**Appendix 1 - Questions for Sampford Peverell LGB 02.10.17**

1. **Re. Health & Safety. There are a number of carried forward actions from the last report. Why have these not been carried out to date? Can you confirm when the urgent actions will be taking place? (GF)**

*Answer - Several of the actions are out to lender. We are awaiting quotes for the works to be completed. Steve Cox is meeting with Rose Budge on Wednesday regarding a couple of the actions as they are not a straight forward as what they first appeared.*

1. **Can you confirm any changes in school numbers? What are your plans to encourage families who may have concerns about the school either due to past poor publicity or the OFSTED grade? (GF)**

*Answer - The number of children have decreased slightly from 120 (including 23 nursery) to 112 (including 21 nursery). We are expecting 3 more children to start next week increasing numbers to 115. Raising the profile of the school especially the Early Years unit is a priority. Positive media coverage to promote the learning in the school and open events are planned for the year.*

1. **SEN funding is set to reduce from approx. £30K to £18K. How will the school cope with the reduction in funding whilst still delivering the interventions needed to support these children? (GF)**

*Answer - Whilst there is a reduction in SEND funding we also have a reduced need. Three children who previously were funded are now not at the school. The SEND budget is still very tight. We are targeting the greatest need for interventions. CB suggested that these figures need to be checked.*

|  |  |  |
| --- | --- | --- |
| **ACTION** | **HH** | **ASAP** |

*SS asked for some clarification of acronyms – HH & CB gave explanations of these.*

**AND**

1. **Please can we have an update from Helen on the SENDCo arrangements. Do we have enough support? And do we think anything needs to change? (MH)**

*Answer - Sophie Fennessy who currently works as a SENDco at another Ventrus school will be temporarily SENDco for the school until we are in a position to recruit a permanent SENDco. The current SENDco has worked hard to ensure systems and procedures are in place. In discussion with her and what I have observed in the short time I’ve been at Sampford, a temporary need for greater hours is essential to move the school forward quickly. I would suggest a 2 day SENDco for a term would meet this need, including improving the impact the TAs have on the children’s learning.*

1. **How will we know the impact of interventions for our SEN and PP children? I understood the SENCo was setting up an intervention support programme in the summer term. Can you give us some feedback on how this has gone and whether it allows monitoring of the success (or not) of interventions? (GF)**

*Answer - The impact of interventions with differ depending on the nature of the intervention. Progress of the Thrive interventions will be measurable through the child’s behaviour and confidence. Academic interventions will be measurable through progress at the end of autumn term.*

**AND**

1. **What are we doing to address the specific need for interventions for PP children in respect of reading and writing, as identified in our recent data analysis when we were preparing the SEF and the SIP? (MH)**

*Answer - First quality teaching will have the greatest impact for the PP children. We have stability with staffing which will have impact on the children. In relation to interventions the introduction of WRInc will have an impact in reading and writing. MH asked why RWI would specifically help PP children and HH explained that this would be used as an independent intervention delivered in a set way ensuring quality teaching. GF pointed out that this will also ensure extra attention is paid to reading and writing with PP children who may not receive high levels of support at home.*

**AND**

1. **What is our current assessment (or opinion) of the effectiveness and impact of current or recent interventions for PP children and what are the potential reasons behind this? (MH)** *Answer - It is too early to tell in the term if the interventions are effective. The overall effectiveness depends on the quality of the person delivering the intervention. I will be in a greater position to answer that question at the next LGB when I have concluded all my observations and impact of interventions will be measurable in terms of data. Governors challenged the headteacher over progress of PP children. KS said that although there is no data it could be said that the first evidence is in the recent training of the TAs.*
2. **Pupil behaviour. Can you give feedback on the impact of the new behaviour policy? (GF)**

*Answer - I have seen an improvement in the pupil behaviour since the beginning of term. The children have responded well to the new level of behaviour system. We have significantly less incidents during lunch time. Behaviour and engagement of learning has improved. In a recent learning walk, all children were on task in all classes. The children are responding well to the high expectations. KS feels that some of the increase in good behaviour is related to non-teaching adults feeling more empowered and children understanding that this is the case.*

1. **Where are we with Sports Premium funding? What are we planning to do in respect of sports premium allocation over the coming year? We note the position on visibility of budget but what would we like to do for the year ahead? (MH)**

*Answer - Mr Snow and myself are discussing how best to spend the extra funding. We are considering an extra Premier Sports sessions, purchasing superior outdoor equipment and extra swimming lessons for vulnerable children. The purpose of the sports funding is to have a lasting effect on the quality of sports within the school. I am also consulting with another Ventrus Head teacher on how best to spend this funding for maximum impact. MH asked if there is anything that can be done within Sports Premium that assists with the more academic side also. HH said that there has to be proof that what you do improves sports provision across the school. HH is due to meet with other school leaders to look at creative use for this funding. KS said that there is an argument to say that ‘sports’ equipment that would have to come from the standard school budget could be purchased using Sports Premium funding instead in order to lift the pressure on the standard school budget. This to be updated by half term.*

|  |  |  |
| --- | --- | --- |
| **ACTION** | **HH** | **AUTUMN 2017** |

1. **Please can we discuss and explore the current provisions, timings and access arrangements for breakfast club, nursery/pre-school and after school care? Do we have an opportunity to improve this? How can we go about making it more accessible (as a service)/appealing to parents/families? (MH)**

*Answer - I explored the possibility of afterschool provision on site. This wasn’t economically viable. I therefore approached an outstanding childcare provider in Uffculme called ‘Kingwood.’ They now provide a service for after school care.*

*Breakfast club is popular and continues to grow in numbers.*

*The Nursery now offer the 30hrs free childcare. We have seen an increase in hours and potentially will need to recruit another member of staff.*

*The access arrangements for the school are a challenge. If this could be improved it would possibly have a greater appeal to parents and families. CB asked what would happen if a large number of families were to turn up to use the facility on the same day. HH was confident that with provision for up to two year olds being accounted for separately, this should be workable. It may be an alternative to publicise the fact that breakfast club slots can be booked with very short notice. GF felt that it was very positive that extra nursery staff are required given the uptake has increased on the 30 hours free childcare. HH and Governors agreed that there should be a review of access points to the school.*

|  |  |  |
| --- | --- | --- |
| **ACTION** | **HH** | **ASAP** |

*KB suggested that buzzer/camera manned entrances may be preferable.*