We Nurture. We Thrive. We Achieve.

MINUTES OF THE INTERIM EXECUTIVE BOARD OF
SHIRLEY WARREN PRIMARY & NURSERY SCHOOL

HELD VIRTUALLY, TUESDAY 13th July 2026 AT 7:30AM

Name	Post	Attending	Apologies accepted	Absent
Board Members				
Dominic Boddington MBE (DB)	Chair	✓		
Silas Bingley (SB)	LA Representative			✓
David Eager (DE)		✓		
Ann Langran (AL)		✓		
Karen Mellor (KM)	Bridge Education Trust	✓		
Other attendees				
Raylene Poppleton (Clerk)	Clerk	✓		
Sophia Ship (SS/HT)	Acting Headteacher	✓		
Gerida Montague MBE (GM)	Executive Headteacher, Learning Federation of Schools	✓		
Ian Prince (IP)	Co-Executive Headteacher, Learning Federation of Schools	✓		
Jo McNicholas (JM)	Chief Business, Finance and Compliance Officer, Learning Federation of Schools	✓		
Quorum - 3 Board Members				

Summary of actions arising at this meeting

Item	Action	Allocated
8	JM to share most recent LA budget audit communication with DE	JM
9	Chair to write to Donna Tandy on the issue of support for absence and the number of ESO cases allocated to the school.	DB
12	GM to send suggested IEB meeting dates based around the schedule of planned reviews and visits.	GM

	1. WELCOME, APOLOGIES & ABSENCES	Action
	The meeting opened at 7:31am. The headteacher confirmed that the school term ended on Wednesday 22nd July.	
	2. DECLARATION OF INTERESTS	
	There were no declarations of interest in this agenda or changes to the Register of Business Interests.	
	3. ITEMS OF URGENT BUSINESS	
	No new items were presented. The board was advised that due to the LA not uploading the budget until Friday 10th, the finance documents for this meeting were added late.	
	4. MINUTES OF PREVIOUS MEETINGS	

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	After an agreed minor amendment, the minutes from the previous IEB meeting on 02/06/2026 were agreed as a true and accurate record. Following the meeting, the Chair's electronic signature was added to the minutes which were then filed.	
	5. MATTERS ARISING & ACTIONS	
	Matter arising from the previous meeting were discussed and the following noted: ● No previous governors had expressed an interest in training and returning to the board. At the RISE meeting the LA advised they were still having conversations with former governors and they had also been in contact with the RISE advisor. ● It was confirmed that an Acting HT could be in post for an Ofsted inspection ● The LA were applying to extend the IEB for a further year. The previous board had not expressed an interest in re-joining. The RISE advisor indicated there was no pressure to have a new governing body in place before September 2027. ● The school had applied for 9 fines to be issued. The LA had confirmed that 3 had been issued and the school was chasing them on the other 6.	
	6. BRIDGE EDUCATION TRUST	
	The last meeting took place on 17th July 2026 and was positive. The Joint Working document from the meeting was shared with the board giving an overview of where the Trust schools were working cooperatively. The board were told of a significant discussion relating to a historic unequal pay claim affecting a trust school that the LA had refused to pay. Originally, the LA had asked HT how many staff were affected to apply for government funding to cover the claim. It was felt that if that was received then the Trust should receive it. The IEB discussed that it had been agreed by unions that Catholic and CofE schools were not liable as the employers. The LA treated new Trusts in the same way but the Trust were not the employers at the time the claim related to. Maintained school claims were paid using the government funding with no costs to the school and additional funding was being applied for. Legal support and the issue of conflict of interest by LA legal under the SLA were discussed. This was a test case for a claim through the civil court.	
	7. POLICIES	
7.1	<u>School Uniform</u> **Question**: Could the 'no trainers' thinking be explained? **Response**: This was primarily an issue of branding. Cheap, unbranded school shoes were available. **Question**: Does the school offer old or donated uniforms? **Response**: Yes the school had a clothes bank where second hand uniform items could be bought cheaply. **Decision** : The policy was APPROVED	
7.2	<u>Restrictive Interventions, Positive Handling & Safe Touch</u> There were key factors within the Government document, 'Use of Reasonable Force' - Dec 2025 that permitted reasonable force and these were adhered to within this policy. All recommendations were included in the school's policy. Governors were informed that actions had led to a recent dismissal.	
7.3	<u>Lettings</u>	
7.4	<u>Keeping Safe in Emergencies</u>	

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7.5	First Aid **Question**: Did the first aider list need updating due to staff changes? **Response**: Yes. This would be updated when it was confirmed that training had been completed.	
7.6	Intimate Care	
	The clerk was asked about delegation of approval for policies and the board was informed that there were approximately 20 policies that the governing body retained statutory responsibility for approving. This school had not adopted a scheme of delegation to devolve approval for the non-statutory GB policies to the headteacher and therefore were brought to the board for approval. **Decision** : All the policies presented were APPROVED	
	8. FINANCE & RESOURCES	
8.1	Budget Monitoring The report was received late due to the LA uploading the data late (Friday 10th July). The summary report and the GLS09 budget data had been shared with DE. The board was advised that the school was on track to meet the deficit approved in April. At this point in the year spending should be 28% of the total for the year. There were some coding issues and these would be addressed in October at the mid-year review. The board thanked the Partnership for their work on the budget and working with the LA. The board was told that the LA wanted to use an external RISE advisor for finance but it was felt that as JM was managing the budget, this was already in place and any further external visits would only serve to add to workload, not enhance it. The budget had already been skilfully reduced by 200,000. It was due to be fully recovered in three years. **Question**: Did the school subscribe to the LA financial SLA as an extra financial reassurance for the IEB that it is independently verified? **Response**: Yes as part of the SLA they scrutinised the school budgets thoroughly and offer timely advice and challenge. As the school was in deficit the school also submitted the budget at 3 other points in the year. **Question**: Could the communication relating to the last one be shared with DE to make sure the IEB had oversight? **Response**: Yes, it was agreed that this would be shared. **Action:** JM to share the most recent LA budget audit communication with DE. The board was told that due to a new Year 5 teacher withdrawing, there may be an impact on the staffing line of the budget. **Question**: The budget showed a big overspend on supply staff and this was expected to reduce as of September. What were the chances of making a new appointment? **Response**: There were only 7 days left of term but 2 strong candidates were appointed 1 week ago. Staff become available for different reasons at different times in the school year. **Question**: Was there scope in redeploying staff from areas that were overstaffed? **Response**: The overstaffing was in the infant department and this required a Year 5 teacher. Teachers from within the Partnership had been moved into the school too. The board thanked SS, JM and DE.	**JO**
8.2	H&S/Premises Report *This item was on the agenda but not covered at the meeting. Following the meeting a report was circulated for the board and saved to the meeting folder.*	

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	9. HEADTEACHER'S REPORT	
	The HT provided a written report ahead of the meeting and advised that the RISE review had summed up the current position but this report was still in the confidential stage. The visit had been very positive. The board was asked for questions on the report. **Question**: The board knew the areas for improvement, but what were the strengths of the school? **Response**: This was a good question as much of the focus had been on the improvement. ● The progress and cohesion in the leadership and management. Systems and processes were in place as the foundations for improvement. Everybody knew the pathway for T&L SEN and professional development. ● Every element of the work was focussed on the children. Not just the outcomes but the holistic experience. ● The board added the potential of the school building and resources and the strong Shirley Warren community that were supportive of this school. *After the meeting the following comment was shared and was requested to be added to the minutes:* ● *Behaviour was an emerging area of strength. There had been significant improvement in behaviour since the last academic year, with strong learning behaviours now evident across the school. The overall number of pupils requiring suspension has reduced and repeated suspensions are now limited to a small number of pupils, all of whom have targeted external support in place. Whilst there was still work to do to ensure consistently high standards during transitions, the progress made was both substantial and clearly evident across the school.* **Question**: The feedback on the KS2 writing moderation was positive - what were the final outcomes compared to the baseline judgements? **Response**: They were broadly in line with the targets from the beginning of the year and the spring. 2 pupils who didn't meet expected were related to specific attendance issues. 43% met expected. **Question**: What could be shared about higher attainers? **Response**: 1 pupil achieved a very strong GDS, which was higher than last year. The LA advised they were impressed by their planning. There were some pupils in the cusp. Considering the earlier question about strengths, teachers had been purposely placed in those year groups and this was a good model for other year groups. Once the teaching was right, the pupils' thirst for learning was clear. **Question**: Given the high level of absence, was the school sure that the ESO had allocated enough cases to this school? **Response**: The HT had asked other schools what allocations they had been given and had not been able to determine the rationale for the decisions. This school was RAG rated as red and allocated 2 cases. Given the high number of suspensions and vulnerable children in the school the board were confused as to why only 2 were allocated. The HT advised they had emailed the LA but felt it was worth the IEB voicing their concerns too. It was explained that Education Support Services cases had been reassessed to allocate resources based on capacity in the department. They had also stipulated that they could not refer children who were already under Children Services or had an EHCP, which school experience had shown to be problematic. The school was meant to have a termly support meeting but had only had 1 due to capacity issues at SCC. More than 2 cases could be discussed with them but they would now only intervene on 2 cases.	

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	Question: In an ideal world, how many would you refer? **Response**: Many. It was hard to understand the rationale behind the decision. **Action:** Chair to write to Donna Tandy on the issue of support for absence and the number of ESO cases allocated to the school. The school was complemented on the cultural capital building that they had been doing and the board was keen to capture new staff enthusiasm and passions from September for this to continue. **Question**: Of the number on roll in nursery, how many would join Year R? **Response**: 27 of the 35 joining year R were currently in the nursery. There were 50 in nursery and of those not joining the school some were going to Partnership or faith schools. The children were leaving for a range of schools. **Question**: There had been a lot of change in nursery this term, had parents noticed or commented on this? **Response**: Positive verbal feedback had been received but this could be captured in a parent survey. The board wanted to capture what the parents were noticing and were advised that a survey would take place at the end of each term. **Question**: What is CRS? **Response**: Children's Resource Service. This was the safeguarding hub, the new name for MASH. The board thanked the HT for the report and found it very useful. The HT advised the board that the school closed for 3 days, 24th to 26th June, due to the red weather warning for heat. **Question**: Was that the same for all schools in the Trust? **Response**: Yes. Apart from those with air conditioning. The one with full air conditioning noted only 60% attendance over that period. The board discussed whether the school should be required to open for additional 3 days. The IEB approved of the decision taken to close and felt it was unreasonable to ask the school to open for additional days. **Decision** : The board APPROVED the decision to NOT ask the school to open for an additional 3 days at the end of term. The school had airconditioning in KS2 and in the run up to the weather warning had been getting CO2 monitor alerts. It had been noted that the children were sleepy. This was why the school chose to close completely rather than just a partial closure. **Question**: The phonics data showed good improvement - can the 30% cohort retake figure be explained further ? **Response**: 30% of those who took the retake were successful. In total 76% of the cohort passed the Year 2 cohort phonics test. **Question**: How many children were unsuccessful? **Response**: 6 in total (the breakdown was shared with the board). **Question**: What plans were in place for them? **Response**: They would continue to receive phonics teaching in Year 3. This would be bespoke teaching based on their baseline data which would be regularly assessed to understand their gaps. **Question**: Is there a probability of them being successful, or not? **Response**: Some were non-verbal but they could still show progress in other ways, but their ability to read out loud was limited.	**DB**

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	Question: Of the Year 2 retakes, 0% of SEND passed? **Response**: None of those with SEND who retook the test passed. 12.5% of the cohort did pass. There were 56 in the cohort. **Question**: Did this mean a large group would continue to work on phonics in Year 3? **Response**: Yes. Having taken on Pip & Pap, and with the additional analysis, all will continue to get the phonics program and all children would continue. The board commended the improvement on last year. A written report was not provided from the SIO Baseline visit. It was felt that the feedback just validated what the school knew as the baseline.	
	10. RISE SESSION 07/07/2026	
	The visit was felt to be very successful. The board members who attended met with the school and Partnership beforehand to review the collaborative RAG rated document. Everything was green and on track with where the school should be at this point. Although none of the outcomes had yet been achieved, progress against the objectives was beyond the RISE advisors expectations who advised they were impressed and that this was the most progress in a short time they had seen in any of their RISE schools. The report had only been shared with DB, SS and GM for checking. There were no criticisms. *The final version of the RISE Review Report was included as Appendix 1 in these minutes.* The board congratulated everyone who had been involved. The collaboration came across at the meeting. Everyone had done an amazing job, with phenomenal progress due to hard work and cooperation. The RISE advisor had asked about lines of accountability for SEND provision as this was complicated due to the roles of the school and the supporting organisation. The IEB needed to ensure that accountability was overt. The advisor also raised the question of whether the rigour could continue with the number of new teaching staff joining in September.The school felt the new staff would amplify the motivation, but it could cause other challenges. To mitigate this robust processes were in place. Weekly PD days and in class coaching would continue. Only 6 teaching staff were remaining so there would be strong handovers and working with the Partnership. All would have a week of teacher induction and preview next term's curriculum through Intent Days for the next half term's planning. **Question**: On Intent Days would the teachers be working in year groups across the partnership for development of professional skills? **Response**: Yes. Staff feedback was very positive about having colleagues to share and collaborate with. The RISE advisor had spoken about writing this up as a case study. The board congratulated everyone on an amazing term and felt the school was now set up for the autumn. The RISE advisor would return in December and in October there would be a visit from the LA. The board discussed the importance of being actively involved in the monitoring alongside the other activities taking place. A list of dates of external monitoring and visits was shared.	

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	How the monitoring plan could be allocated to IEB members was discussed including a plan to share RISE objectives to best achieve the aims and reporting for the RISE reviews as well as feed into external visits. The IEB agreed to adopt the suggested programme. IEB members were all invited to the school on the morning of 22nd September for a monitoring visit.	
	11. BOARD MONITORING	
	Discussed in item 10.	
	12. AOB	
	Following discussion it was agreed that IEB meetings would take place on Tuesday mornings at 7:30am, half termly from September 2026. The next dates were set as: ● 20th October 2026 ● 15th December 2026 **Action:** GM to send suggested IEB meeting dates based around the schedule of planned reviews and visits. *Following the meeting the dates were shared and the meeting dates for the year are given below.* There being no other business the meeting closed at 9:06am	**GM**

Future IEB Meeting Dates 2026-27	
	● 20th October 2026 ● 15th December 2026 ● 2nd February 2027 ● 23rd March 2027 ● 18th May 2027 ● 13th July 2027

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Appendix 1

Targeted RISE Termly Review report

General Information

RISE School Name	Shirley Warren School
URN	116262
RG Region	South East
RISE adviser name	Maria Dawes
Date of monitoring visit	07/07/2026
RISE School Attendees	Sophia Ship (HT), Will Lyon
RB Attendees	Alison Philpot (LA), Dominic Boddington (IEB), Ann Langram (IEB)
Supporting Org Attendees	Gerida Montague, Ian Prince, Paul Lodge, Jo McNicholas Learning Federation Partnership of Schools
Period covered in this report	April – July 2026

Progress against objectives

Please complete the table below for each of the objectives from the School Improvement Plan.

RAG scale

Green: Improvement activities are on track and both short-term and end-of-programme changes are likely to be achieved.

Amber: Improvement activities require attention; short-term or end-of-programme changes are at risk but achievable with timely action.

Red: Improvement activities are off track and short-term or end-of-programme changes are unlikely without major intervention.

Example

Attendance	
Improvements in attendance so it is closer to national and at a minimum above 90% (83.9% in 2022-23). Attendance for the 2024-25 year is expected to be around 87%. The school would aim for 88.5% in 2025-26 and 90% in 2026-27.	GREEN
Attendance initiatives have been peer reviewed by Blueberry School attendance lead. A two-year action plan has been drafted, and timelines agreed, with particular focus on initiatives for KS3 and SEND pupils. Attendance data shows early promise – some weekly variation but overall increasing trend, consistently approaching 88%. Attendance leads from Apple School and Blueberry School now meet fortnightly to review progress with initiatives and data, and prepare half-termly reports for the Trust Board. A lead attendance trustee has been appointed to monitor progress.	

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Quality of Education	
By July 2027, ensure at least 90% of teaching is judged effective through triangulated monitoring, underpinned by a coherently sequenced curriculum including phonics, so that progress and attainment for all pupil groups are in line with national averages and attainment gaps are no greater than 5 percentage points	GREEN

- A broad programme of improvement is already underway to strengthen the quality of education across the school. Before the launch of the RISE improvement programme, the school and supporting organisation (SO) completed a thorough audit to establish an accurate understanding of strengths and areas for development, enabling improvement work to begin immediately. The Headteacher and SO also worked closely to ensure that the conditions and behaviours required for successful implementation were established from the outset.
- Robust systems are now in place to support rapid improvements in teaching and learning. Weekly professional development sessions are embedded within the school improvement strategy, with training informed by evidence from instructional coaching, lesson observations, learning walks, book scrutiny and assessment information.
- A comprehensive curriculum review identified that the existing curriculum was not effective. Consequently, it has been redesigned, with clear progression, expectations and subject documentation now being developed ahead of implementation in September 2026. The Pip and Pap Phonics programme has also been introduced in Year R and Key Stage 2, with full Key Stage 1 implementation planned for September.
- A key challenge has been the limited impact of internal coaching. This is now being strengthened through support from experienced SO coaches, with assistant headteachers taking on a greater coaching role from September. Although raised expectations have led to significant staffing changes, the school will be fully staffed from September. While many initiatives remain in the early stages of implementation, there are encouraging signs of improvement and a developing culture of professional accountability and continuous improvement across the school.

Quality of Education	
Improve EYFS in order that by July 2027, the proportion of children achieving a Good Level of Development has increased to 75%, with disadvantaged and SEND pupils making accelerated progress and attainment gaps reduced year on year from 2025.	GREEN

- Significant progress has been made during the first term of this priority. A comprehensive review of the EYFS curriculum, benchmarked against the EYFS Statutory Framework, led to a complete redesign of the Nursery and Reception curriculum. The revised curriculum provides greater coherence, clearer progression and stronger alignment with the knowledge, skills and experiences children need, with a particular focus on communication and language, early literacy and early mathematics.
- Alongside the curriculum review, substantial improvements have been made to provision, learning environments and daily routines. An audit identified significant weaknesses, including areas that did not fully meet statutory requirements. In response, learning spaces were reorganised and enhanced to ensure compliance, improve safety and create purposeful, language-rich environments that better support

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children's development. Resources, routines and classroom organisation have also been strengthened to align with effective EYFS practice.

- Staff have engaged positively with a comprehensive programme of training, coaching and professional development, informed by regular monitoring and evaluation. As a result, confidence has grown and there is increasing consistency in practice across the EYFS. Although practice is not yet fully consistent and assessment and tracking systems remain at an early stage of development, improvements in teaching and provision are already evident. The quality of children's learning experiences has improved significantly, providing a strong foundation for sustained improvement and better outcomes over time.

Quality of Education

Improve provision and outcomes for children with SEND and those who are vulnerable by July 2027, reduce attainment gaps between SEND and non-SEND pupils by at least 10 percentage points and secure progress for SEND pupils that is in line with national averages, underpinned by full compliance with the graduated approach, statutory review timelines and consistently strong adaptive teaching.	GREEN

- Significant progress has been made from a very low starting point. Following an audit, it was found that the school was not meeting its statutory SEND duties, SEND leadership was inadequate, and provision was largely non-existent. The SENCO subsequently went on long-term absence and has since left the school.
- The SO has provided comprehensive support, led by the partnership SENCO. This has enabled substantial improvements, including securing compliance with statutory requirements, establishing a robust SEND register, and ensuring that all EHCP reviews have been completed. Systems for identifying, monitoring, and supporting pupils with SEND have been clarified and are now operating effectively. Senior leaders have developed a clear understanding of SEND, and the Local Authority SEND team has expressed confidence in the school's approach.
- The NEST provision was audited and found to be inadequate; as a result, it has been closed. Detailed transition plans are now in place for all affected pupils. Children will either move into more inclusive specialist provision or return to mainstream classes with appropriate levels of individual support.
- Alongside the work to improve the quality of education, the SO has provided significant professional development, coaching, and support to staff to strengthen quality-first adaptive teaching. While the impact is still at an early stage, initial signs are promising.
- Next steps include ensuring sustainable SEND leadership within the school and continuing to improve adaptive teaching and provision mapping so that all pupils with SEND receive appropriate and effective support.

Attendance

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Improve Attendance so that by July 2027, increase whole school attendance to at least 95.4%, reduce persistent absence to below 17%, and reduce the attendance gap between disadvantaged pupils, pupils with SEND and their peers by at least 5 percentage points from 2024–25 baselines.	GREEN

- Attendance remains a significant priority for the school. Overall attendance is broadly similar to the year-to-date figure for the same period last year; however, there has been a reduction in persistent absence.
- Leaders have established robust systems for monitoring, tracking, and accountability, which are becoming increasingly embedded in daily practice. Attendance concerns are identified more quickly, vulnerable groups are monitored more closely, and attendance is receiving significantly greater leadership oversight than previously. The school has also engaged with an Attendance and Behaviour Hub, which has led to increased scrutiny, stronger analysis of attendance data, and more focused target-setting.
- A range of plans are in place for September to strengthen parental engagement. These include a clear attendance campaign for parents, regular attendance information within newsletters, attendance reports, targeted communication with families of persistently absent pupils, and a programme of parent engagement activities.
- In addition, plans are in place to promote a positive culture of attendance among pupils, with several initiatives ready to be launched from September.
- The next stage of improvement will focus on embedding these strategies further, increasing parental engagement, and securing sustained improvements in attendance, particularly for those pupils at risk of persistent absence.

Leadership and Governance

Embed robust leadership, financial and governance systems by July 2027, that secure outcomes for all pupil groups at least in line with national averages and reduce unjustified performance variation across the school.	GREEN

- A number of significant actions have strengthened leadership, accountability, and strategic oversight across the school. A new whole-school assessment and tracking system has been selected, with implementation planned for September. This will enable leaders and teachers to monitor attainment, progress, and key pupil groups more effectively, while providing a stronger evidence base for evaluating the impact of teaching and interventions.
- The Rhythm of the Year (ROY) has been introduced to provide a structured framework for monitoring, evaluation, and school improvement activity. Initial leadership coaching and mentoring have taken place, with full implementation scheduled for September to align with the new leadership team and staffing structure.
- Financial management has improved considerably. Following the identification of a substantial deficit through a financial audit, support from the SO has enabled the development of a comprehensive three-year recovery plan that is closely aligned to the school's improvement priorities.
- The newly established Interim Executive Board (IEB) is active and increasingly effective in its oversight of school improvement and resource allocation. It is providing

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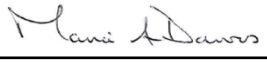
both challenge and support, with a strong focus on improvement priorities, financial sustainability, staffing, and impact. Whilst still in its early stages, the IEB has established robust governance structures and reporting mechanisms, ensuring greater accountability and stronger leadership oversight across the school

Next Steps (to be agreed in the termly review meeting)

- A huge amount of work has been carried out both prior to the commencement of the RISE plan and in this term. Overall the school has been stabilised and improvements are clearly evident.
- There is a strong sense of positivity and partnership between Shirley Warren, the Learning Federation Partnership and the LA is very strong.
- The relationship between the interim headteacher and the supporting organisation is a huge strength. She feels significantly supported thought weekly meetings with the Exec Heads of the SO. In addition, she feels very well supported by the IEB.
- External scrutiny is in place in addition to the ROY to ensure the plan is on track and having an impact.
- The LA are applying the DfE to extend the IEB until the end of the next academic year.
- Whilst the school is fully staffed for September, including with a new AHT, the challenge will be keeping the momentum for improvement that is palpable and evident with a significant number of new staff.

Signed (Responsible Body)	A J Philpott
Date	13/07/2026

Signed (Supporting Organisation)	
Date	14/7/2026

Signed (RISE adviser)	
Date	14/07/2026

Signed  Date 20/10/2026