

Agenda and Actions

Date: (*Monday 16 June – postponed*) Monday 8 September 2025

Present: Justyna, Judit, Katie, Kevin, Rhiannon, Colin Gall (online), Dot (online).

Apologies: Fiona

| | Agenda / items for this meeting | Lead |
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| | Introductions Previous Minutes and Outstanding Actions - Thanks to Dot for setting the fundraising page and to Friends of Stormont House. | |
| 1 | Tracking progress from Year 7 - 11: Looking at a specific Case Study Discussed a | KF / FC |
| 2 | Subject Deep Dive: Maths | 17:30 - 17:45 FC /KF |
| 3 | Spring/Summer Term Walkthrough | 17:45 - 18:00 KF |
| 4. | Observation Data | 18:00 - 18:10 KF |
| 5. | CPD | 18:10 - 18:20 KF |
| 6. | Curriculum and Staff updates for 2025/26 | 18:20 - 18:30 KF / KM |
| 7. | AOB and wants for future meetings - SEND Strategy - Dot | |

| | Agenda item / Notes | Next Visible Actions | ✓ |
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| 1. | The committee looked at 4 cases and discussed each child as a whole. There was some connection between low confidence and progress made. | AP. KF to send the grid that maps the qualifications to each other. | |

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| | <p>Looking specifically at a child who was working at year 1 level, and then achieved a 2 in their GCSEs. This was down to building up their confidence alongside tailormade education and interventions to support their learning.</p> <p>Q. Agreed that each child needs to be looked at in their own context. How do we capture the really important leavers that work for each individual child? Can this be scaled up further?</p> <p>A. The way it works on a smaller scale means we can share things across teachers, such as sharing detailed observations and challenges.</p> <p>B. Part of the work is to identify students where there is an underperformance. That is different from someone who is being taught well, but has significant learning needs.</p> <p>Q. Are there any patterns across the data based on under achievement with PP and Non PP or ethnicities for example.</p> <p>A. Not really We will be looking at the flightpaths for children and look at those specifically who didn't achieve where the school thought they would. PPG is valid but is around $\frac{1}{3}$ $\frac{2}{3}$ of the children and there is no trend. The only trend is that children with higher starting points are autistic children, but this also matches with lower starting points.</p> <p>Q. Do you track social skills?</p> <p>A. Personal Social Development curriculum shows a much larger range of experiences and outcomes.</p> <p>Q. Wanting to understand more about the GCSE Targets. What does ELC 2</p> | | |
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| | <p>and ELC3 mean? How do these map against Functional Skills Levels.</p> <p>Some students will get two qualifications EL and GCSE.</p> <p>Q. Do you think there are any actions or take aways that have come from doing this exercise?</p> <p>A. Yes, we are tracking all the students in the system in this way. This was more to be able to show governors.</p> <p>Children who may not achieve as highly in deemed academic subjects, but they will have some areas they are really strong in and the school focus on this. It was agreed that the system could be better.</p> <p>There is a need to reduce the fear of failure and the impact of failure. Part of getting it wrong is getting it right. The child needs to trust the school and adults in order to feel like they can make mistakes. A lot of effort is made to getting to know individual children.</p> <p>Q. Is there a tool you can use or develop to track their confidence in succeeding? It would be good to look at this alongside data on attainment. Could you develop a "stormont model" using what is already out there to get a sense of students' achievements?</p> <p>A - We have had some attempts to do this in the past but we haven't found a tool the produces an impact that is greater than the effort it takes to use the tool. We want to make a difference. It is always worth reviewing.</p> <p>Q. Is there a way to communicate how to support parents to raise their child's confidence. By the time they are at the school parents will have tried lots of things and might not have been as successful. It would be good to know</p> | | |
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| | <p>how to back up the good work the school is doing.</p> <p>A. We can definitely include this in parental drop ins. We can share how things work for the school and look at how it can be adapted.</p> | | |
| | <p>Subject Deep Dive: Maths</p> <p>The curriculum statement for Maths was shared. The aims were to help all students to be aware they can do Maths, and to support with reducing anxiety around the subject.</p> <p>The committee looked at the Curriculum Map of which Spiral Curriculum is used.</p> <p>The Maths lead provides the Medium Term plans for each Half Term. These contain all the details for all stages. Class teacher places students into corresponding areas based on the child's baseline and ability. The stages that are not applicable will be taken away and focused on.</p> <p>There are often a large breadth of where children are with their learning in the subject. There is often a spiky profile in the subject.</p> <p>Some new resources have come in today and there are some trials being undertaken to see if they can be used more widely or not. In addition to Mathletics, the school is trialing 'sumdog' which is seen as a more adaptive scheme.</p> <p>Q. Regarding Spiral Curriculum, and everyone doing different things at different years. Is that due to abilities in the class or more to do with the same topic in each year group?</p> <p>A. It is more to do with repetition and making sure things are consolidated. We can't cover the whole content for GCSE, so focus on the spiral curriculum.</p> <p>Q. Are classes mixed on ability?</p> <p>A. Not completely - children have been grouped together for other</p> | | |

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| | <p>reasons.</p> <p>Q. Is there any fluidity between the cohorts if a child is working well in a specific subject.</p> <p>A. Yes - as early as possible we try and get the right information for children on specific subjects.</p> <p>Q. Do parents know what is being taught?</p> <p>A. What is the best way of getting parents to look at it?</p> <ul style="list-style-type: none"> - Weekly or termly curriculum maps are easier to look at, so things can be put in chunks. <p>Q. is there a requirement for Maths to be linked into cross curricular?</p> <p>A. This is in other medium term plans and is looked at into other subjects.</p> <p>Q. Do you use a system for teaching maths?</p> <p>A. We use a combination to fit what works well for each child.</p> <p>Q. With Maths and Lexia, I think parents don't know how to track this. Would it be possible to hold a workshop for parents on this</p> <p>A. Yes, this is on the cards</p> | <p>AP. To look at how things can be linked in the Newsletter as people do look at this.</p> | |
| | <p>The T&L team observe all members of teaching staff. For new members it will be a full observation for all other members of staff it will be a 20 minute observation at a lesson of choice. Criteria is used to capture whether someone might need additional support in the specific area.</p> <p>The committee looked at support staff observations. Questioning was an area of focus and the school will look for subject leads to provide more CPD on how support staff can support with reading, writing, maths and IT. Fortnightly or weekly walkthroughs are conducted by enhanced TAs. Looked specifically at the Autumn Term</p> | | |

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| | <p>Visible Learning Intention - this was explored with the enhanced TAs as there was a large number who recorded it as not applicable. This was explored and QAd and then improved due to questioning.</p> <p>Q. It sounds really good that there is a frequency of learning walks. Can this be done with Governors?</p> <p>A. Governors can definitely visit lessons to see how teaching and learning works.</p> <p>Q. Is there a difference in frequency to the level of observations based on the teacher?</p> <p>A. Yes - there is more support for new staff and for cases where staff have reached out about a specific area of need.</p> <p>Q. The behaviour and learning and learning environment. Do you track how much time students spend out of class?</p> <p>A. The amount of time isn't logged, but the incidents for them being out of class is recorded on synergy</p> <p>Q. At what point are parents aware of this happening for children? Is there feedback around dysregulation.</p> <p>If this happens regularly and there are concerns, we will contact parents and form tutors will be the first person to contact around regular dysregulation impacting their learning.</p> <p>The regular inclusion meetings mean that teachers can discuss what is happening with specific children and can look at adapting resources.</p> | <p>AP. Update on use of technology on this for next T&L</p> <p>AP. To build this into the governors strategic meeting.</p> <p>AP. Share resources on Questioning with parents</p> | |
| | <p>Curriculum Staff Updates</p> <p>NCC pathway is up and running. FC and CN have put in a lot of legwork in</p> | | |

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| | <p>helping them to set up the course for how this can work for Stormont Children.</p> <p>The next phase is to QA what is happening there. FC is leading on the QA visits.</p> <p>The computing curriculum is being revised now there is a leading practitioner in this subject.</p> <p>Q. Are you using AI?</p> <p>A. We must use it in some way and evidence this, but it is a new area for the school</p> <p>Further staff changes: Justyna leading practitioner for Inclusion and SEND Jack leading practitioner for Computing and IT. Jess newly appointed after teaching apprenticeship of which the new T&L processes supported this to happen.</p> <p>Currently no agency teachers</p> <p>Q. What is happening with Spanish?</p> <p>A. It is the smallest subject in the curriculum due to the challenges. Follow up discussion to be held after the meeting</p> | <p>AP. To make this a focus in future T&L Meetings</p> | |
| | <p>AOB: Hackney is creating a new SEND and Inclusion Strategy - invited to share feedback on this as a governor</p> <p>HE 3 year strategic plan being consulted on.</p> <p>For future T&L - including looking at children in AP or those being taught offsite.</p> | <p>Survey to be sent around</p> <p>AP: To discuss children being taught offsite.</p> | |
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