**Appendix 1 - Questions for Sampford Peverell LGB 24.05.17**

1. **What is the plan to on-board the new head pre-September? Will they spend some time with the school in the summer term? (CG)**

*Answer - Helen Hurford is to start at SP after half-term, but she will not assume the role of Head of School until September. This will enable me to ensure that new processes and policies which have been recently introduced are properly embedded. It will also give Helen chance to become familiar with the systems of the school and the Trust.*

1. **To what extent has the new head been made formally aware of the steps we are taking following the Ofsted report? Has the new head had any input? (CG)**

*Answer - Helen is aware of the position the school is in and will be involved with the formalisation of the improvement plan. MH asked if HH had been told in advance about the likely outcome of an OFSTED inspection and CB said that she was.*

1. **I understand there is some IT equipment to be purchased can we have a run down on how this will be used? (CG)**

*Answer – CB will look into this further.*

1. **Re. the above, why has this approach been taken and what is our ultimate aim? i.e. 1 computer/tablet per child, timeframe etc. (CG)**
2. **To what extent is the MAT willing to support the cost of the above IT resource? (CG)**
3. **Do you have any thoughts on how the parents can help improve reading, writing and numeracy? Would a working group inc parents and teaching staff (key subject experts) be useful to identify and understand the resources that can be used. Perhaps something similar has been done at the Duchy. It would be good to get a date in the diary at the meeting if there is desire. (GF)**

*Answer - Budget permitting I wish to introduce Read, Write, Inc into the school in September. This reading scheme has been highly successful at The Duchy in improving standards of phonics and reading. Helen is familiar with the scheme as she uses it at Willowbank and is really keen to have it. We will need to have training sessions for staff in its use and it would be a good idea to involve parents with this too, as they can make a big difference in the progress children make, if they practise at home with their children.*

*I would suggest a couple of sessions for parents in KS1 and KS2 relating to the teaching of maths as the methods are largely unfamiliar to parents. It would seem sensible to do this in the autumn term. The new EYFS leader would also deliver similar sessions next term.*

*CB said that this is very formulaic and will help to bring levels to a certain standard. CG asked which years will use it and CB said that this would begin with Reception and Year 1. KS pointed out that it can also be used as an intervention for Year 2 children who might require it. CG asked if there will be information available to encourage parents to engage with this and also with Mathletics which is currently being used. CB said that in the new school year she hopes to arrange sessions for parents. KS pointed out that particularly with Mathletics staff need further training before parents will be able to take part in this further. CG suggested that Unit Leaders might be able to provide information about ways of learning that parents could understand in order to be able to engage with and assist their children further. CG suggested video material could be embedded into the website also.*

1. **Please could you talk through the data you have given us, both the Hodder and TA assessments and the attainment for current learners; explaining what that means for where pupils are compared to expected. How will we expect to see this change as improvements take place, and how quickly. (GF)**

*Answer - The data was compiled to see if the results of termly assessments (the Hodder tests) bore any resemblance to the teacher assessments being made; to assess where cohorts are in relation to age related expectations (ARE) and whether individuals and groups are on track to make good progress from various key points e.g. end of reception to the end of KS1 and then from the end of KS1 to the end of KS2.*

*What the data reveals is that there is inconsistency in the judgments being made by teachers and the test results. It also demonstrates that some teachers have not always taken a step back and asked themselves whether what they have submitted actually makes sense. This is something which needs to be rectified through training and careful moderation of the data on a termly basis. This will be a key focus of the school improvement plan and the monitoring which is to be undertaken by the Senior Leadership Team (SLT).*

*MH pointed out that in the teacher assessment document childrens levels of progress seemed to slipping downwards rather than increasing and asked if they were overestimated in Autumn or if there is a downwards trend. CB pointed out that overall there is not a strong enough understanding yet of what an Age Related Expectation looks like. CB also said that a new member of staff could not find the evidence to support some of the data in the teacher assessment document.*

*GF asked, if this data is not robust, how will it be possible to assess forward progress? CB said that the data that goes in at the end of the summer will be moderated by other members of staff within the Trust so that there is some solid baseline information. MH asked if the Spring data will be accurate and CB felt that it is unlikely to be. CB also said that the tests at the end of the Summer will give a much clearer idea of childrens standards. GF said that she had understood that moderation had been happening for some time. CB confirmed that it had been happening in Years 2, 4 and 6 but there is no way to guarantee that that information is what’s in the data.*

1. **Please can you talk us through the planned changes that will address the actions points in the Ofsted report. I can see some of them have been mentioned in the HoS report.  (GF)**

*Answer - The SLT is meeting after half-term to re-write the SIP, taking into account the points from the Ofsted report. None of the points raised came as a surprise, but the current SIP is too long and insufficiently sharp and focused.*

*Actions already undertaken to address some issues include:*

*The re-writing of the SEF to reflect our assessment of the school’s strengths and weaknesses;*

*Introduction of a new Behaviour policy, which focuses on rewarding children’s good behaviour, both in relation to how they are with others and their learning behaviours. Children are responding well to achieving Golden Points which link to our new Golden Rules. There is also a clear outcome, should these rules be broken;*

*A ‘Core Expectations’ document has been created, which outlines our approach to teaching and learning; learning environments; marking and effective feedback. The teachers have been involved in the creation of this document and it will be reviewed termly and adjusted accordingly;*

*A focus on improving children’s handwriting and the presentation of their work – teachers requested to start new books to demonstrate the improvements would be made;*

*MH said that he has noticed improvement in Class 3 already. He feels that Reception there seems to be less improvement with less coming home from the children although this wasn’t altogether consistent with GFs experience. CB said that there already a lot of actions in place across the school and there has been significant support from Jill Riggs from The Duchy School. Learning Journeys are now in place and writing is being done in books. Overall MH feels that the connection with parents must be nurtured so that they can support their children and assist in improving outcomes for the children as requested by OFSTED.*

1. **Where are we with the swimming pool? Will it be able to be used this year? (GF)**

*Answer – the pool has been looked at the pump has broken down and CB is waiting for a quote from ISCA. SC had raised some points with Steve Cox (Maintenance) regarding whether or not the pool can be made fit for use. CB has spoken to Rose Budge who is arranging for NPS to come and carry out a Health & Safety review of the pool. Nothing further is to be done until this work is complete. A swimming teacher is lined up to provide the swimming offer and work has been done to establish the rules regarding testing of the water. A course to acquire the accreditation to be able to do this is being investigated. MH asked if Sports Premium money could be used for this if there is any left in the budget and CB confirmed that it cannot. KS pointed out that if the cost overall is more than attending the local pool by bus then perhaps the schools own pool should not be used.*