MINUTES OF THE IEB OF RADDLEBARN PRIMARY SCHOOL HELD HYBRID AT 2.30 PM ON 1 OCTOBER 2025

Justine Baker	Member	Present
Alex French	Chair	Present
Catherine Griffiths	Member	Present (online)
Alison Hicks	LA	In Attendance (online)
Claire Huxley	Acting Headteacher	In Attendance
Emma Woodhouse	Governance Professional	In Attendance (online)

Number	Item	Purpose	Timing	Linked papers	Led by
IEB members only					
1	Taking stock				

Everyone was welcomed to the meeting.

KR was welcomed to the meeting. Attention was drawn to the following salient points:

There was no monitoring taking place by SLT or subject leaders in the second half of the spring term due to the Headteacher's absence from school and the Deputy Headteacher and Assistant Headteacher having to step into Acting Headteacher and Acting Deputy Headteacher roles and a number of staff absences.

Staff absences continued in the summer term which impacted on monitoring that SLT had planned to carry out as cover had to be redirected to cover staff absences in the first instance. In addition, one of the Y6 teachers had left her post at Easter so the Acting Deputy Headteacher had stepped in as the Y6 class teacher for the morning sessions during the summer term, further reducing the monitoring capacity of SLT.

A Member asked for further information. Feedback from staff and union involvement where they TUs had approached the school about the number of learning walks that had taken place. Some staff considered that learning walks were being undertaken but there was no feedback on strengths or areas for development. Staff had therefore requested what the purpose was. In the second time of half term following the Headteacher's absence, there was a lack of capacity for the learning walks to be undertaken. KR advised that her report was only a snapshot.

The Chair asked if the monitoring of assessment data was being undertaken. KR advised that when she had met with the SLT they had changed their monitoring, they had previously used standardised tests. This had been ended due to cost. KR had questioned how the SLT knew that the judgements that teachers were making were accurate. SLT had asked for data to be submitted by 8 July and had advised that they would be spending the last two weeks of term undertaking pupil voice and a book trawl to moderate the judgements. Once the SLT were confident about the process, they had discussed rolling out peer moderation in staff meetings. KR was unsure if this had taken place at the end of term.

A Member considered that the SLT had considered the assessment was more robust, they were unsure that this had not been actioned.

KR advised that she had suggested area for the SDP, these included regular monitoring so that the curriculum was being implemented as it was designed. The current term would require a robust monitoring place. KR would advise that SLT were completing monitoring with the SIA.

The second area was around assessment and moderation of judgements and ensuring that the teacher assessment was implemented. KR acknowledged that this would reduce workload however the judgements needed to be triangulated and that there was support in place for ECTs.

The third area would be supporting ECTs in school and ensuring that there was a strong induction process in place.

KR acknowledged that there were some fantastic middle leaders and some professional coaching for those staff would enable them to grow and develop their leadership skills.

A Member asked if KR had aided in the development of the SDP. KR advised that she had been due to attend on 15 July however; the Headteacher had returned to work and had requested to write the plan herself. The Headteacher and Acting Headteacher had been working on the draft plan. The Acting Headteacher considered that further work was required as measurable outcomes were required.

A Member noted that it had been raised that a member of staff had not provided references, they considered that the IEB had a responsibility to confirm. This would be checked.

2	Welcome & apologies

Everyone was welcomed to the meeting.

3	Declarations of Interest

JB advised that the newly appointed Finance Officer also served her school where she was employed.

Clare Huxley joined the meeting at this point

4	School outcomes for 2024/2025

Members had received a copy of the outcomes for 2024/25 in advance of the meeting.

A Member considered that it was positive that the school had increased the number of EY pupils reaching GLD by the end of the year and asked whether it would be worthwhile strengthening the EY section on the SEF.

A Member considered that the data in Phonics had been sustained in a challenging year, the school's results for the past two years, were above National. It was noted that the data had been sustained through the targeted interventions and that if the programme and interventions were followed, results were achieved. There had been some weaknesses in the year group due to a lack of experience. The Acting Headteacher and the Phase Leader had worked with the staff team and

the TA's in those year groups to close the gaps. There would be a similar approach for the forthcoming year.

The Acting Headteacher considered that 76% was a reasonable standard and the school were satisfied with the GD (Greater Depth) being maintained. The focus had been on Y2 Phonics retake. The school was now working with those pupils on comprehension.

The Chair noted that Maths showed a rising trend. The Acting Headteacher considered that this highlighted that the Maths Mastery approach was making an impact and the use of Power Maths had been instrumental in the increase.

The Chair asked if the actions would continue. The Acting Headteacher considered that they needed to ensure that all members of staff had the same level of understanding of how the subject was taught.

The Acting Headteacher advised that she would like to increase coaching, particularly from a writing perspective as the school had a bespoke approach to writing.

A Member considered that the EAL results were outstanding, with all that had happened at the school, it was an accolade.

The Acting Headteacher acknowledged the dip in the MTC, there was an additional member of staff in Y4 for the current year (phase leader) and additional TT Rockstar sessions would be delivered.

The Acting Headteacher acknowledged the dip in KS2 reading and writing and noted that there had been an exceptional cohort the previous year however; the school was pleased that they were meeting national in all areas. The Acting Headteacher had discussed a re-focus on writing with the Headteacher, with the new writing framework that had been published there was more focus on transcription in KS2. An INSET day had been delivered to staff.

The Chair asked what the limiting objective was in combined outcomes. The Acting Headteacher considered that this was Writing. Combined scores were tracked throughout the year, and Writing was quite often the issue. The Acting Headteacher advised that she would continue to develop reading role models throughout the year with staff, she considered that the limiting factor in combined scores was the Writing

A Member asked if the school was due to be externally moderated that year, the Acting Headteacher considered not as the school had been moderated in 2023.

A Member advised that she had reviewed the SDP and noted that the gap with PPG pupils had been identified. Did the PPG pupils need a stronger focus in the plan. The Acting Headteacher advised that she had discuss the boys in younger year groups with Ali.

The Chair referred to the SIP and noted that the school had identified a gap with PPG children and asked if this was referred to in the SDP. It was noted that there needed to be a strong focus on the SDP. Girls were also outperforming boys in KS1 however; there was a slight shift as pupils moved to KS2.

The Chair referred to the attendance sheet data and narrative, what did the Acting Headteacher consider to be the main focus for the SDP. The Acting Headteacher advised that tracking had started

strong, however due to attendance becoming more prevalent in DfE documentation, more staff needed to be involved in monitoring attendance. PAs needed to have rigour of formal processes. The Headteacher and a Learning Mentor (LM) had attended a recent training course. The Acting Headteacher confirmed that the LM flagged certain pupils with the pastoral team and weekly conversations were being held.

The Acting Headteacher noted that Y1's attendance had been low in the previous year due to a part-time timetable. The child was now attending full time.

KR advised that the LA were offering a number of attendance webinars during October, November and December. The October session would look at the view your own data tool where the school could use their own data to complete an action plan. The topic for December was around reduced timetables.

KR referred to Nursery attendance and noted that whilst attendance was not statutory there was more of an emphasis on tracking attendance for Nursery pupils more rigorously. The Acting Headteacher confirmed that Nursery attendance was tracked.

5	School Development Plan for 2025/2026

The Acting Headteacher advised that the SDP was not yet ready, further work was required as she considered that it needed to contain more measurable actions.

- Some priorities were rolling over from the previous year.
- Leadership was key. The SENDCo was performing her new role and a SENDCo specific objective had been included. It was considered that the middle leaders could develop with some coaching. This would include Governance.
- Stakeholders – parent partnerships needed to continue to be developed.
- Work life balance for staff would also be a priority that term.
- Attendance had also been included.
- Involving representative groups had also been included due to some staff not feeling valued. It was noted that this had improved during the summer term and the improvement needed to continue.

The Acting Headteacher advised that she had discussed with KR that the school's curriculum intent was very solid, but the implementation could be mixed depending on the staff member. The school needed to ensure that the subject knowledge and pedagogy was there.

It was noted that rich data had been identified in English and Maths however; it was considered that more clarity was required.

KR noted that a termly plan to sit alongside the SDP had been discussed so that the actions could be broken down term by term. There were some immediate actions around the initial monitoring support for some members of staff.

The Chair noted that there would also be an IEB plan and questioned whether this should include reputation rebuilding or marketing. It was noted that this could be expanded at 2.2 in the SDP.

6	IEB strategic plan for 2025/2026

The Chair noted that the plan had been reviewed from the previous year.

A Member noted that they had spent a significant amount of time updating the finance section and was disappointed that this had not been included in the version that had been uploaded to GovernorHub.

It was noted that there had not been any impact on the deficit however; there had been actions on following the audit report and some compliance issues. The IEB had made the school more financially accountable.

The Chair advised that he had advised three key priorities and asked if Members consider those priorities still relevant. These were leadership and governance, quality of education and sustainability. A Member considered that these all remained relevant, but the emphasis may slightly differ.

Leadership and Governance would include actions that the IEB would take once the LA had appointed a normally constituted Governing Board. AH noted that the Chair had mentioned a Shadow Board being implemented. AH would devise a timeline.

It was noted that the IEB would need to review and approve the SDP.

A Member considered that ensuring the vision, ethos and strategic direction were clear to staff was important.

A Member noted that the quality of education objectives from the previous academic year had not been fully achieved and these should be rolled over to the new plan.

A Member considered that the compliance objectives had been largely achieved, and the school was getting back to a healthy and sustainable position. They considered that marketing was key in the area.

The Chair agreed to circulate the template to Members.

7	SLT workload - Understanding workload and pressures within the SLT.

This item was deferred to the next meeting.

The Chair advised that an advertisement had been placed for a SBM, there had been no applicants, and an alternative plan was required.

KR advised that the Kings Norton consortium had emailed all Headteachers to seek support. SFS at the LA could also be approached for support.

8	AOB – to be notified in advance

It was noted that the SENDCo had not received a TLR payment for the 2024/25 academic year. The Acting Headteacher advised that the SENDCo had gone over and above within the role and recommended that the payment be backdated.

RESOLVED: That the SENDCothe pre-existing TLR backdated from 1 September 2024

The Chair advised that he would email HR and CC the Acting Headteacher into the email.	
9	Safeguarding & Child Protection Policy
Members had received a copy of the Safeguarding and Child Protection Policy in advance of the meeting. It was noted that the policy was a standard LA policy. The Chair confirmed that he had reviewed the actions from the Safeguarding Audit and cross checked with the policy. **RESOLVED:** That the policy be approved.	
11	Minutes from 14 July & Matters Arising
RESOLVED: That the minutes of the meeting be approved subject to the agreed amendments. The Clerk advised that Members training records could be downloaded from GovernorHub. KR advised that she had circulated a Safeguarding training matrix in the summer term to the Acting Headteacher	

Next IEB meeting 20th October 2.30 pm @ Raddlebarn

Signed Alexander French (Nov 4, 2025 07:51:17 GMT).....

20 October 2025