

Appendix 1 - Questions for Hemyock LGB 21.11.16

HEAD OF SCHOOL

1. Re. Parent Questionnaire - please explain how you continue to administer your behaviour policy with reference to parents comments about one orange spot may take away motivation? Also staff training on how to make the decision on when to give a red or orange or none? And when staff do make the wrong judgement who puts it right? A parent also seems to mention about other children blaming the wrong child on a regular basis, I think possibly Leanne may have been doing some research/ reading on this type of behaviour? (PR)

- *We understand that parents may feel it takes away motivation however, this isn't what we see at school. Despite a child getting an orange spot, the whole school staff team have consistently high expectations that they get no more for the half term and the children respond to this. The children need to have a procedure in place that allows them to know there is consequences for their behaviour.*
- *As new staff start at Hemyock they are given and introduced to the behaviour policy and how to know when to give red and orange spots or none with examples of the types of behaviour that children may show.*
- *It is extremely rare that staff make the wrong decision when giving children spots. If this did happen, it would have to be very wrong to go back on the staff member's decision as we have to make sure the children respect every member of staff and their decisions. If I felt a member of staff hadn't made the best decision, I would speak individually to that member of staff to ensure it didn't happen again.*
- *We ensure that when giving spots that involve more than an action by one child, we look into the matter and what happened rather than just giving spots to try and avoid children blaming others. If we become aware that this is the situation, then all staff would be made aware to ensure they were monitoring this.*

2. Re. Parent questionnaire - termly homework topic work - how do you know this is the child's work, also does this disadvantage children whose parents don't help as much? Security main door not others? Perhaps we need to make governance and leadership clearer? (year 1 questionnaire) It would be good for more parents to fill these out to get a clearer view. (PR)

- *This is the same with any homework, we encourage children to complete it to a high quality and independently but this can't be guaranteed when it is done at home.*
- *The homework children do is marked and given house points for in relation to the standard the teacher would expect from the individual. Eg: 3 house point homework may look different for different children depending on their individual capabilities.*
- *The hall doors are monitored. At break time the doors are open as the children come out through them and go in them to go to the toilet. Staff members are out so can watch adults coming in and out of the premises. At the end of the day, the school hall doors are always open as the children exit through them to go home, again the staff are out dismissing the children.*
- *I agree it would be better for more parents to fill these out. The parents were reminded to do this in the newsletter when the surveys went live. At parents evening in January, there will be a parent feedback activity for them to do.*
- *Governors could be more interactive at school events to make themselves known to the parents at school.*
- *They could have more interaction to parents through the website.*

- RW asked if the change has now been made from homework being optional to being required. HS said that it is now required but that there is no punishment for homework not being done.
- PR suggested there is a further exploration required on how governance is communicated to parents.

3. Re. Parent surveys - a disappointingly small response total in all year groups. How were parents encouraged to complete a survey, and how could this be encouraged another time? (RW)

- *We sent out the questionnaire link via text which proved more convenient for parents. Next time, we could always have these available to do in paper form at school and offer coffee and cake just after drop off or before pick up.*

4. Re. Assessment Action Plan - how practically do you teach children working one or even two years below the rest of the class? How do you try to get them to catch up? Is it sometimes better to put them in a lower year group? (PR)

- *Teachers track the year group those children are working within, they then plan the objectives that those children need to reach within certain lessons, that matches what they are all doing.*
- *We have four children working that far behind in the curriculum in Year 3 and 4. These children are working in an alternative provision to enable them to access their maths and literacy at the level they need. They then work in the classroom in the afternoons to access the topic work. Teachers work with an approach that children access their learning at the level appropriate to them- the mastery approach. The work they set has an open ceiling and children achieve what they can.*
- *Being in a lower year group wouldn't be better. Keeping children in their year group, helps them aspire to what they want to achieve. Currently in our year six classroom, there is a group of children working 2 years below their year group, yet they are accessing their education in their classroom. When recently observing in there, some of those children are starting to make links in their learning by listening and accessing some of their actual year group objectives. This wouldn't happen if they were in a different year group that may seem more appropriate.*

5. Re. Assessment Action Plan - it would be interesting to see an example of how the PAT tracker documents are being used in assessment (life without levels) or literacy. (RW)

- *These documents were those I showed in the previous governor's meetings.*
- *This is now not the process we are using to track children's progress as of the last few weeks. We are moving to using school pupil tracker which is where teachers are already recording the children's test scores so I can monitor progress. By the end of the spring term, this will be in action fully across the school.*

6. Re. Assessment Action Plan - AF's guided writing session each day... how does this work in practice? Is this for all classes? (RW)

- *This is being developed at the moment. Now that the children have been assessed through the baseline assessment Alison has grouped the children according to their writing abilities. Each day, one of these groups will have a guided session so that they all have one a week. This way the children are getting a more focused session to extend their writing capabilities. Year 1 is very similar. From Year 2 onwards it works very differently as all children do literacy in that lesson but the teacher will normally have a guided group within that to support which they rotate throughout the week.*
- *PR said that he witnessed a question put to AF where she was asked by a staff member (non-teacher) if children are being taught how to hold their pens correctly and asked for*

reassurance that she was teaching the children in the correct way. It was then decided that there would be a reinforcement of this across the school. RW asked if this is ongoing for Years 5 and 6 and HS confirmed that this has always been the case from Year 1 onwards. RW asked where joined up writing would be expected and HS confirmed that this is expected from Year 2. HN said that other schools across the Trust use Cursive Handwriting which allows joined up writing to be more fluid when children are confident enough to use it. This is a good demonstration that there are various styles and approaches that can be used.

7. Re. Literacy – this is very detailed but when would you expect to have statistical data to support greater improvement in this? Are you in danger of letting other things slip because of the detailed focus? (PR)

- *By the end of the year I would expect that we would hopefully see a difference in the achievements at the key stages of assessment in the school however, we need to remember that each intake of children is different.*
- *Through lesson observations, book scrutiny's and writing moderations I would expect to see an improvement in the spelling and handwriting aspect as well as children's overall writing through the development points in our SIP.*
- *I wouldn't expect anything else to slip. We have high expectations that teachers continue the existing practice they were doing, as well as the new development points. This is monitored through the same procedures as I previously discussed.*

8. Re. Literacy Action Plan - there is a target to visit two schools has this now been planned or addressed "AF and HS to visit schools that have a high proportion of exceeding results in writing."? (DS)

- *Alison has spoken to three schools that we know have had high writing achievements and we are awaiting date responses from them for early Spring term.*

9. Re. Pupil Premium - how rigid is this budget? Do you have the freedom to make money available for help that may be beneficial through the year? (PR)

- *Yes, if the pupil premium money was needed throughout the year to support a particular child it could be done. It is in our budget to use for these children as needed.*

10. Re. Pupil Premium - in 2015/16 there was money spent on music teachers (£1444) This hasn't been carried forward - could this be explained in the broader context of the current investment in music within the school for 2016/17? (DS)

- *This is my mistake; you will see on the pupil premium plan it says 'Enabling access for all to trips, residentials, clubs and Music teachers' and is meant to say music lessons as it does above. It will be changed before it goes live.*

11. Re. KS1 Data - this seems around national expectations year on year and very good progress in KS2. Should we expect higher in KS1 in the future with the schools involvement in pre-school and continued improvement in early years? (PR)

- *We would hope that with more involvement with the pre-school, that our results may improve by the time they reach Year 2. What we also have to take into account at the point of KS1 tests is the children's maturity and even with extra input into pre-school, our partnership won't necessarily help the children's maturity.*
- *Alison is monitoring the points at which the reception children come in and the things she feels they could be taught or could be put in place at pre-school to help their transition to school to enable them to be at a point where they are more ready to learn than they may have been previously.*

12. Re. KS1 Data – very encouraging. Something for the school (particularly ML) to be very proud of, especially given the challenges of that particular class. (RW)

- *This certainly is. Michelle had a big challenge ahead of her last year which she rose to and the children responded very well, ensuring the best achievements possible for children.*

13. Re. Sports Premium Report - any plans for a new sports specialist teacher to be employed? (RW)

- *No, last year we had a sports specialist teacher in for teachers PPA cover and a sports teacher in for one day a week to help coach teachers. This year, we have the teacher in coaching teachers throughout the term, providing them with PE CPD. Instead, this year a modern foreign language's teacher has been employed for the PPA cover to ensure the children are getting a broad range of curriculum coverage.*
- *RW asked who the children are taught by and HS said two lessons a week by their class teacher. However if it is the groups turn to be taught by Arsenal Football Club they would have one lesson with them and one with the class teacher. AFC will teach the children what they are requested to teach – currently gymnastics.*

14. Re. Sport Premium Report 2015/16 - The goal was to have a specialist PE teacher, who has left in July, has there been a negative impact? What plan replaces that and how is it different for 2016/17? (DS)

- *The sport specialist left of his own accord to follow his career path elsewhere.*
- *This hasn't had a negative impact on children. They are still having the Arsenal Soccer School teacher throughout the year and their class teacher is ensuring the children get their two lessons a week.*

15. Participation – have the numbers of children participating fallen from circa 59% to 45% between 2014 & 2015? What are the numbers and percentages for 2016? Can you explain the results? (DS)

- *Yes, they did fall. However, this only takes into account autumn sports clubs. We find as a school that the spring clubs, even though some of them are the same, have a higher uptake. When the children have been asked, some of them don't like taking part in the sports clubs when it is colder and they get wet.*
- *We need to investigate how to provide indoor sporting opportunities for children in the Autumn term.*

16. How will you be able to measure and assess improvement across the distributive leaderships tasks? (DS)

- *The Maths and Literacy leaders have a significant influence on our school improvement plans so they are having an impact across the school. Their impact is also measurable against the outcomes in each subject and how they have monitored and had an impact in this across the year.*
- *The PE leader has an impact across the school in responding to the Sports Premium report. She will work with me to improve our quality of sport in the school. Her current aim is to research KS1 sports clubs that we could buy in to provide KS1 with high quality after school clubs that keep them active. I have identified this as a weakness from last year's report with the percentages being particularly low in these classes. She is also ordering new mats for lessons such as gymnastics in the hall as now that our classes have grown we don't have enough for each child to have one each.*
- *The deputy safeguarding leaders input is measurable when looking at the use of CPOMS. Each 'action' that occurs in response to a safeguarding incident is logged under the name of*

the safeguarding officer. The deputy safeguarding lead will also work alongside me as the lead to deliver training to staff to improve the safeguarding practice across the school.

- The Reception and Year 1 leader and Year 2-6 leader will have responsibility for ensuring the smooth running of their unit. They are also responsible for ensuring children within their unit are making the good or better progress throughout the year and identifying where interventions are needed. This is done through analysing data, book and learning environment scrutiny's and observations.*
- The THRIVE leader is responsible for monitoring any whole class or individual assessments that happen and then ensuring that the correct interventions happen for the term. The lead creates these intervention timetables each term for the teaching assistant that delivers it. As the year progresses, the children should make progress in the stage/ developmental stage they are in and maybe even move into the next stage.*
- The school SENDCo is responsible for ensuring those SEND children across the school make sufficient progress. This is done through ensuring children have the correct agencies involved, the correct interventions in place and the correct support on a day to day basis. This can be measured through the SEND children's all round progress each term.*
- HS will send the email out to Governors which shows Michelle Lockyers acceptance to the Maths Hub. HS explained that Mastery Teaching is allowing children to access their learning in the same way but learn at the level that is applicable to them. This has been demonstrated at the school already and has shown how the way in which children are accessing their learning is having a real impact.*

ACTION	HS	ASAP
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17. Re. Vision Project – was there a ‘control’ sample for the study? (DS)

- The project started by testing all year 3 and 4 children to see where their difficulties lay. Once they had a sample of these children that needed support through the glasses, they looked at other children across the school who teachers had identified as having dyslexic tendencies.*
- PR suggested that the difficulty with this is that you would be subjecting some children to a study and ensuring that they might not achieve the same benefits. This Project had been used elsewhere and therefore it was being offered as a need rather than as a trial. PR suggested staff should exercise caution in future in this regard. HN pointed out that sometimes there is a positivity to just trying something in order to see if it works. The THRIVE scheme is an example which has been hugely successful.*

18. What is the percentage change or year on year changes in roll numbers in classrooms? (DS)

- Our Numbers continue to increase in year 5 and 6 due to Uffculme catchment, around 32 pupils on average.*
- Numbers for all years have increased over the last five years to our highest recorded number of 195 expected from Spring Term 2017, predominately due to village growth.*
- % change total on roll 2011 to 2016 =18.5% increase.*
- % change total on roll 2014 to 2017 =11.4% increase.*
- RW asked how this effects the budget given that the budget is in arrears and HN pointed out that this is one of the benefits of being in the Trust.*

19. Re. Management Accounts - maintenance of Premises and Other Supplies and Services are over budget, please explain? (DS)

- Our budget for September was overspent due to work carried out on making Moon Class safe and inclusive for an SEN child, we had toilet repairs that totalled to £430, our mixer taps were not installed properly by the previous plumber so the water was running to scolding point in classroom practical areas and this repair cost £530 and we essential repairs to the*

shelter in the playground that cost £665. The budget figures will level out as the monthly allowance accumulates. We had to pay for it all now, but we only get one twelfth of the allowance, so by Spring the total of 4 or 5 months' allowance against costs incurred will break even.

Non LGB Report Questions

- **Is the school happy with the measures in place to address both current nut allergy sufferers, but also for the future? (DS)**

- Yes, we are. We are currently addressing the issue of having hazelnut trees on the school field to enable the children to be able to use the field when it comes to the spring/ summer.
- Devon County Health and Safety team and the school nurse have been very helpful supporting us with measures to put in place and how.

- **There are concerns regarding Parentpay security. Should the PAT make all schools and parents affected aware of the potential risks regarding attacks and potential financial implications? (DS)**

- There is no higher risk than using any online payment system. There are details in ParentPay itself about security when a parent is setting up the facility. ParentPay does not hold much personal details re: data protection.

- **What are the lessons from the Djembe drumming project? Has it impacted trust between PTFA and the school? Will there be any further drumming workshops? (DS)**

- In the summer, children had Djembe drumming lessons with a music teacher and parent. The end product was them performing at Blackdown Beer Festival. There was a meeting last year between, Lewis Ames, the music teacher, Leanne Arrowsmith, Suzy Cole and a member of the PTFA where it was agreed that the drums could go on loan to St Andrews. The drums will be back in the Summer Term to hopefully use for a similar project as last year.

- **The school logically makes use of volunteer vehicles and cars to transport children to certain events, should there be a policy in place to address child safety in cars and some policing of that policy? Noted that there is a law change on the use of car booster seats. (DS)**

- As a school we now ask for driving licence and insurance, we keep transport logs with SOE6 forms and parents sign a transporting children form to agree to our procedures. When organising transport, the office communicates with parents regarding the use of car seats and organising the arrangements of these being brought in for events that require volunteer drivers.

It was pointed out that for future reference if a Governor sends a question to the Clerk which is not related to the agenda or documents supplied, it should be referred to the Chair. If it is considered of adequate importance room will be made for it on the agenda.

EXECUTIVE HEAD

- **1. Re. PAT KS 2 data - please explain where we sit. Where are we strong? Where on data do we appear weaker? (PR)**

- HN was able to produce more specific figures further evidencing the SEF judgement of outstanding as being accurate. She gave a full account of the outcomes for 2016. She also

demonstrated the ranking for Hemyock across the Trust in all areas. Across the Trust this school was very high performing and in many instances Highest Performing. HN also explained to Governors how to read progress data. There is a writing issue which has already been identified. Strength in Maths, Reading and SPAG and children are achieving higher than the National Average. This is not showing an issue at the school but is demonstrating that the school has identified the correct area for improvement. RW asked how writing is measured. HS said that it is not tested as a SAT but rather through teaching moderation which is done in groups across the Trust. This deals with all elements of writing including: punctuation, grammar, content, spelling, structure and composition.

ACTION	HS	ASAP
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HEALTH & SAFETY GOVERNOR

1. How necessary are the measures in place for the nut allergy sufferer (hand gel which is ineffective at removing allergens and can cause dryness of skin / eczema) and cordoned-off nut trees)? Are these measures advised, and is cordoning off the trees necessary throughout the year? (RW)

- All measures we have taken in school have been advised by the Devon County Health and Safety Team and the School nurse. After parental concerns with regards to hand gel, I reviewed the advice I was previously given and they stated where it is a last resort, hand gel should be used. Therefore, we are not using it now unless it is a last resort. This would constitute as a case where we couldn't possibly get children safely to running water without them contaminating areas with nut products.
- The nut trees had to be cordoned off at the beginning of term as the hazelnut trees were overhanging the playground and dropping nuts that could have caused serious harm. These trees have just been trimmed on our side and now trimmed on the other side. The rope has now been removed as the danger has been removed and the children have been trained of the new playground boundaries (these are boundaries that always existing historically so have now been reinforced).
- One of the companies who have been approached to quote for further work on this has offered to give an extra service for free in teaching the children about hedge laying.

2. What does the reference to school kitchen as a community hub mean – what is the impact on Hemyock? (DS)

- Currently there is no impact on Hemyock. We are still a NORSE kitchen for the moment. With regards to the meaning of community hub, things that have happened at other PAT schools, that now have PAT run kitchens, ie the chef providing curriculum opportunities for children and outside catering options for and beyond the school community. Eg: at a PAT school, parents are having pop up evening events in school that are catered for by the school kitchen and a Local Council have their catered events from the Executive Chef.

3. Was Hemyock audited by DCC as one of the eight schools? (DS)

- No. Our DCC audit was carried out in February 2014 and our next health and safety audit is in May 2017.

SAFEGUARDING GOVERNOR

1. Re. Safeguarding Self-audit - will the actions make their way on to an updated Next Steps document? (DS)

- *RW said that when he meets with HS and Suzy-Senior administrator, actions are carried forward with them and followed up during the next audit.*

SEND GOVERNOR

1. Should we monitor year on year trends on number of people on SEND register? (DS)

- *JH suggested that this could be monitored but was unsure what data this would provide as the needs of individual children are so varied. However, it might provoke some discussion on whether this school is being selected by parents on the provision of their SEND support. DS said that he was interested to see if the number is increasing year on year and whether the proportion of children is increasing. HN said that conceptually it could be argued that given the need for a named non-teaching member of staff the number of children on the SEND register must have increased. JH pointed out that there is a higher awareness of the challenges that children face and the request from parents for their children to be assessed for SEND issues.*

WEBSITE GOVERNOR

1. Should the school be pushing more communications to parents via social media (text, email, twitter)? E.g. homework (DS)

- *We are already use text updates to parents. Our newsletters now go to parents via email if they ask for this. Social media is a very dangerous world to enter. Homework does go on the website.*
- *PR suggested that a social meeting be arranged to discuss this further. HN suggested that this type of communication coming direct from Governors and linking to the local community and focussed areas of work could be invaluable and work well to attract new or associate Governors.*