy – Governor at Framwellgate Moor Primary School, Trustee at Durham Sixth Form and Independent Investigator. Ms C Robinson – Governor at Kirk Merrington Primary School Mrs C Scott – Headteacher at Seaham Harbour Nursery and Governor at Our Lady Star of the Sea Primary School Mrs H Smith – Headteacher at St Oswald's C of E Aided Primary School and Governor at Thornhill Academy</p>	
<b>91</b>	<p><b><u>Financial Management</u></b></p> <p><b>Budget Update:</b> There had been significant changes to the financial projections that were reported throughout the Autumn Term due to several staffing changes including the resignation of the substantive Headteacher. The estimated carry forward from the financial year 2019/2020 was £100,000. In terms of the provisional budget 2020/2021, Members noted that figures include the appointment of a substantive Headteacher, a substantive Deputy Headteacher, the loss and non-replacement of two supply and one seconded member of staff.</p> <p>The new funding formula would give the school an additional income of £47,000 despite a forecasted reduction in pupil numbers, mirroring the 2019/2020 intake into Reception. Therefore, it is anticipated that to set the 2020/2021 budget there would be a £30,911 shortfall which could be taken from the anticipated carry forward. Deducting the 2019/2020 shortfall there will be a planned balance of £69,089. As this is a surplus, not a deficit figure the school would not meet the Local Authority criteria to warrant a strategy meeting to begin the process of a restructure.</p>	

This had been confirmed by the Local Authority via Adam Turnbull, School Funding Officer.

**Capital:**

The Lead Consultant Headteacher provided Members with the Capital Statement received from the Local Authority. The balance was currently £36,599.

The Acting Headteacher requested approval from Members for the acquisition of 60 Chromebooks. Following a challenge from a member, the Acting Headteacher advised that the current infrastructure could not meet the requirement of the curriculum as directed from the most recent audit, thus ensured the purchase was considered essential.

The Acting Headteacher presented a quote of £12,686 for the Chromebooks, IEB Members noted that multiple quotes had been obtained through the ICT technician and discussed in detail.

Members questioned what key stage the acquisition would be directed too? The Acting Headteacher stated both key stages would have opportunity to use the Chromebooks with an expectation to filter existing laptops into the classroom and incorporate into daily learning.

A further £4000 was requested of the IEB for the purchase of licenses and software to enable the Chromebooks to function according to the requirements of the curriculum. Members noted the purchase would contain a five-year warranty and maintenance would be executed by the ICT technician as part of the Service Level Agreement (SLA) with the Partnership.

**AGREED ACTION:**

The IEB approved the purchase of 60 Chromebooks inclusive of licenses and software.

**92** Minutes

Members received and confirmed the minutes of the Interim Executive Board meeting held on 4 December 2019, which were signed by the Chair as a true record.

**93** Matters Arising including Action Points

The Action Points relating to the December 2019 IEB meeting were received.

The following updates were provided:

**Minute Reference 76 - Financial Management**

Members noted that the School Information Management System (SIMS) was unable to record borrowed items, therefore office staff continued to use a spreadsheet to maintain information which would transfer into the annual stock check.

	<p><b><u>Minute Reference 76 - Financial Management</u></b>  Leaders had brokered an additional SLA with Internal Audit. Gayle Gallagher has been identified as the contact and will be visiting school to commence internal audit provision of the school accounts, the cost to the school was £80 + VAT.</p> <p><b><u>Minute Reference 86 - IEB Training Feedback and Impact</u></b>  The Clerk contacted Education Durham Services and requested for certificates of attendance to be presented for the new Ofsted framework training course attended by Members.</p>	
94	<p><b><u>Action taken by Chair/Vice Chair</u></b></p> <p>It was reported that no action had been taken under the Chair's emergency powers since the last meeting.</p>	
95	<p><b><u>Acting Headteachers Report</u></b></p> <p>The Acting Headteacher presented her report to Members on a range of issues concerning the school, she welcomed any questions, and the following areas were highlighted:</p> <p><b>School Organisation</b>  Mobility of pupils had been higher than expected with an increase in anticipated number of pupils joining the school from September 2020.</p> <p><b>Exclusion</b>  The Acting Headteacher confirmed that one pupil had been excluded in the Spring Term for two days. Members were made aware that the pupil in question had an internal exclusion at the end of the Autumn Term and weekly contact with parents regarding their behaviour transpired. The child was referred to Harbour and has carried out a 6-week course of support. A reintegration meeting has taken place following the new procedure and weekly meetings with parents are expected to continue. Members noted that the pupil will also access weekly support from the Behaviour Intervention Team.</p> <p>In response to a question raised regarding strategies to address children's behaviour, The Acting Headteacher stated that school use a variety of strategies to include one-to one support, Nurture Group, Crisis Response and Alternative Provision.</p> <p>A member asked if fixed term exclusions or part-time timetables were utilised and it was reported that they were used in school. There had been an increase in children accessing EWEL and Therapeutic Services as well as accessing anger management and nurture therapy.</p> <p>The behaviour of some children had resulted in negative impact on the wellbeing of staff and other children in school.</p> <p>A question was raised regarding Alternative provision and the Acting Headteacher stated that provision included Waves and Harbour. The children involved would only be moved to a different setting if they went to the Behaviour Panel and had reason to move. Primary schools would be criticised for permanently excluding a child if they had been identified with special needs. The Acting Headteacher reported that she would, if</p>	

necessary, exclude a child on a fixed-term basis to protect the welfare and safety of others in the school. She and staff would be also working with Lindsey Birkenshaw to address training in restorative approaches and resilience.

The unmanageable behaviour was having an impact on staff and there had been several absences recorded, especially this term.

### **Behaviour**

Overall there had been a significant improvement in behaviour right across school. Members noted that it continued to be a priority for all leaders in school as a sustained approach is evident to change a long-standing culture of inappropriate behaviour. New policies and procedures are now more established and have had an extremely positive impact both with children and staff. There have been many comments from parents about the positive changes made in school. Leaders will continue to strive for excellence in behaviour and attitudes across the school.

The IEB confirmed that they provided full support to the behaviour management protocols implemented by the Senior Leadership Team (SLT).

### **Quality of Education**

The Lead Consultant Headteacher advised that summative assessment procedures are now understood by teachers who have a clearer understanding of end points in Reading, Writing and Maths. Moderation activities begun in December and demonstrated an increase in accuracy when compared to the moderation undertaken in July 2019. This is because there are now clear termly end points.

Members noted that outcome analysis (July 2019) had identified pupils whose starting point was Greater Depth. Teachers are aware of this group and which pupils are no longer maintaining this standard. Phase leaders are focussing on teachers' planning to provide these pupils with additional independent opportunities to apply skills across all subjects, particularly Reading and extended Writing opportunities.

### **Pupil Premium:**

The Pupil Premium Strategy was circulated to Members with barriers identified and planned spend allocated.

The Lead Consultant Headteacher provided a summary of the following barriers to Educational Achievement:

- **Early Language Acquisition:** Children's starting points are often below those typically found of their peers, so need to catch up rapidly. This is particularly true in term of early language and communication skills. Children's low levels of oracy impact negatively on achievement in the specific areas of learning in Reading and Writing.
- **Basic skills:** Disadvantaged pupils do not sufficiently secure basic skills in Reading, Writing and Mathematics and therefore a high proportion have historically failed to achieve the expected standard at the end of Key Stage 1 and Key Stage 2. They are therefore not well enough prepared for their next phase of education.

- **Social and Emotional Resilience:** Some disadvantaged pupils lack resilience and struggle to maintain focus when part of a large class size. They often lack self-esteem and too easily see they themselves as less able than their peers.
- **Behaviour:** Some disadvantaged pupils become disengaged with the learning process which has historically led to poor behaviour including behaviour that has warranted fixed term exclusions. Parents are at times not well-equipped to support the school in the effective establishment of boundaries/expectations nor the re-integration process designed to improve behaviour following a period of exclusion.

Across the school, the typical external barriers to educational achievement for children entitled to the funds were detailed as follows:

- **Attendance:** Pupils who are disadvantaged do not attend school as regularly as their non-disadvantaged peers. Disadvantaged pupils are often from families where there are multiple siblings and families may not have the internal capacity to maintain routines which support good attendance.
- **Extended opportunities:** Many families cope well with the day to day care of their children but may struggle to pay for the 'additions' to the curriculum, such as school trips, residential visits and experiences. Some disadvantaged children have few opportunities to learn outside of the school/classroom environment.

A tracking system for disadvantaged pupils had been put in place and linked to the main barriers from the strategy. Children's area of need had been identified and specific interventions were recorded alongside impact.

**96** **Safeguarding**

Members were provided with an update, a concern was raised and reported to First Contact by the Acting Headteacher.

The Single Central Register was compliant and up to date following the acquisition of supply teaching staff.

**97** **Progress in preparation for Ofsted inspection**


The Chair reported that Mr Crane (Director of Education) was extremely complimentary following his visit to the school and accentuated the calmness of classrooms. Members were pleased to note that Mr Crane recognised there was now a consistent view of the school from teaching staff, and Senior Leaders had approached Mr Crane to support the school in preparation for Ofsted on 12 February 2020 in a Twilight session.

Mrs Vernon (Assistant Diocesan Director of Education) confirmed at the School Scrutiny Group (SSG) meeting that she would be available to assist in a deep dive into Reading.

	<p><b>AGREED ACTION:</b></p> <p>Mrs Vernon to be invited into school to provide support in preparation for Ofsted.</p>	<p><b>Acting Headteacher</b></p>
98	<p><b><u>Developments in improving communication from school to parents and other parties</u></b></p> <p>Mr Harrison (Consultant Headteacher) identified communication as the most commonly noted concern from parents in the parental survey which he commissioned before half term. He commissioned a subsequent Survey Monkey questionnaire on communication and parents indicated a desire to have learning and rewards shared electronically. As a result of parental and pupil feedback, Marvellous Me was purchased and implemented which encompasses rewards, updates to parents who can be better involved in the learning of their child. A review of Marvellous Me with staff was considered during the INSET day of 6 January 2020 and following feedback continued to provide positive feedback.</p>	
99	<p><b><u>Chairs Report</u></b></p> <p>Details of completed actions were highlighted including areas requiring further consideration</p>	
100	<p><b><u>IEB Action Plan</u></b></p> <p>The Chair provided an update in relation to the IEB Action Plan which had been circulated to members earlier. The Chair informed members that the Action Plan continued to be closely monitored to ensure progress towards completion of the developments.</p>	
101	<p><b><u>Summary IEB Monitoring Visits 2019/2020</u></b></p> <p>A summary report was circulated to Members by the Chair which identified monitoring visits undertaken during the current academic year.</p> <p>The Chair confirmed that a programme of monitoring visits would be undertaken during the Spring Term however monitoring would be aligned to leader's schedule to ensure staff workload remained viable.</p>	
102	<p><b><u>Monitoring Link Governor Reports</u></b></p> <p>Members reported on recent formal monitoring visits to the school as follows:</p> <ul style="list-style-type: none"> <li>• Mrs Watt – 10 December 2019 – Middle Leadership/Phase Leaders' development and evidence of actions and impact</li> </ul> <p>The following update were provided by the Chair:</p> <p>The Chair reported that she had visited school and reviewed Phase Leader files evidencing the quality of work that had been completed. Clear actions had been planned and a comprehensive analysis of progress could be identified. Recognition to strong developments in English and Maths was</p>	

	provided to the IEB. Members were pleased with the developments and provided recognition to all staff involved.	
103	<p><b><u>Staffing</u></b></p> <p>Leaders had received two resignations from teaching staff. One year 5 teacher left post with effect from 31 October and one Year 6 teacher had left post from 31 December 2019. Exit interviews were completed for each staff members. Both positions have been filled with long term supply staff. Teaching assistants have been allocated accordingly to provide continuity for pupils.</p> <p><b>The Lead Consultant Headteacher and the Acting Headteacher left the meeting</b></p> <p>Members confirmed the final arrangements of the anticipated Headteacher interview process scheduled for Friday 24 January 2020.</p> <p><b>The Lead Consultant Headteacher and the Acting Headteacher re-entered the meeting</b></p>	
104	<p><b><u>IEB Training Planning, Feedback and Impact</u></b></p> <p>The following Governors reported on training they had recently undertaken:</p> <ul style="list-style-type: none"> <li>• Chairs Briefing – Spring Term 2019 – Mrs Watt and Ms Robinson</li> </ul>	
105	<p><b><u>Dates of Next Future Meetings</u></b></p> <p>The following dates for meetings of the IEB were agreed:</p> <ul style="list-style-type: none"> <li>• Monday 24 February 2020 at 4.00pm</li> <li>• Wednesday 23 March 2020 at 4.00pm</li> </ul>	
106	<p><b><u>Any other Business</u></b></p> <p><b>Teaching Assistant Review</b></p> <p>Mr Harrison had completed a review of Teaching Assistants to examine; current hours worked (employee's understanding) compared to the staffing establishment list held by the Local Authority. Settlement agreements had been agreed including when additional hours would be worked in line with the business needs of the school, and to identify any desired CPD.</p>	

There being no further business the meeting closed at 6:45 pm

Signed .....  .....

Chair

Date 24 / 2 / 20 20 .....

