**INTERVIEW**

**Attendees**

Interviewer NF NF

HeadTeacher D HT D

Teacher D

NF Hello, so if you can just for the transcriber, just say your name and what you do at School D.

HT D I am Headteacher D.

Teacher D Teacher D, (inaudible 00:00:15) Inclusion Manager.

NF Naomi Flynn, Interviewer. As you said, it was only a month since we saw you. And when we came, we saw fabulous work around school belonging. Some of which was stuff you were already doing, some of which, like the postcards and things like that, were kind of new, since the toolkit. And then you were doing lots of stuff around sentence stems as well. Is there anything that has further developed since we last saw you? Or is it carrying on and establishing?

HT D Yes, carrying on and establishing, I think, is where we are up to. The writing because we focused particularly on writing, with the use of the sentence stems. So, the writing lead, weekly have been putting in a staff update ideas of oracy activities, that link to using the sentence stems. So just to prompt the staff what we are trying about the focus of oracy and to give them ideas to try.

NF Okay, so it is sort of a carrying on, getting it as being something that people are familiar with.

HT D Yes.

NF In terms of the school belonging, you have got the library audit that has gone on with Hampshire and so on, so again, still carrying on with working on content?

HT D Yes, still evolving with that one as well. We have just had a grant; the PTA have just managed to secure a grant for us about £800 for new books.

NF That is fantastic.

HT D We have got (inaudible 00:01:43) books going into the classrooms and just put the orders in this week actually for FS, Year 1, Year 2 and Year 3, new books for classrooms. Which will create, hopefully, that belonging element of what we are trying to do as well. So, they are going to be inclusive books that represent our community.

NF Lovely. Is there anything that staff have started to say they find harder? Or are growing weary of? Or is it maybe too soon to say?

Teacher D I think they like having the sentence stems and stuff like that. I think (inaudible 00:02:19) is what I will end up using and see, but more children (inaudible 00:02:22) not just one person, but they are not just going on their own, now taking (inaudible 00:02:31), they can feel what is coming on and then hear (inaudible 00:02:34) having conversations about what is happening and they can listen to it, and they are talking through more teaching (inaudible 00:02:41).

HT D Yes, and the (inaudible 00:02:45) she noticed that the oracy was a real key feature actually in other lessons as well. So, I think that is where it has kind of started to (inaudible 00:02:56) into I guess is we have been focusing on the writing, but she came round as there is a big focus on math. And could see real rich opportunities for oracy where the children, it is part of our maths scheme, where we have talk time. But she was really seeing was those sentences really embedded which we have been trying to do for the maths, but I think being (inaudible 00:03:17) the writing and the oracy side of it through the writing has helped strengthen the oracy through that.

Teacher D I think there is more independence too. I went to a class this morning to get a set paper, and the teacher had got their set formula, I said, ‘Really sorry to interrupt you.’ ‘No that’s alright, they are doing their talk now.’ And I literally looked round, and they are all doing the thing they need to. They all had a (inaudible 00:03:41) to go with it and she was able to go and get the thing I needed at that point. Brilliant that, and I do not think were there a couple of months ago. The fact that you could have left the class to be able to facilitate that thought task and you could leave them to develop themselves, you can do that now.

NF That is amazing.

Teacher D (inaudible 00:03:59). That would be really helpful.

HT D Prior to that, getting them to talk was…You could look across the room and see children maybe not talking to their partner because maybe their partner was not their best friend. They are maybe not talking to their partner about the right thing.

Teacher D (inaudible 00:04:14).

HT D (inaudible 00:04:16) children getting silly, giddy or children just not communicating. And like Teacher D said, you look around the classrooms and the LLP, she picked that up as well that actually everybody was on task talking.

NF What is it, is it LLP you are saying?

HT D Yes, Leading Learning Partners, at Hampshire.

NF The Hampshire County Council? Okay.

HT D Like our (inaudible 00:04:39) inspector from the healthcare (inaudible 00:04:41). She really noticed that the children were not just engaged with each other and focused, it was the conversations they were having were rich.

HT D Especially complex needs children and EAL, that has been (inaudible 00:04:59) more challenging for us.

Teacher D I think the progress (inaudible 00:05:05). The last set of progress that I could see, they have made every single task made more progress and development (inaudible 00:05:14) far more than they would normally have, so that is a positive. (inaudible 00:05:19).

NF So, you mean you are seeing a measurable improvement?

Teacher D (inaudible 00:05:27) with some of the children benefit (inaudible 00:05:29) because of how we use our data spreadsheet that maps out where they started to where they are now, each term it shows the data. You can see the gained, what’s the word, progress made (inaudible 00:05:45) gains they are making. They are making slightly more. Sometimes, they were not making, they are not making progress (inaudible 00:05:52), but where there is more progress within the (inaudible 00:05:55) then that is starting to work in more aspects of that (inaudible 00:06:00) because it is (inaudible 00:06:01).

NF So, kind of more secure within a band as it were?

Teacher D I think so. (inaudible 00:06:06). It has gone up by 10%, the (inaudible 00:06:09) brilliant. (inaudible 00:06:11)going up by 10% and we started to work on a new target and is carrying that within our (inaudible 00:06:17) and foundation subjects plan (inaudible 00:06:20) where people are going (inaudible 00:06:22) sentence then work towards that chart with that area for their next subject.

NF That is amazing. We started out with just saying has anything happened and actually loads has happened. It is just great, isn’t it?

HT D (inaudible00:06:36)…once you talk about it…

NF Yes, that is great. Moving onto question 2, I think you chose to control access to the toolkit and kind of curate the bits that you wanted staff to work with. Do you feel that that was a good decision?

HT D Yes, I think for us, it was where the school development priorities, because this project came in, and although it is something we wanted to run with, it was not on our agenda, really, for the year. I think that controls are kind of key really, so that people did not feel overwhelmed. We just wanted it to be something small that was manageable rather than showing people a new toolkit, and Moodle, and it becomes something that then people do not do. Because they are like ‘Oh! Another thing, another thing.’ So, we just tried to incorporate it. That is why we linked it to the writing. Because the writing is our school development priority, and we tried to incorporate it into part of the improvement in the writing and focus it that way. And then just introduce the sentence stems to bring that it but not show them really the rest of the stuff.

Teacher D I think the teachers appreciate (inaudible 00:07:44) and what their capacity would, what would happen to development plan (inaudible 00:07:47)EAL, but it didn’t overwhelm them.

NF Yes, and that is what every school, that made the same choice as you did, has used exactly that term, about not overwhelming. It has been really interesting for us because we had no idea how schools would choose to use it. And I do not think I anticipated that people would just control it in the way that they have, but it does seem to have worked super well, for schools that have done it that way. Yes, it has been really, really interesting. If you were trying and advise a school up the road that had not been in the pilot, do you think you would advise them similarly to do it in this curated way?

HT D I think so. I think unless your development priority is...

Teacher D I have to leave, I will be back in a second.

NF Okay.

HT D If the development priority is oracy, or something closely linked to the oracy. I think it is then helpful just to have that control over it. I think there is so much stuff in schools and as a headteacher, I get emailed stuff on a weekly basis, ‘Do you want to be involved in this project, this project, this project?’ Know you, ‘This bit of training …’

NF Of course.

HT D Despite that, you want to do it all, of course you want to do it all, but with the best will in the world, you have to pick and choose. So, I think if it is someone’s development priority, I think absolutely, the toolkit is such a great resource and can be used in so many different ways to develop a class and oracy across the whole school. And at the district head’s meeting, last week, I was at, they actually spoke about what are the focus areas for headteachers going into the next academic year. So that we could try, as a district, link together with other people who are maybe, another school looking at writing, whether we have some link. And some people went on their oracy as their focus. So, it is something a lot of schools are looking at, but I think if they are not looking at it as an area of their development, I think maybe having somebody who can control and feed it in… otherwise it just might be one thing too much. Does that make sense?

NF Yes. That is really interesting to know, thanks. Watching the time for you. Question 3, I think in a way, we have talked about. Question 3 just says are you happy with the way which the resources you had drawn allowed you to make the changes you planned to make? I think we have kind of discussed that as part of question 1.

HT D Yes.

NF What I’m interesting to know though, have people gone back to the toolkit? Or are you still just working with what you took initially?

HT D Yes, still just working with what we have taken initially. And I think it is something that, in my vision for it, and (name of teacher) has been involved as Writing Lead, but with myself and Teacher D, I think the next thing for us is to look at it and say, ‘Which elements can we take next?’ At the moment which elements can we take next and integrate into what we are already doing and link into our development priorities. I think probably we will keep a handle on it, and use it ourselves to then, like we have done with the sentence stems.

NF Absolutely, great. The next question was about the principles. We are kind of a little unclear to what extent schools stuck with the principles as the driver. Or if really, people get understandably a bit caught up with the activity, as it were. How do you feel about that?

HT D For me, I felt the principles were really key. When I went on the Moodle and had a look. Straight away, the link to belonging really resonated with me as to why we are doing it? And how impact is going to happen? If we have got that core principle around belonging. That is the one that really stood out to me.

So, we started with the principle, which we were already looking at the school, but before talking about the oracy, I went back to the principle of belonging and we spoke as a staff. Around if, if as a staff, you did not feel like you belonged in this team, how would you be in this staff meeting now? We came up with the fact that we would be disengaged, we would be thinking about what we are doing tonight rather than on the focus of what we are talking about at this moment. We would be feeling left out, so we came up with, as a staff, somebody sitting here now feeling that lack of belonging in a team. How are you going to be responding? How are you going to be feeling? And what behaviours are you going to be showing? And if that lack of engagement and all of that kind of side of things. Then we resonated with that, in terms of the pupils, and how they would feel if they did not belong. And then linked that into the oracy. Because I think without that belonging, we talked about that oracy, that part of the work where you are talking to a partner, if we have not got belonging, you have got a child there that probably is not going to engage talking with their partner, they are not going to be coming up with good ideas and (inaudible 00:12:52) things because the belonging is the basis, really? For the learning? So, we started with that principle and went from there.

NF In a way, that has become a driver for you.

HT D Yeah.

NF And for staff as well? Because I think in some schools, senior leaders might feel they are definitely principles-driven, but the staff realistically are I am about my sentence stems, you know what I mean? Neither is wrong or right; it is just interesting to see how they play out together. Thank you for that. We got a lovely sense of school belonging from your school, I have to say, from walking around. Not that it is a surprise given your EAL excellence award status, but a lovely sense of school as community. Lovely.

HT D Yes, (inaudible 00:13:39) but I think, going back to the principles. I think it was really key to motivate people as well to do the activity, the task. Without the motivation of why are we doing it? You know what I mean?). The oracy work, again, while it was not a development priority for us, we linked it to the writing, but talking about the belonging gave it that purpose.

NF Lovely.

Teacher D (inaudible 00:14:07) and we looked at different ways with different ways of needing, I think leading here inspired (inaudible 00:14:18) staff part of it being a group decision but led by you. They felt like, always been a group decision, but led by you, felt valued and their contributions are really valued, because it’s not going, ‘we have done this, you are going to do this’. Do not (inaudible 00:14:36) because that is not how our staff work so there was one ‘ooh, no’ (inaudible 00:14:42).

HT D It is going back to being that community.

NF Absolutely, lovely, thank you. Question 5 is to what extent… do you feel that the changes that you have made, which have been quite root and branch in terms of those small-step changes, do you feel they are going to be sustainable over time? I know it is hard; you have not got a crystal ball. But your feeling about them.

HT D I absolutely think so. I think it needs to be embedded still further. I think there is still work to do, but I think that the fact that the math supports that rich talk, through the math structure of the maths lesson. I think that really supports what we are trying to do, really improving in the oracy opportunities. So, I think that will support it going forward, as well. I think there is more to embed, and we do something called a MER or a monitor evaluation review. We go round, instead of observing, teachers do whole lessons every term, we just pop in and out of classrooms and look at an aspect our school development, so we are already beginning to see oracy as part of MER, to see how that is going. But making that an ongoing thing and coming back to it and reviewing it and revisiting it. I think we will just keep it at the forefront because I think otherwise the next thing comes and the next thing comes and the next.

NF Yes, it is hard, isn’t it?

HT D I think it has just got to be that constant reference back, looking back at and trying to integrate it now beyond just writing but into foundation subjects and…

Teacher D (inaudible 00:16:23) LSA. The LSA now are doing it, and they have had the (inaudible 00:16:28) sentences, and the math work and how the math looks. I think then we can some of the LSA training without worrying they have seen it (inaudible 00:16:38) benefit them (inaudible 00:16:39) how they can help lead some of the smaller groups and they have had it from first the teacher talking through (inaudible 00:16:45).

NF That is a really good point, that is. It has to be all the adults in the room who are conversant with it, and definite LSA professional development need there. That would take a while, wouldn’t it? Absolutely, and you know that the school that I have worked with it for a while, they would say it takes years. So, the fact that you have come so far, so quickly, is wonderful. Question 6 is about mindset. In your school, you already work so much given that you are already at gold/diamond excellence award, you had already worked so much on mindset and towards children who are multilingual, this might not be relevant for you. But I wondered if anything about the work with the toolkit, brought about a shift in how people think about? Or respond to children in terms of positive orientations to diversity? It might be hard to answer, to be honest.

HT D I think maybe it has had a shift in that way. I think we are already such an inclusive school. We kind of, I think had that shift a little while ago. I think now it is very much; we are the most inclusive school in the area. people come here for the fact that we are, you know, Friday Prayer people come from the other side of town to our school Friday Prayer. I think the staff at the school are totally supportive of that, and of all the events we do and…

Teacher D I think your average (inaudible 00:18:19) and things like that because we have got so many bilingual teachers (inaudible 00:18:24).

NF Yes.

Teacher D (inaudible 00:18:27), yes happy to do it today. Do you want (inaudible 00:18:30) parents evening two months after parents evening, or a month after, just so I could have an interpreter there, so the (inaudible 00:18:38) of the parents felt included and ‘Thank you for the’ (inaudible 00:18:40) thank you for all (inaudible 00:18:43) having someone there. We have that and I think (inaudible 00:18:50) continue with that.

HT D And I think the oracy stuff we have brought in, to the staff is just for everybody.

NF Yes.

Teacher D Yes.

HT D (inaudible 00:18:59) child will benefit from it

Teacher D They have not singled out (inaudible 00:19:02) its only for these children. ‘Actually, I did not think about this side’, they have done it that way, rather than the (inaudible 00:19:08).

HDTD And I think that is the way we look at things now, as a team. In terms of the things that we do. I think if there is something that is maybe specific in a school set for EAL, that you might interest them. But us here, we look at it differently. We do not necessarily bring it just for EAL children because we can see the benefits of it to all children. You know what I mean?

NF Yes, absolutely. It is your normal, isn’t, anyway. Absolutely. Lovely, thank you. Question 8 about the future we have already covered. Let us just go back to question 7. Was there anything that you wish had been included in the toolkit that you were unable to find?

HT D I do not think so. I think too much stuff would have been overwhelming. I think probably going forward, it is another toolkit evolving, as we dip in and out of it, is really great that you can find these things in there.

Teacher D I like the idea of knowing the find things that (inaudible 00:20:09) we need. (inaudible 00:20:11) similar to what I have been doing with transforming (inaudible 00:20:14), I have been dipping in and out of what I need rather, than doing what (inaudible 00:20:18) trying to get through it. (inaudible 00:20:20). I think if I got to think about looking all of it, my staff would feel very overwhelmed.

NF Yes, okay.

Teacher D (inaudible 00:20:28) come back to that one later. I think the dipping in and out (inaudible 00:20:34) on there.

NF That is great. Lovely. I know you have to go soon. I do not have any more questions. But just to let you know what is happening next. We are going to take back all feedback we have from the 10 fabulous schools that have worked with us, and then eventually release a revised version of the toolkit to all Hampshire heads, hopefully within the Autumn term. It will take us a while to get up and running. In the shorter term, I have some funding to do photos or filming of schools, which could go into that revised version. So, that there are all Hampshire examples in there. I will get in touch with schools straight after Easter about that. Nobody has to do anything, but if you can have us in that is lovely, but I will get back in touch with you then.

HT D No problem. Brilliant, that is great.

NF Thank you so much, it has been such a joy working with you and I hope we continue to do so.

HT D Absolutely. Anytime, just reach out and it will be nice to.

NF It certainly will. Thank you. Have a wonderful holiday both of you.

Teacher D And you.

NF Take care, bye bye.