

Appendix 1 - Questions for Hemyock LGB 08.02.16

For Helen Nicholls

1. **Given that the school and PAT received a buildings condition survey report on 23/11/2015, could you please clarify what short and long term actions will be taken on the basis of this? (DS)**

Answer – A premises meeting was held on the morning of this LGB meeting. All data came in and was looked at across the trust and was used to write CIF bids this year. A sum of money had been notionally released to address other issues and is still being looked at to decide how it is best spent. Issues around Health & Safety and compliance are being looked at with regard to appointing someone on an interim basis to keep these things moving. This school is one of only two across the PAT who have not won CIF bids so far. Work is also being done to investigate Basic Need funding from the LA and what the availability might be. HN answered this high level challenge at a local level but given the significance of the data and the growth of the site this needs to go back to Directors.

Meeting went into Part 2

Meeting came out of Part 2

2. **Given that there will likely be the inclusion of Pilton, how can the school governing body be assured that there will be sufficient back office support for Hemyock and the other established schools? (DS)**

This question answered at item 6/2016 of the minutes.

For Leanne Arrowsmith

3. **With an emphasis on sporting activities for 2015/16, what successes are there and what else could we be doing? There was an intention of addressing pupils with low interest in physical activity? (DS)**

Answer - With regard to low interest children, some of this is covered by the provision from Arsenal Football Club where the children are able to take away ideas of how they might play physical games together when they might not previously have done so.

This term there is work being done on orienteering with years 1, 2 and 3. This appeals to different types of children who might not deal with sporting items of a competitive nature. Fun Fit is provided for children who need their core strength developing.

For Reception and Year 1, a scheme on balance and core strength leading to the ability to ride a bike has been bought in.

Swimming lessons are also underway currently with a progression into life-saving skills.

Teachers have been trained and are carrying out training for other staff.

Inter-school competition teams are also still taking part in various sports.

There is some money left within Sports Funding which might be used to build sheds on the playground to house large items of equipment for the children to use.

4. **Sports Funding – please expand on ‘bike riding’. (PR)**

This question answered at Item 3 above.

5. **Attendance – seems high at the moment. Good to see it is nearly equal across all groups. Has there been an improvement in FSM attendance? (PR)**

Answer – This data did not form part of the supporting documents for this meeting showing that Governors are working hard on achieving a full understanding of all aspects of school improvement. The Data Dashboard showed that FSM take up is in the bottom 10% of the

country. This was then checked thoroughly and the data was found to be inaccurate and is being amended.

6. **The Spring topic seems to have had a good local focus. Could I suggest some examples of the taught curriculum being enhanced by the 'walking curriculum' at our next meeting? (PR)**

Answer - LA said that she could bring examples of this to the next meeting. LA explained that each year, each year group is going to have a progressive walk that they will do around the village, leading up to the Exmoor Challenge they can take part in at the end of Year 6. This links to PE and very strongly to geography mapping skills.

Spring Into Life is the topic this year and art focus is around artists who's focus is around wildlife and flowers where they can photograph and bring back into class. ER was able to show examples of Year 6 work that has been done on this during this current half term. **A lot of this work stems from the support given by Mick Waters.** PR suggested that teaching staff are very eager to share the work that they do with Governors and that LA might approach staff and ask in the lead up to a meeting if they have items they would like to share. ER said that this felt like a very holistic approach to learning and PR pointed out that this also helps children to link to the community.

7. **Reading and Writing – A mention of research findings – where was this from? (PR)**

Answer - LA said that year six outcomes in spelling and grammar are not as good as they could be specifically for children with dyslexic like difficulties. Annabel Barr was tasked with finding out what could be done to improve outcomes for these children. What she found was that actually there were things directed at these problems that could have a positive impact on all children. All her findings were brought to a non-pupil day and this opened up much dialogue around how spelling is taught now around are there things that all staff agree or disagree with in ABs findings. Some things are going forward for further consideration. Others are being introduced now. Spellings are now being corrected differently. Instead of informing the child that the spelling is wrong and making them correct it, the teacher simply corrects the spelling for the child. This will help the child imbed the correct spelling and not the incorrect spelling. The Marking Policy was immediately changed to reflect this. Progress in books and children's writing on the back of some of the changes that have been made is already evident. LA circulated a document to Governors in support of this. Innovative item. AB is delivering the same findings to Sidbury Primary School in the near future. **JP asked if there is a way to measure the success of this.** LA said that it would be only anecdotally until it is written into an Action Plan.

8. **Using equipment – Are there some children who have struggled from dependence to independence? If so, how have they been supported in this? (PR)**

Answer – The context of this is that teachers were being encouraged to use equipment in each class. However, in a test situation, some less able children were struggling. New concepts are still taught with equipment but within the block of work, depending on their readiness, they would be moved into a place where they could answer the questions without using the equipment. One of the methods to do this might be for the children to draw the equipment that they might previously have been using – this being an alternative strategy.

9. **Pupil Premium – How do you provide support for parents to continue learning at home? (PR)**

Answer - This summer term, as last summer term, parents will be asked to attend school to assist them with regard to supporting their children with homework. This had a significant impact on some children within the school and was felt to be very worthwhile.

10. Questionnaire – 100% happy, safe, good progress, well looked after, taught well! Although only 17% replied – how could we increase this? (PR)

Answer - PAT is likely to begin to use a more online version of such questionnaires as they feel this might yield a greater return. There might be a core set of questions from PAT in future with schools enabled to add a local dimension. LA pointed out the benefits of receiving questionnaires during parents evening so that the right parents can receive assistance. DS pointed out that in a work environment a return of 25%-30% is considered quite successful and that delivery of the questionnaire is critical. PR pointed out that even parents who had grievances also agreed that their children were experiencing a positive and successful education.

11. Pauline Robins – What work is being done on imbalance of gender? I feel stretch and challenge for the most able has been highlighted elsewhere. (PR)

Answer - Evidence hasn't been found on an imbalance of gender at this school. LA feels that teachers are so good at providing for the children at whatever level they are that it is almost inconsequential whether they are girls or boys.