

	QUESTION	WHAT NOW?	WHAT NEXT?
	<p>Your letter to parents states that the outcome of the inspection was not unexpected. If this was the case, why was this not communicated to parents?</p>	<ul style="list-style-type: none"> <li>• We knew that our data for KS1 and Phonics testing in Year 1 was below national levels and this would have a negative impact if an inspection took place. Balanced against this, however, was the fact that the data for EYFS and Key Stage 2 was broadly in line with national expectations (with KS 2 exceeding significantly in previous years), with value added better than expected from KS1 to KS2</li> </ul>	<ul style="list-style-type: none"> <li>• Generally, we do not communicate specific data on specific cohorts to parents. We keep parents informed on the progress of their individual children and try to balance the updates to parents with the need to comply with data protection rules.</li> </ul>
	<p>What support are the LA providing governors to enable them to carry out their roles effectively?</p>	<ul style="list-style-type: none"> <li>• The LA provides general advice through Oxfordshire Governor Services</li> <li>• The LA run a series of training programmes for Governors throughout the year: our Governors have taken part in training relevant to their areas of responsibility eg: Finance training, Data training, Ofsted readiness training; Governors are due to attend SEN training in January</li> <li>• All our new Governors take part in the LA's induction programme for new Governors</li> <li>• Our Chair of Governors has completed the National College for Teaching and Leadership's Chair of Governors Leadership programme (approx 50 hours over 3 terms);</li> <li>• Our Governors have access to an online training package, offering training on different areas.</li> <li>• We arranged a bespoke data training session for Governors via the LA in Spring 2016, focussing on Botley School data. A further session will take place next year, concentrating on the data which has recently been released.</li> </ul>	<ul style="list-style-type: none"> <li>• Governors requested an external governance review in April of this year. This was awaited at the time of the Ofsted Inspection. The external review is now taking place and parents will be informed of progress.</li> <li>• A further bespoke data training session for Governors is booked for early next year via Governor Services. This will focus on interpreting and interrogating the new official Raiseonline data released by the Government.</li> </ul>

<p>Who apart from Ofsted scrutinises the effectiveness of governors and how regularly is this done? What changes in responsibilities and procedures for this scrutiny will follow in light of the issues raised in the report?</p>	<ul style="list-style-type: none"> <li>● Governors carry out an annual self evaluation (a “health check”) against independent criteria set down on Governor Hub (a document management system specifically for use by school Governors)</li> <li>● The Head and the Chair meet fortnightly and review the effectiveness of Governors’ committees as a regular agenda item; the membership of committees is reviewed formally, annually and informally by the Head and the Chair in their regular meetings. Changes to committee membership/lead roles on committees are made as needed to ensure that all Governors are contributing effectively.</li> <li>● Governance is considered as part of the Head’s annual performance management, conducted by an external educational consultant. Recommendations made by the external consultant on improving the role of individual governors in 2014/15 were implemented.</li> <li>● The Head, the Chair and the Clerk have, for the last 2 years, put in place an Annual Plan of work for Governors to enable Governors to better understand what is expected of them and their roles (commented on as best practice by the external educational consultant).</li> <li>● The Finance, Strategy and Resources committee also carries out an additional annual skills matrix which looks at the effectiveness and spread of financial skills on this committee with a view to ensuring that this committee is fit for purpose.</li> <li>● The LA carry out a desktop analysis of data each summer which makes a judgement on performance data.</li> </ul>	<ul style="list-style-type: none"> <li>● Following the recommendation from Ofsted, the external governance review (LA) is now in progress</li> <li>● Any actions recommended as a result of this review (whether to responsibilities, procedures or otherwise, either individually or collectively) will be implemented</li> <li>● Governors will look at current documentation for monitoring and minute taking and consider how these can be improved to provide clearer evidence of effectiveness</li> <li>● Registers of attendance by Governors at Committee meetings and Full Governing Body meetings have been established this year</li> <li>● Parent governors form the largest group on the Governing Body - please do put yourself forward if you have relevant skills, the next time we ask for candidates.</li> <li>● We also have co-opted Governors - if you know of anyone with professional skills that would benefit us, please let us know.</li> </ul>
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FINANCE, STRATEGY AND RESOURCES COMMITTEE  
 QUESTIONS AND ANSWERS



<p>Are most problems due to lack of staffing and is this a mainly financial issue?</p>	<ul style="list-style-type: none"> <li>● Many problems are due to a lack of finances. We recognise that we might be able to attract more applicants for vacant positions, if we were able to offer higher salaries. We cannot afford to do this.</li> <li>● There are recruitment shortages in education nationally with many teachers leaving the profession. This, combined with the cost of living in Oxfordshire, makes recruitment more difficult.</li> <li>● We are trying to recruit 5 TA's and we are on the 5th round of interviews to try and fill the positions.</li> </ul>	<ul style="list-style-type: none"> <li>● We will continue to look at other ways of recruiting good quality applicants for our vacancies eg, greater flexibility for TA positions; more job sharing for TAs</li> <li>● We will continue to lobby the LA for more funds.</li> </ul>
<p>When will the additional LA support/money happen and how will it be used?</p>	<ul style="list-style-type: none"> <li>● The LA allocated the school a School Improvement Leader, shortly before the Ofsted inspection. She is Lynn Knapp - Head at Windmill Primary School, judged to be "outstanding" in Summer 2016. We have currently been allocated 5 half days per year</li> <li>● No extra funds have been allocated</li> </ul>	<ul style="list-style-type: none"> <li>● We will work with Lynn Knapp in putting together and implementing the post Ofsted Action Plan.</li> <li>● Governors will continue to press the LA for further financial support, also.</li> </ul>

<p>What steps are being taken to improve the effectiveness of leaders apart from LA support? How will their performance be supported and reviewed?</p>	<ul style="list-style-type: none"><li>• New leaders were introduced for each stage ie EYFS, KS1, upper and lower KS2 (appointed in July 16 and started in Sept 16). They are attending leadership training which started in Sept and was ongoing at the time of the Ofsted inspection</li><li>• They are be supported by the Assistant Headteachers and their performance reviewed as part of their appraisal process.</li></ul>	<ul style="list-style-type: none"><li>• Training is continuing to develop leadership skills.</li><li>• Additional support from LA School Improvement Lead, Lynn Knapp for leadership and management support.</li><li>• Staff to attend appropriate training, when available.</li><li>• We will review whether further re-structuring is needed to better support subject co-ordination and whether further training is required.</li><li>• Leaders will be given additional time to coordinate their subjects.</li><li>• Governors will continue to monitor the effectiveness of these changes.</li></ul>
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<p>What are your top priorities?</p>	<ul style="list-style-type: none"> <li>• Our priorities are to address the key points identified by Ofsted to bring about improvements as quickly as possible; governance review and pupil premium review already underway.</li> <li>• We will analyse the quality of teaching and learning further and ensure it is consistently good or better for all, including high attainers, and take action if needed.</li> <li>• We will investigate further barriers to learning for those who are disadvantaged or SEN and act on our findings.</li> <li>• We will carry out a staffing structure review to ensure best use of expertise and funds, to allow more strategic rigour from leaders and governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst addressing these priorities, we at the same time want to continue to keep the children safe and provide a nurturing environment that does not put undue stress on their overall well being.</li> <li>• Our top priority has always been to provide every child at the School with the best possible education.</li> <li>• We will review other services provided from Botley School e.g. playscheme, breakfast club, after school clubs etc... to see if these detract leaders from their primary focus of teaching and learning.</li> </ul>
<p>Are funds going to be diverted from existing plans to work on the improvement measures?</p>	<ul style="list-style-type: none"> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• There are no extra funds available.</li> <li>• We anticipate that we will be further in deficit in order to bring about the improvements identified. We have already asked the LA for budget monitoring to take place monthly as opposed to quarterly and to submit an annual budget only, rather than a 3 year budget as we have done previously. We want to behave in as prudent a financial manner as we can but we recognise that this is going to be extremely challenging given</li> </ul>

		<p>the need to drive improvements forward, quickly.</p> <ul style="list-style-type: none"> <li>• We will continue to monitor the best use of resources that we do have</li> <li>• Governors will continue to look at other streams of finance and non-financial ways of obtaining support. We welcome all suggestions from parents in this respect.</li> </ul>
<p>The inspector highlighted that the change in leadership has not been as effective as it could be. Do you think that splitting the role of Deputy Head across three Assistant Heads has been effective?</p>	<ul style="list-style-type: none"> <li>• The decision to split the role of Deputy Head across 3 Assistant Heads was made after lengthy deliberations by the Head and Governors. The main driver was to ensure that the Head was provided with much needed support in carrying out her leadership and management role and combining that with the demands made on her time as a result of the increased workload in dealing with the needs associated with disadvantaged children and families at the school. Initially, Governors were keen to maintain the existing structure with a Deputy Head. However, when there were no suitable candidates for the role after 2 rounds of interviews, alternative structures needed to be considered, urgently. It was decided to appoint 3 assistant heads to make the best use of the school's existing bank of expertise and to try and achieve a financially viable solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Allowing the assistant heads more face to face time out of the classroom together to further cement their leadership and management roles</li> <li>• The structure is currently reviewed annually by Governors; it will be reviewed again in the post Ofsted planning process.</li> </ul>

	<ul style="list-style-type: none"> <li>• Having 3 different skill sets to call upon has been beneficial; the cover provided by the assistant heads when the Head was absent for a prolonged period of sick leave (following an operation) was commented on by many parents as demonstrating the strength, depth and resilience of the school's senior leadership team.</li> </ul>	
<p>Will Botley consider joining a MAT following the inspection?</p>	<ul style="list-style-type: none"> <li>• The Inspector asked Governors this question during the Inspection. The answer given was that Governors have not, as yet, carried out the rigorous thinking which is a necessary prerequisite to considering whether it would be in the best interests of our children and community for Botley School to join a MAT. Governors and the Head have attended conferences and meetings on academisation over the last 24 months and we recognise that whether to join a MAT is an item which is permanently on the school's agenda, given the current climate. However, no decisions about whether to join a MAT have been made at this time.</li> <li>• We are already working in partnership with other local primary schools in West Oxford and we are a member of a collaborative company that includes these schools and Matthew Arnold</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to attend information conferences and meetings on academisation and we will keep this issue under review</li> <li>• We will keep parents informed of any developments</li> </ul>

<p>How can parents help support the school more effectively? More fund raising?</p>	<p>We are grateful to FOBS for the work that they do in fund raising for the School.</p> <p>We are also grateful to those parents who volunteer at various times throughout the School year.</p>	<p>Parents may consider raising awareness of our financial situation by contacting the Local Authority, local councillors and our local MP.</p> <p>There are a number of other ways that parents can help us support the School more effectively:</p> <ul style="list-style-type: none"><li>• By attending and encouraging others to attend the various workshops that we run to support children with their learning (these are usually poorly attended)</li><li>• Contributing when we ask for suggestions – we received 11 responses (out of 420) when we recently asked for ways to improve our School Development plan</li></ul>
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	<p>Has the morale of children been affected by this process?</p>	<p>We do our utmost to keep our children's morale high.</p>	<p>Governors are aware that this has been a challenging time for all at the School. The trip to the pantomime and the magic show have been heavily subsidised by Governors to provide children with a boost before Christmas.</p>