**Appendix 1**

**Questions for Sampford Peverell LGB 07.10.15**

1. **Sports & Sports Premium (LB) – Did we underspend sports premium by 50% last year? If so, why? Or am I misreading it?** (MH)

*Answer - Yes we did underspend – the reason being that the plan was to use some of the sports premium money for hiring a minibus together with Wilcombe school; therefore money was left in budget in order for this to happen. LB would now like to look into the school owning its own minibus/hiring one for the year so we can use it for flexibility across the curriculum whenever we want to. Lorna, David and LB will be able to drive a minibus. JB suggested SP should look into the purchase of a minibus and then approach another school to share it rather than wait for another school to push this forward. JB has asked Ryan if this would be carried forward – this question has not yet been answered.*

1. **Sports & Sports Premium (LB)** – **Regarding the ‘Termly sporting provision at Sampford Peverell C of E Primary School’ – figures don’t look up to date? If they aren’t, can we have an update?** (MH)

*Answer - This document was an example only of how such figures will be tracked. This will give Governors an overall view of what sports are being done by children. It also forms part of an audit that the school is required to complete.*

1. **Sports & Sports Premium (LB)** – **Swimming Pool – referred to as part of Lettings Policy only. Can’t it also be a major part of KS1 and perhaps even early years sport development? (especially if we do have £4000 of sports premium money unused).** (MH)

*Answer - Now the pool is fixed and we have heating the pool should be used as part of our own school provision for PE. LD is able to teach swimming to children and is happy to do so. CB said that there is also a water polo teacher in the village and perhaps that could be explored.*

1. **School Performance (LB)** – **Please can we have a walk through the PP Gap Analysis and ATP reports – so we can understand the key messages (good or bad)?** (MH)

*Answer - PP gap analysis is the difference between the progress of PP children and non PP children*

*There is also the PP gap to National averages which will be different set of figures and will be the ones OFSTED will look at first*

*Key messages in PP gap analysis report: talk through each of the year groups and highlight where the gap is narrowing – highlight the specific children in a cohort eg those who have specific needs.*

*Key messages on ATP report: aim is to show the average progress of the whole school, SEN, non-SEN and children with PP.*

*Children in years 2 and 6 were measured in point scores (APS).*

*Purple indicates above 5 ATP, green is on track – above 3 ATP, blue is below 3ATP*

*LB and JB talked Governors through the submitted report and pointed out areas to be considered. Sometimes statistics can be explained by knowing more about the individual circumstances of the child concerned. MH pointed out that trends should be looked at moving forwards and therefore an understanding why these patterns might arise. AD pointed out that the real issue is ensuring that the correct resources are in place to assist children who need that support. JB said that Governors should also be interested in whether the proportion of the PP money being spent on staffing is being used in the most beneficial way? JB said that this is still a focus with Ofsted particularly since on a national scale, the South West does not perform well in this area. JT felt that some of the ‘lack’ of progress demonstrated could be down to the testing criteria and the lack of room for improvement in some areas within this.*

1. **Teaching and Learning (JT)** – **As a parent, I am very encouraged to see the increasing rigour around books, consistency of presentation and marking, using books as a mechanism of progress to praise and develop children; and a similar focus on spelling and reading etc. in staff meeting. I would expect universal support from teaching staff which I know we haven’t had in previous years. Please can we have a teacher’s perspective from JT on this? I am interested in gauging how engaged the staff are getting behind this.** (MH)

*Answer - JT feels that staff are very engaged in the clear direction that is being given. Although there have been systems in the past they have not had the rigour in place behind them and it has mean that the atmosphere is altogether different, more open and more positive. Staff are also willing and happy to challenge.*

1. **Teaching & Learning (LB)** – We have focussed on the children and their development but I’m not sure we have concentrated on staff development enough and what they require to meet your, and the PATs, high standards. Do you have some plans in place for this school year? (CB)

*Answer - In 2014/15 JT attended a creative curriculum CPD course and some literacy ones, Lewis attended courses with David Curnow about Food for Life and Linda Dawson gained accreditation for a food and nutrition course and attended a behaviour course through our local PSP newsletter, Lorna attended PE courses too.*

*KB and LB to attend training together about the new Early Excellence data baseline check for Reception*

*EB to attend training about year 2 and a visit to Duchy has been arranged to observe year 1 and 2 and to have support with planning, OV to help out to – LB to attend as well in order to point out good practice with EB for her to use back in school as part of NQT development.*

*Whole staff development can be seen through the different way in which meetings in the week are now organised. In order for staff to direct their own development, there are a series of tasks throughout the term which staff have to evidence and put into their data folders ready for the standards meetings at the end of each half term.*

*I have also asked JB if people can visit OV to look at classes where behaviour is tricky so people can observe different ways in which to handle children using positive language. Similarly I would also like staff to visit other schools within the PAT for this.*

*After Christmas I would like to send staff to different schools so they can see books, differentiation, classroom displays and hear staff question children using a differentiated approach. PPA can be used for this with the expectation that ideas are brought back, shared, tweaked and implemented; likewise this also has to be documented as part of the standards meetings. This appears on the SIP individual action plans for the year.*

*Network meetings support CPD and professional development*

*LLC events / professional development opportunities this year?*

*Joint staff meetings re standards and moderation with other PAT schools?*

*LB has also attended leadership training and Diocese training events around leadership and the SIAMS process*

1. **Safeguarding (VH)** – The Safeguarding action plan shows a red status ‘Check the acceptable user policy is in place’. Please can we have an explanation of this and how serious it might be? (MH)

*Answer - Use of internet in school, e-safety policy from OV to be used as a starting point – needs adapting and adding to. EG where are staff expected to keep their phones during the day? Use of mobiles within the school day? PCSO to come in and deliver training about safe internet use for children and their parents. VH wants to look at other schools policies on this particularly with regard to e-safety and mobile phones etc. This is in hand. JB suggested that this be now turned to amber as the work is in progress.*

1. **SEF & SIP (LB)** – Please can we hear a bit more about differentiation of curriculum and what that means for the children? (MH)

*Answer - Differentiation – writing frameworks relevant to each child so they can access the learning in a class independently or with a little support*

*Can also be in terms of expectation of outcome – a sentence or a small paragraph or a piece of text.*

*A curriculum that is appropriate to the child. Eg if there is a child who needs a different curriculum provision – models, pictures, sticky labels, gardening, experiences before writing*

*CB asked if it’s obvious to the children which the less able children in the class are. LB said that yes they might but each child has their own target which they have to evidence, not just those less able children. JB said that the children have an ethos about working together and alongside each other despite knowing what other children’s strengths and weaknesses might be.*

1. **Kitchen (JB/LB)** – **What was the reasoning behind keeping the kitchen open after we agreed to close it when we met in May please?** (CB)

*Answer - This was a possible proposal for the future …. PAT premises team decided to make good existing kitchen and in line with the poor report carried out the redecoration in the summer ( no cost to SP) as the numbers of the school grows ( pre school etc) the kitchen will be an needed. If we can keep it we should*

*Also quality of meal very different with a new kitchen manager who has lots of drive and ideas!*

*Plus relaunch of the kitchen after half term complete with name, display. Plates and bowls being used at lunchtime now. Norse have been very supportive – monthly meetings with Jude. Also have salad bar and dessert trolley to be used after half term as part of the relaunch.*

1. **I would like to say what a fantastic atmosphere there was during the Summer holidays with everyone helping with their husbands, family and friends to get the school ready for the children coming back in the Autumn term. A great team spirit and good fun! We should make a regular thing of it perhaps with a BBQ and swim next year? (CB)**