**Questions for Sampford Peverell LGB 22.02.17**

1. **Re. Health & Safety Report (dated 24.11.16) – please can we have an update on progress against each amber risk on the basis that they should be rectified within three months? (MH)**

*Answer - A nursery risk assessment was completed straight away which is separate to the rest of the school.*

*As we have had a change of personnel with Mike leaving and Steve joining we now need to ensure that Steve works together with Clive to complete the amber risks. A legionella kit has been ordered ready for use.*

*The swimming pool has been decommissioned until further notice however a risk assessment is in place for its use.*

1. **Re. Safeguarding Report – there are a few items with target dates that have passed but no date achieved. Please can we have an update on these? (MH)**

*Answer - For some of the amber actions this has required HOS liaising with other members of staff and chasing together with the admin team. The safeguarding folders are ready but need to be checked for the most up to date information. Training records of staff are being held in a folder in the HOS office. VH explained that the Safeguarding Terms of Reference are yet to be provided. The CYP agreement does not need to be signed – this has been confirmed by LB. MH suggested that in future, if a date has passed, perhaps a comment can be added to explain why this has not been completed.*

**RAISE**

1. **Re. RAISE Analysis – a number of areas for development have been highlighted from the RAISE data/analysis. What additional steps are being/have been taken as a result of this analysis to focus on the areas of development for KS1 and KS2 respectively? (MH)**

*Answer - KS1:*

*Maths*

*Writing at greater depth*

*Extending pupils who achieved expected in foundation to achieve greater depth*

*Expected to expected and expected to greater depth in maths*

*The curriculum has focussed on wider opportunities to question and use enquiry skills; it is hoped that this will see greater links to greater depth judgements as will writing across the curriculum – this will be seen in a topic book scrutiny later this half term.*

*Teachers are exploring problem solving approaches in maths to enable children to make links between mathematical subject areas and to show their depth of understanding. This has been supported with a ‘cold’ task at the beginning of each unit of work.*

*KS2:*

*Writing for boys at expected and greater depth standard*

*Prior lower attainers in reading*

*Disadvantaged*

*Different text types have been used to encourage boys to write at length and with the correct structure and vocabulary. One successful book was in year 5 and 6 with the Shackleton voyage being used. Children also created their own fact file for animals from across the world. The text type can have a big influence.*

1. **Please could you talk us through the new RAISE data and outline how the suggested areas for development are picked up as part of the school improvement plan, how progress works and how the developments are monitored. Given this data is older than the latest termly data you may have, have we already seen any progress in the areas they mention? (GF)**

*Answer - Developments are monitored through half termly standards or progress meetings.*

*Disadvantaged children are case studied each term as are SEN children.*

*Clear objectives and targets at the beginning of a piece of work enable children to see the standard that is required; they then assess themselves against this.*

1. **Re. SIP – writing is a focus area (also highlighted in RAISE). What progress are we making? What is/isn’t working? Are we seeing any improvements? (MH)**

*Answer - Writing and the impact of intervention work was part of the challenge tracker from the autumn governor’s meeting. Work samples are available to show the governing body the impact of targeted work by staff to raise standards in writing.*

*Writing – children working at ARE and above was supplied by the HoS*

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| *Year group* | *End of July 2016* | *End of December 2016* |
| *1* | *55% (now year 2)* | *60%* |
| *2* | *71%* | *45%* |
| *3* | *47%* | *69%* |
| *4* | *21%* | *50%* |
| *5* | *63%* | *50%* |
| *6* | *82%* | *71%* |

*Regular book scrutiny has been a factor with a newly revised scrutiny checklist. Books will be assessed against this. Staff meetings have focussed on the use of assessment grids at the beginning of some pieces of learning so children can assess themselves before handing their work to their teacher.*

*Scrutiny of planning has ensured that groups are provided for and the teaching sequences link from one session to the next.*

*KS spoke to Governors about the Texts that Teach which have been obtained via Babcocks and borrowed from The Duchy. These have been very stimulating for the children. CBa asked LB if she knows what percentage of Pupil Premium children at the school are also SEND. This is often quite high and LB agreed that this is the case at this school. It is therefore difficult to demonstrate the progress of pupil premium children when SEND must be taken into account. GF pointed out that it is important that Governors are now able to see that what is being strived for is gradually moving towards being achieved. MH requested that more physical examples of progress are shown at the LGB meetings. SC asked if there is similar data available for gifted children. CB said that the policy is such that Governors can be assured that all children are now known for their own strengths and weaknesses and Governors are much reassured by this. KS pointed out that all children, regardless of their capability are all challenged to achieve at the highest possible level. MH asked if there is an overall improvement in progress this year when compared with last year and LB said that undoubtedly there is. LB also pointed out that shared practise with other Ventrus schools has had a massive impact – this is a real benefit of being part of a multi-academy trust. VH asked how the work is physically kept. LB said that it is kept in the children’s books – copies were just taken for the purpose of the meeting.*

1. **Re. SIP Behaviour Plan Key Issues – ‘Develop greater understanding of the learning power capacities’ status is ‘not begun’. Please can we have an explanation? (MH)**

*Answer - There are four different learning power dispositions; resilience, resourcefulness, reflectiveness and reciprocity. These words are used within classrooms and form the basis of some of the star of the week awards in a Friday assembly. However each of these dispositions contains a number of learning capacities; some of which are used but not consistently across the school. The focus this year has been on the learning environments, planning and book scrutinies and with the changing staff it is difficult to implement new ideas and build upon them to have consistency across the school. The summer term could be a good way in which to introduce the capacities ready for autumn 2017 and the start of the academic year.*

1. **Re. SEF – judgements remain the same as in the Autumn Term report. When would you expect to see progress in the judgements? How frequently do the judgements get updated? (GF)**

*Answer - It is felt that the SEF judgements have to remain the same as we are looking for consistency across the school. Book standards are improving although there still needs to be a high expectation of standards across all subject areas with all adults (teachers, HLTAs and TAs), there is regular marking however part of the SIP plan is for children to feedback about the marking and offer a response – we are working on this at present. To date, book scrutinies have taken place each half term with either literacy, maths or topic being a focus area. This practice has now changed and for this half term there are three separate book scrutinies in order to establish greater accountability and the linking of standards between books.*

*It is also felt that with staffing as it is, the overall grading is unable to be altered.*

1. **There appears to be a higher percentage of pupils who are identified as more able in Years 4-6 than lower down the school. Is this what we would expect? (GF)**

*Answer - This depends on what their end of Key Stage 1 data and end of reception data was and could vary between cohorts. Year 2 more able would be judged against end of year data for reception ie exceeding a GLD judgement. Years 3 – 6 would be assessed against end of KS1 data.*

*CBa said that sometimes, children who’ve had little input from parents at home will take longer to show more able tendencies. Cohorts are small though and data is based on the child’s level on entry to that year group. CBa suggested more work is done to unpick the answer to this question and how the data was arrived at. Item for Tracker.*

**STAFFING**

Please outline the school and Trust’s recruitment strategy to fill the vacant posts and what is being done to retain staff. Do we conduct exit interviews?

*Answer - In order to retain EB, she will be going to 3 days a week. We are currently working with a local outstanding school who has a possible candidate for the remaining two days a week after the Easter break. Provision for year 3 and 4 has been made for after the half term and into September – EM from Wilcombe will be joining the team; we are awaiting KB’s decision regarding reception.*

*Answer - Since the appointment of the new HR team, exit interviews have been held for some staff by the central team. These are held with Simon Levi at HR. Exit interviews are not shared with governors – this could prevent staff being open and honest at exit interviews.*

*CB pointed out that the nursery unit doesn’t feel like two separate entities and that D, despite being a supply teacher, is really very impressive. LB said that her input has been invaluable and has had a very positive impact on the unit. CB asked if she could be kept but LB said that this was not the plan.* *GF asked about E (see HOS report) who has retracted her resignation on the basis that her hours are reduced in the Summer Term. This will be backfilled by a teacher coming from Willand School to assist. CB asked if there is a Ventrus policy for part-time workers so that in theory Emma might not have felt it necessary to hand in her resignation but could have requested reduced hours. CBa said that there is not a policy as such but that she was quick to realise there was an opportunity to improve situations for staff. MH requested ongoing updates regarding the recruitment situation to given to Governors. This to go to LP for distribution to Governors.*

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| **ACTION** | **LB/CBa/LP** | **AS AVAILABLE** |

1. **I want to understand the below quote from the ‘Board Update’ and how this will be decided with respect to the GAG, Pupil Premium and how the withheld funds will be distributed.**

***‘School budgets will be set on a ‘funding envelope’ basis allowing schools a defined budget and the Head of School the flexibility to spend within this budget as necessary to meet the needs of their school. Before this funding envelope is defined, a small percentage of each school’s General Annual Grant (GAG) will be withheld. This will be used to cover the cost of Network Support Team and also to create a ‘School Improvement Fund’. This fund will be controlled by the Executive Leadership Team and delegated back to schools on a needs led basis.’* (CG)**

*Answer - CBa explained that detail hasn’t yet been put on this for the next academic year. But at the moment the budget is provided split down into categories for spending. As an LA school the whole budget would be given to the school to split and spend as they prefer. This move is to go back some way towards providing that level of flexibility. MH pointed out that this school tends to be a net beneficiary of GAG funding as a whole by being a Ventrus school and is likely to continue to receive a significant proportion of this. CBa said that each EHT will also have a small amount of funding for schools that they have in their cluster.*

1. **Why was/is educational supplies and services tracking to be under budget? Appreciating this was last term. What is ‘Other Supplies and Services’ used for and why is it tracking to be over budget? (CG)**

*Answer - CBa has a meeting scheduled with the Finance Team to obtain the answer to this question and will revert. There is an overspend on staffing and supply but given the circumstances that is to be expected. Previously there might have been an insurance policy for supply staff but Ventrus decided not to buy that in – therefore inevitably it will look overspent on this line. KS pointed out that, at his previous school, when there were subject leaders, money was spent to ensure the right resources were available in the right departments. At the moment there seems to be no system in place for this and perhaps that should be considered since some areas are clearly much more resourced than others. CBa suggested that at the end of each academic year staff are encouraged to put their case forward for their requirements.*