

## **Minutes of the meeting of the Teaching and Learning Committee Stormont House School held at 5pm on Monday 26th June at the school**

### **Present:**

Kevin McDonnell      Head Teacher  
Katie Foster            Deputy Head  
Jack Maguire

Ms Rhiannon Eglin      Co-opted Governor (Chair of T&L Committee)  
Ms Dot Hodgson          Co-opted Governor  
Mr Bernard Hawes        Co-opted Governor (Chair of Governors)

### **Spring Summary**

The Summer summary was discussed alongside the Spring summary.

Subjects are taking it in turns to do book looks; Maths and Science will be in the Summer Term.

There will be a follow up with the School Improvement Partner (SIP) and there has been one each term. Jo Tupman (SIP) is working 1:1 with each subject lead as a critical friend. The next visit is on the 14th July.

There needs to be a continued focus on the level of challenge. The new term being used by Ofsted is 'Adaptive Teaching'. This isn't to replace 'Differentiation' but it has become more of a focus. KF will be attending training on this shortly. This idea of Adaptive Teaching as a focus has been introduced to teachers this term and there will be more of a focus on this from the start of September.

Subject leads are having more opportunities to share with support staff specific subject resources. Tech enhanced Learning is also another focus. There is continued desire to use technology more, both in the classroom and out. Tablets and Microsoft teams training has been provided by staff for staff.

BH Q - What does the number relate to regarding how IT, reading, numeracy have been embedded?

A - This is from observations and is the number of times teachers are embedding these areas into their teaching. We are looking at whether they are effectively being used in the lesson. Looking at whether there is a meaningful use, and whether the students are engaging that are enhancing their learning.

Some lessons such as PE are hard to use IT in, so we didn't include when it was not practical to embed into the lesson.

The extended leadership team within the school would like to see more numeracy and IT in lessons.

### **Action Point 1**

- KF to Change Spring 2022 to Spring 2023 on the report.

If you compare the teaching observation with the support staff, this is the first time the support staff have been observed so there is more of a varied need for focus.

The cases where there is purple have been followed up with support staff.

When observing the teacher this was also an opportunity to see if the support staff had improved in areas discussed as well.

BH Q - Are we not challenging the more able?

A - This is more about a specific ability group, it is not just teaching to the middle. We are looking to challenge everyone in the way they need to be.

The school is doing this quite well but we could be doing it better. This is why it is included in the report.

BH Q - Do you cater for the more able?

A - in previous years we have been focusing on making sure we were challenging those who are academically more able in areas. The school now wants to make sure that challenge is across the board, not just at one end.

A discussion was had about the difference between 'Adaptive teaching' and 'Differentiation'.

KM - If you don't do differentiation well you can pre-determine people's paths and limit success.

The change in vocabulary is about getting a different mindset; being clear about the learning barrier and how we address them.

BH Q - We get QoTL reports 3 times a year, and these tell us the progress that is being made. If we were challenged by Ofsted we could refer to the reports. However, what if Ofsted question us further. What else can we use as evidence that Stormont House was an outstanding school?

A -

- Visiting and observing lessons and seeing if pupils are getting feedback they need.
- Showing the majority of children succeed
- Flight paths to college
- SIP Reports
- Taking information from many different sources including the QoTL reports.

RE has visited in the Autumn Term and DH has come in the Spring Term to observe lessons. There will be an ongoing commitment from the T&L Governors to come in at least once a term and observe lessons.

Action Point 2 - for Governors to continue to visit at least once a term.

Action Point 3 - RE to circulate this to the committee

BH Q. If there was an Ofsted visit, would there be a grade given?

KM - The next visit wont change any of the gradings. They will either say they are convinced the school has remained outstanding or come back later to do a full inspection.

DH Q - Could Maths and ICT teachers provide more guidance and CPD?

A - Yes this is happening and will continue to happen

DH Q - Is there any formalised programme of additional challenge for more able students? Would that be appropriate?

Yes - this is happening for one student at present around art and has been provided on an individual basis for other students.

Q Are there any opportunities for teachers/staff to learn from practice in other schools?

A - Support staff took part in something similar a few years ago. However, they felt they didn't learn anything. It made some difference to a few but not enough for any impact of change.

There is a TA network now that could support sharing more training and guidance across settings.

DH - Q. Do the reports feed into the QOTL strategy?

A - Yes

### **Teacher staffing and curriculum Updates:**

SEND Lead joining in September 23

Primary Trained Role - now expanded across two teachers.

KF will keep responsibility for KS4 and KS5 English accreditation routes

JM was appointed for KS3 focus and being part of the extended leadership team.

There will be a greater focus on reading which will become JM's responsibility.

Next step will be to look at curriculum support staff which sits within the resources committee.

The curriculum needs to challenge in a non academic way as well as look at the subject specific challenges.

Some subjects have a rapid evolution of accreditations being offered.

BTECs and Functional Skills offers are decreasing.

RE Q - Could you make your own qualifications?

A - In theory yes, but this is time consuming. The school is looking at doing a unit award package in place of some of the qualifications. IT and computing is one of the areas that needs to be looked into for this.

DH Q - What is the current access to books? Previously you felt the library could have more resources. Is there any mileage to push for the range of books in the library?

A - One of the actions for the new role. Only started last week so the plan is still being sorted out.

Looking to create better relationships with local libraries.

Looking to get a subscription to magazines.

The parents and friends group fundraiser will be used to improve the library.

Action Point RE to put JM in contact with Head of library development

### **Homework**

Implementation of a new homework scheme is being trialled. The school wanted to make sure this is achievable and effective. It has been running for a year now and they want to get the views of students, staff and parents/carers. There has been a question put out to parents.

There are trends where things get better and more information has been handed in.

JM feels humanities has very effective homework, where the students are being asked to explain the topic they are learning. This can be used for assessment and it is something that needs to be independent.

Homework needs to be paper based in the response to the initial parent survey. However, this will not work for all subjects (such as IT).

After school homework club has helped some students.

KM Q - Could this be done in Synergy?

A - potentially but building up staff's requirements with regards to using synergy is a step by step process and we are not there yet.

BH Q - What homework do you set for PE?

A - This can be activity based, such as a challenge around how many press ups you can do, or looking at healthy diets.

RE - Q - What do you think would happen if there wasn't any homework? Do you think you'd see any difference in ability?

A - Some subjects do use homework to advantage for their portfolio and it really helps impact.

DH Q- Can this be linked in with the record of achievement, in a similar way to attendance?

A - the school doesn't sanction for not doing homework. However, we do praise for completed homework, so this could be looked into

RE - I wouldn't feel comfortable if the school were setting homework just because parents are asking for it. This needs to be explored the reasons why they are asking and the impact this is having.

BH - Some homework can be good to support with reading.

DH Q - There seems to be uncertainty about the value of this. Is this what you are exploring in the next stage?

A - Yes

### **Expected EoKS4 and 5 Accreditation**

Governors looked at the expected grades

3 short ASDAN courses are delivered in 'beliefs and values'. This is being replaced for the current Y10 with a different exam board which is more appropriate.

For the students with lower starting points they are working on a pre-vocational qualification which gets extended in Y12.

Maths has two qualifications Functional Skills and GCSE. The students who are likely to do GCSE at the end of Y10 focus on this pathway.

When KM visits schools with resourced provisions the range of accreditation they leave with is much narrower.

The current Y11 cohort have one of the highest start points but they have more complex Social emotional and mental health needs which have impacted on their learning.

DH Q How can a student get a 4 in GCSE and EL2 functional skill?

A - Functional Skills for that class would have been completed in Y10 and they then focus on GCSE.

BH Q - How many levels are there?

A - Entry 1, 2 3, Level 1 and Level 2

Biggest jump feels Entry Level 3 to Level 1

KM.- There are 20 students in Y10 who have all progressed so much. In the DoE award they have really come a long way which is fantastic to see.

**VL and Impact Cycle update - there was not time to see the presentation\***

The school has been without a key member of staff which has restricted capacity with achieving these goals. The school has also been without an SEN lead. KF and SC workload has expanded. Some progress has been made but it has not been as effective as desired.

\*Action Point - KM to circulate slides and present this early next term to review where we are at. Pilot group of subjects, Art, Music, PE, Computing. Next steps were shared and will be discussed in more detail at the next T&L committee.

**Signed:** *Rhiannon Eglin*

**Date:** 27th June 2023