



# LGB Questions for Autumn Term Meeting 2016

## Questions from Louise Gordon

**Four Year 6 children narrowly missed their predicted SAT result which has been reflected in the overall result for the school. The middle ability maths group of children has now become a focus in the SIP. How will this be implemented and what support will these children be given?**

A Number Count specialist has been employed to support these children during lesson time and during intervention groups. Because of this, our middle ability children are being supported in small groups to address each child's learning needs. Across year 5/6, planning by teachers has been adapted to support these children. This has been developed through an exploration of Shanghai and Singaporean maths strategies, which is being undertaken by the team, to look at a range of questioning, reasoning and methods. This has enhanced our planning, displays and the reasoning of these children, which can be seen in their books. In addition to this, a maths specialist TA is now working in the team, alongside teachers to foster the confidence of these children and support their learning.

**As a school we have been shown to support and obtain good outcomes for our pp pupils. Looking forward what do we have planned to continue this support and are there any issues or support we as a governing body can help the school implement?**

The school will continue to promote social mobility and academic excellence for disadvantaged children. The action plan clearly sets out a framework for enriched curriculum, highly quality interventions will be implemented and resources allocated will allow us to focus on highly personalised support programmes for each child. This group will continue to be monitored by team leaders and HOS to try to close the gap within school as we know that the gap nationally has closed in some areas. SENDCo is supporting PP/SEND children through work with 1 to 1 team and teaching teams. Year 5/6 team leader is focusing on writing for disadvantaged children as part of her NPQSL action research and masters.

**Our forest school and outdoor learning areas continue to be a 'work in progress'. How will these areas continue to be developed throughout this year and looking forward?**

The fence will hopefully be up by Christmas or shortly after. This means the log cabin can be built in the spring term. We are currently putting together a working party including a group of children to start the work after Christmas supported by some staff members this will include erecting the allotment beds and other basic ground work. We would like to think this will be fully operational by the Summer term.

**Any further updates on the School hall floor? Is it going to be replaced under insurance?**

We have the insurance money (19k) and this has been paid into PAT central accounts. Floor has been booked in to be replaced Easter holidays 2017. This will be paid out of PAT central accounts.

**For Sept 16 we introduced two Year 1 classes due to higher admissions the previous year. This year reception numbers are lower. How will this impact the planning for next year and decision on how classes will be formed in Sept 17? Is the intake in reception this year a blip in what has been a rising trend in numbers? Do we have any predicted intake numbers for next year?**

## LGB Questions for Autumn Term Meeting 2016

Year 1 is a big cohort for us and I anticipate this may be for some time. We are likely to need to support of a fourth class next year and then possibly not the year after. Although with outline planning granted for new homes in Whiddon Valley there may be some increase in general numbers across the school. I am hoping to put together a management plan with Clive regarding how the school might expand, it's capacity and the local development plan implications. Numbers for September 17 look healthy although we will not know approximate figure until the new year.

**There is now a new government focus in EYFS where it has been recommended that children have at least 3hrs physical activity per day. New equipment for example bikes \trikes would be helpful to help promote vigorous physical development throughout the Foundation stage. This would also help to continue to develop the children's gross motor skills.**

The EYFS team leader is confident that children in the foundation stage spend little time sitting and the emphasis is on quality play and active learning which has been seen and commended by recent visitors to the school. She is keen to develop rigorous physical activity further over the year through the possibility of offering children a bike day once a week, the possibility of climbing equipment in reception (this has been successfully installed in Nursery), a climbing wall attached to the new reception fence once built, possibly some smaller trikes for the Little Seeds children depending on space. The children are already offered high quality PE provision through the support of Mr Ovey and active lunchtimes are part of their daily diet.



### Questions from Paul Cooper

**Who is responsible for signing the SEND policy off- the directors or LGB?**

The directors are responsible, however feedback from the LGBs on any policy are taken into consideration. Each policy should be signed by the Head of School and Chair of Governors.

**Is there guidance on the role of local governors in observing classes and the frequency of these visits? For classroom visits to OV who should be contacted to arrange these?**

The LGB will need to assign year group links for this academic year and arrange visits with team leaders. Robinne Lowrey – EYFS, Sarah Huggins- KS1, Emily Gulliford- Year 3 and 4 and Antonia Pirrie for year 5 and 6. Visits of SEND governor to be arranged with Caroline Harding. A visit once a term for at least an hour should be sufficient for all governors to have a good understanding of



# LGB Questions for Autumn Term Meeting 2016

teaching and learning in their age phase/subject. The HOS will inform the LGB of any teaching and learning observations or feedback from external agencies that will contribute to their understanding of the quality of teaching and learning.

## Questions from Alan Bosley

**The information on achievement at the COG meeting shows that OV school with an all-round good (but many greater than – greens). The wobble area has been math's but I believe that this is cohort specific and is expected to be better. In comparison with other schools in the PAT, and I accept that is not the object of the PAT, we seem well placed. I think the data shows continued improvement so are there any remaining areas not evident in the data summaries that we should discuss.**

Our Year 1 phonics result was lower than the previous year due to the high level of SEND children unable to access the test due to the nature of their individual needs. These children will need to re-sit the test next year and are being supported by the SENDCo with specific interventions to try and support them to access the test. They also will need to access the SATs test at the end of this year and it is likely that despite considerable support they may not meet national expectations. We are monitoring this closely.

Progress in writing at the end of year 6 was lower for some groups of disadvantaged children including lower ability and able. Our Year 5/6 team leader is working on a school improvement based on improving writing and has included this group in her study.

**Exclusions. I think this is rare in OV history. I am concerned that governors be informed and up to date both for staff and pupil support and any repercussions.**

Exclusions are reported through the Head of School report at LGB termly meetings. Although this will be discussed at the HOS/Chair regular meetings so that the chair is up to date. SEND children who have been excluded are also monitored by the termly SEND governor meeting and if necessary through the termly Safeguarding governor meeting.

**I understand that Clive Magson, estate manager, has now got PAT wide duties. With PB away what are the arrangements to ensure our excellent Estate management is maintained.**

Mr Mike Wiltshire is now working at Orchard Vale for two days a week to support the 2 days that Clive will be working with the other PAT schools and is supported when required by Mr Derek Felgate. This has been organised at a PAT central level and ensure that the school has not lost out.

**I was pleased to hear from HOS that response to advertising vacant positions produced a good response. I understand that our vacancies are filled and this will be good for existing staff and pupils.**

New appointments working out well.

**It is a shame that the Forest School log cabin has had to wait for other priorities. Our autumn has been mild and dry to date, but anticipating the usual winter it would have provided cover for Forest School, which pupils seem to love being available all weathers.**



## LGB Questions for Autumn Term Meeting 2016

Although we have had to wait for the remaining funds to be raised to build the fence to keep the forest school site secure there is a busy program of forest school being delivered each week with children of all ages. We have the necessary equipment to ensure children are warm and dry in all weathers so forest school can continue regardless of the conditions. With the fence and cabin soon to be in place we have started looking to raise money for new boots, coats and cups.

**The additional classroom created to manage the bulge in reception is noted. Congratulations on the creation of that without major expense.**



It is not really a question but the response from Devon Education and from DFE to our performance data on PP and SEND children is a pleasant bit of news, I know this was from earlier in the year, but needs to be aired for Ofsted.