

Appendix 1 – Sampford Peverell LGB – 03.02.16

Questions for Lyn Brimson

1. **Results for 2015 foundation stage showed only 50% got GLD and 50% expected progress. I see the information on where this grp is now with phonics, but please could you update us on where they are with maths, and any other key information that would be helpful.** (GF)

Answer - The data that GF is referring to is the maths EYFS data which was the lowest scoring last year as in reading and writing, 83% achieved expected progress. The year 1 cohort have taken some maths tests to see how many children are working at the expected standard at the end of the autumn term. This figure was 100% of children. These children also made 2 tracking points progress last term based on test results only. However, the test score is only one measure.

HOS is now looking at the relationship between the test and teacher assessment information which need to be aligned through the regular updating of pupil achievement on SPTO. All staff are now using this system. This will be done by teaching staff by the time of their individual standards meetings next week before half term and the whole school is moving towards this being used as a mark book and being updated each week for accuracy and to aid constant mapping and gapping. Through this the HOS will measure the % of the curriculum that has been covered and achieved and use this information to track progress more accurately since the pupils' end of EYFS results.

For example – there is one child who achieved an ELG in maths. She has currently achieved 39% of the maths curriculum. On the matrices on which these two bits of data are calculated the child is shown to have made expected progress (she is green on the matrix).

A discussion was had whereby the KS1 matrix was explained to Governors. This triggered a further explanation of mastery which JB gave to Governors. JT said that the decision on which statements are 'ticked' can be very subjective as sometimes the statements are without context. CB asked about the reasoning behind children not being pushed up to the next academic year's work if that was felt appropriate. JT said that now the philosophy behind the curriculum is to create mastery of the current years' curriculum to ensure a solid understanding rather than pushing the child forward. MH asked if there will be any cross school moderation and JT said that this is already arranged and in place.

MH asked if children's books at this school are now more favourable comparable with those at other schools and LB said that indeed there has been significant progress. LB said that you can see evidence in books of the difference the teaching has made to the child. The work in the book from the beginning of the lesson is much improved by the end of the lesson, showing just how powerful the teaching can be. CB asked where the link is with the parents for them to understand this new vision. LB suggested that the beginning of the school day is a good time for parents to talk to teaching staff about this. A further move here might be for children's books to be available prior to the beginning of the school day to enable children to be able to sit with their parents to look at them.

MH asked JT what the staff view of the early morning was. JT said that she feels there is a mixed view. What it does seem to mean is that children are all in and ready for register at 9am. In other classes where a lot of children are attending early and for a long time registration can still be delayed. Some staff feel that there is little time to discreetly talk to parents now.

2. **Writing in years 1 and 2 appears below expectations. Are you seeing improvements with the implementation of the plans mentioned in the documents? (Can we see any change e.g. from marking or the termly assessments?)** (GF)

Answer - Writing in year 1 is a direct correlation to the phonics test results last year and this has needed a lot of work. EB has focussed on providing specific feedback to children in each session and this has enabled the children to become more confident writers and children who actually now enjoy writing; there has been a big shift with this group this academic year. LB will be working alongside EB after half term to maintain this work and support dedicated time with year 2s.

Similarly there is the expectation that the writing objectives will be looked at on SPTO on a regular basis alongside pupils' work. This will be addressed in the standards meetings where books will also form part of the meeting in order to monitor standards. A record of this meeting is kept as are the half termly progress meetings where there is a dedicated section about book scrutiny notes. HOS has looked at the books in year 1 and 2 and progress can be seen – this is being achieved through a cold writing task and then a repeat task at the end of the sequence. Children are being assessed as to whether they have achieved must, could, should targets and these are highlighted by the class teacher as a further assessment opportunity.

Teachers this half term have also worked in pairs to moderate writing samples in preparation for a whole school writing moderation meeting this Thursday – this has stimulated discussion and enabled teachers to have a professional dialogue with each other about writing judgements. Evidence from this will then be updated on SPTO for the children concerned. This then sets the standards for the rest of the class.

3. Looking at year two data 2015. Are we stretching the more able pupils enough? Great to see we were above national at 2c+ and 2b+, but this was not always the case for the higher levels. This would link to the ambition for at least 3 levels progress (in the old scheme). (GF)

Answer - There is work to be achieved with the more able year 2s. In the current cohort there are 2 children who exceeded at writing in reception, 1 of these children has also joined the school this year so is not 'ours'. 1 child was exceeding for reading in reception and 1 for maths (however for maths this child also joined us from another school). More able children are a targeted group with all progress and moderation meetings – there is a section to record information on the proforma sheets.

The reason for comparing the test results with the teacher assessment is that tracking for the more able can be more accurate and the coverage can be tracked by HOS on a regular basis. There is a clear evidence trail of when information is updated on SPTO.

Having the minibus will also allow trips to take place to promote language learning and experiences for the children to write about. Differentiation plays a key part in this process and it is ongoing throughout the year.

Book scrutiny complements this as it focuses on what the tasks are for children on the same day and the quality of differentiation. Teachers discuss this with HOS during book scrutiny meetings, progress and standards meetings – the dialogue surrounding this is constant. Sarah Milne (SENDCo) has also been looking at the provision of SEN throughout the school and the resources used.

Questioning plays an important part in stretching and challenging children – all staff have been given samples of graded and differentiated questions to use in lessons which range from closed questions with answers such as yes and no to more evaluative ones such as if you were to do this task again what would you change?

Independence and choice within the curriculum plays an important role with stretching children – allowing them to design their curriculum allows them greater ownership and therefore more input into their learning.

MH asked if this work is being fed back to parents other than at parents evening. LB said that there could be a forum at parents evening about children's behaviours for learning and

educating parents in this area. This can also be reported on within the written school reports. CB asked if there would be learning lessons for parents again and LB and JT confirmed that yes this might be taking slightly different formats but it does still happen.

- 4. Is the SIAMs document being updated? The introduction does not mention First Steps and increased school numbers etc (as per SEF) (GF)**

Answer - Yes – this has been done in advance of the meeting.

- 5. Outdoor learning and Forest schools - please could we have a brief update. (GF)**

Answer - David Curnow is leading the development of the outdoor area and we are looking into sending him onto a forest schools course; this requires financial commitment from us (£895) as well as time for David as he does have another job. We are looking at other ways of supporting his training.

On Fridays David works alongside other classes and is developing the vegetable patches around the school so we can use the veg in the school kitchen. He has enlisted the help of Mr Hill who also helps on a Friday and they have started to create and develop the fire pit area as David wishes to use this with the children. They first had to make it safe, complete with log store (recycled from First Steps outdoor area).

- 6. How has the new start to the school day helped? Is there any change in behaviour? Are the teachers finding they have more opportunities for feedback to pupils/ pupil conferencing? (GF)**

Answer – this point answered at point 1 above.

- 7. Sports premium funding. From the update it appears that there is now the availability of a minibus from Bickleigh. If this is the case does this mean there is some sports premium funding that can now be allocated to other sporting activities? If so is there a plan on how this will happen? (GF)**

Answer - Mr Hinds has agreed along with Mrs Davey that they can support sporting events – this will need careful organising as 2 people are always needed for the bus. Mr Curnow has also been trained and LB needs an update as she took her test whilst at Orchard Vale. The final documents for the minibus are being prepared to transfer the bus from Bickleigh to PAT. This includes the registration document and insurance. It will need an MOT soon costing £45 and we already have a contact for this at Uffculme.

Sports premium money is £8,500 and £2,055.33 has already been spent on coaches for swimming, PAT football tournament, Killerton and orienteering, sport and dance. The remaining money will be used to pay for a swimming instructor for the summer term, once per week, LB is currently sorting the arrangements and safety provision of this with Woodwater; previously when this has been done, the instructor was paid £20 per hour, we need to check whether Marcia is lifeguard qualified although she does have a volunteer who is wanting to work alongside her. As she would be self-employed the school also needs to check its public liability insurance.

£3000 will be spent on the PAT central purchase for all schools of Arsenal coaching package for 15-16. Staff are now implementing together with the coach. This will be reviewed regarding V for M ahead of decisions for 16-17. MTAs have identified that the lunchtime activities need developing and are putting together an order for equipment.

- 8. Behaviour - Please can we have another run through the Five Steps behaviour policy?**

There are continued grumblings from parents regarding the behaviour of a few more challenging pupils. Without discussing any individual children, how often are we reaching

the latter steps of the procedure, and have we been close to any exclusions? Do we think it is being effective? Are we noticing any trends? (MH)

Answer - The five steps procedure is as follows:

Step 1 Gentle reminder stating inappropriate behaviour

Step 2 Firm reminder detailing unacceptable aspects of behaviour

Step 3 Miss 5 minutes' playtime

Step 4 Move to another class to calm down

Step 5 Involve head of school and contact parents

There have been more phone calls home to parents to improve communication between staff and school as parents had said they had not known about events. This has now been rectified and parents have commented on how good this action has been. To improve communication further HOS now writes a letter to parents after a meeting so there is a record of events being discussed in case of future need.

HOS has spent a considerable amount of time lately investigating and modelling a good way to interview children about events on the playground. This has proved successful as staff have been able to report accurately back to parents. There is a concern that some children are targeted but this is being addressed through the interview process with children.

We have been close to two exclusions this year, one which involved David Archer the inclusions and integration officer for the county. Both sets of parents know about this and in one case a letter sent home to clarify what would happen should the incident happen again.

MH asked about progress with the accumulation of repeat offenders. *Two children have been sent to another class and there are 5 children (5.5%) who have spent playtimes and/or lunchtimes with Mrs Brimson – two of these are on a regular basis and SENDCo is trying to receive funding for. Last year this applied to a different two children who this year are not displaying those same behaviours which shows positive progress.*

There has been a significant move towards understanding what is needed in order to diffuse and distract and then return to consequences. Children in year 5 and 6 have sought out LB to resolve a problem that had occurred earlier in the week. They showed real skill and provided good comments in relation to the 5 step procedure and solved it themselves.

MH asked if progress can be seen with these current children. *JB said that yes there is progress but at times there are difficulties, for instance a key worker to whom those children have formed attachments has left. This will be a huge loss to the school. The work that she has done has been invaluable and has had a massively important impact on outcomes for these children. LB suggested that Governors might like to send her a thank you card for all her work. GF to organise this.*

Action	GF	ASAP
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*Supportive work is constantly being done, some outside the classroom where other children cannot be disrupted. There have been discussions around exclusions also. CB and GF pointed out that such letters are referred to in the Behaviour Policy which parents were invited to come into school to discuss some time ago. **CB gave example of an incident that happened while she was with LB and how this was dealt with in comparison to a year ago.***

9. Safeguarding - Please can we have a reminder of the Lanyard colour code? (MH)

Answer - Green is to say that you have been DBS checked and can work with children. Red is to say that there is no DBS check and you need to be working alongside another member of staff. Black is for governors who have all been DBS checked. There is a real importance attached to the issue of adults working on their own with children and the rules around this. Safeguarding procedures are in place for the adult as well as for the child.

10. After school club - Can we not use one of the classrooms? Cost, Insurance and logistics of off-site club are a potential challenge - an on-site solution would seem preferable. (MH)

Answer - Whilst yes this would seem the logical solution it prevents teachers from working in their rooms after school. This is time for them to prepare classroom displays and mark their books and if we need the learning environment and books to be of a certain standard then they need their classrooms at the end of the day.

GF is organising a survey regarding after school club and looking at potential sites. JB and LB have been discussing premises today and feel that an after school club could be run by an outside provider in the school hall on Mondays, Wednesdays and Fridays. GF suggested that on Tuesdays and Thursdays they might be able to be in the Nurture Cabin and then brought back to the hall once the handball/gym classes were complete at 4:30pm. JB said that private provision is much simpler to arrange and if they are not charged rent for the premises, costs can be kept fairly low.