



STORMONT HOUSE SCHOOL  
achievement for all

Nature of meeting:

## Teaching & Learning Committee

### DRAFT Agenda and actions

Date: Monday 10 November 2025

	Agenda / items for this meeting	Actions
1	<p>Attendance and apologies Katie Foster, Judit Kimpian, Justyna Sagan, Kevin McDonnell, Rhiannon Eglin, Colin Gall, Jack Maguire, Dorothy Hodgson</p> <p>No Apologies Received</p>	
2	<p>Minutes of previous meeting and matters arising</p> <p>Add in embedding Spanish as an Action Point - Dylan - Judit pass Details on Fiona's details to Rakel - Dylan is in contact but there is difficulty with matching up time.</p>	
3	<p><b>Student outcomes and progression (destinations)</b></p> <ul style="list-style-type: none"><li>• Anonymised individual outcomes by subject for Y11 and 12</li><li>• Progression to next step destinations for Y11 &amp; 12</li><li>• (Analysis/ further reports at next meeting)</li></ul> <p>The main difference raised were: Computing doesn't have a formalised accreditation. In DT the school are using Unit Awards - both Entry Level and Level 1 Students who take pre vocational studies don't claim their BTEC until Y12 Science no longer doing a GCSE for this as it was too complex Humanities only available for Entry Level</p> <p>Some students didn't get as many qualifications as the school might have expected. An example of the reasons for this was given, in that one joined in KS4 from a Mainstream School and it has taken time for them to settle in.</p> <p>91% attained accreditations in 8 or more subjects. One student didn't pass FS in English and Maths in KS4 but are working towards this in KS5</p> <p>Q. If you have more able children who are doing well in English and Maths, are there situations where they are doing a qualification that is not challenging enough for them in other subjects?</p> <p>A. Level 1 and Level 2 in foodtech is quite different from other subjects. PE Unit Awards are offered at Level 1. There is a gap in the market for qualifications that are more accessible than a GCSE but harder than the qualifications that are out there. However, all children are being suitably challenged.</p>	

	<p>Q. What is the difference between Entry Level 1 and 2 and Level 1 and 2</p> <p>A. explained Level 1 and 2 are higher than entry level.</p> <p>Q. Child who was educated off site for most of KS4. How was this overseen and monitored by the school?</p> <p>A. Justina visited regularly and monitored what was being delivered by the tutor team. Supervision on what was being delivered and received. Parent meetings took place regularly. The parent had requested a change of placement which the local authority were not able to deliver.</p> <p>DH - mentioned the AP guidance that the school could look into.</p> <p>5 children from Y11 left the school in year 12 and are in other full time college provisions. The college options have narrowed with the college merger, so there is no longer a partnership with Hackney 6th Form and this took away a lot of the higher level options for the students.</p> <p>1 child moved very far away but has not managed to get into a college yet.</p> <p>The options are narrower for college courses locally now. Conversations are being started with different providers.</p> <p>Q. Is there any mileage in partnering with a school where there might be a specific course being provided?</p> <p>A. Feedback was that none of the school 6th forms are currently designed or set up to support children with more complex needs.</p> <p>Q. Is there more we can do in house?</p> <p>A. This is something that is being looked into. Research into similar schools in other boroughs is happening. Very early into discussions around this.</p> <p><u>Q. Is</u> there more that can be done in-house or something the Parent Carer Forum (PCF) could push for in order for the council to give support on this? Parents feel there isn't enough on offer either.</p> <p>A. There are not enough progression routes for children and it would be good to ask this of the local council.</p> <p>A lot of children in year 12 made significant progress. There was more of a focus on GCSEs in Year 11 so they could make more progress in FS in Year 12.</p> <p>All children get work skills and do their DoE. A lot took part in DoE.</p> <p>Was a trickier year group around transition due to the changes in NCC.</p> <p>Staff did a lot of work in finding the right places for students as due to these difficulties.</p>	
4	<p><b>SDP: Interim Progress &amp; Impact Review September 2025</b></p> <p><b>Focus on SDP 1 &amp; SDP 2</b></p> <p>The three priorities in the SDP were looked at in the governors strategy meeting.</p> <p>T&amp;L committee are focusing on the first 2. There is new guidance on RHSE which will now be in the SDP.</p>	

	<p>Important to reflect on both Stormont changing, not just the Post 16 providers.</p> <p>Visible Learning has more things added to it. At a future committee we will look at SOLO taxonomy.</p> <p>To support learners with a range of assistive technology is also being looked at.</p> <p>DfE have introduced a range of digital standards. The purpose is to improve teaching and learning and the language around this needs to be unpicked further; We are improving the use of technology in order to enhance learning and leadership. That is the focus of this strand for the T&amp;L committee. We shouldn't lose sight of the digital standards. However, we may need to reframe this in the SDP.</p>	
5	<p><b>Curriculum focus: Computing &amp; Developing a Digital Strategy Renamed to tech enhanced learning and leadership</b></p> <p>The curriculum around this has been linked to the PfA 4 main focuses. JM has been to ELATT to learn from what they are using around computing to support with this.</p> <p>KS3 has been revamped to make it more interesting beyond MS.</p> <p>KS4 and 5 looking at where accreditations are working towards; use of AI for example.</p> <p>2 other teachers are working on computing curriculum and collaboration has been had looking at what is working and what isn't working well.</p> <p>Hoping that all students will leave with an accreditation in computing.</p> <p>Would like to work towards a student podcast that can go out to support this implementation.</p> <p>Q. Could parents help reinforce any of this work at home?</p> <p>Q. Ks3 curriculum looks very exciting, could some of that be brought into KS4 as well?</p> <p>A. It looks a bit dry, but these things will be incorporated and their interested will be brought into that.</p> <p>A. Will look at a wider school level about parents coming in to support with this.</p> <p>Q. Does improving productivity include AI?</p> <p>A. Probably not, as these are accreditation titles.</p> <p>Q. Are you incorporating accessibility functions into IT - especially around supporting with access exams arrangements.</p> <p>A. Yes, this is being looked into</p> <p>We do need to think about employment focused astound access arrangements as well.</p> <p>CG - age restrictions are on some of the AI software being used as well which can be a barrier.</p>	<p>To look at SOLO Taxonomy and how this is implemented during a link visit - for RE to arrange with KF</p>

	<p>Lots of ideas and plans have been implemented for the Tech Enhanced Learning and Leadership focus. Parent drop in sessions have taken place, and this will continue to happen.</p> <p>Looking at policy on AI for staff and the whole school.</p> <p>Currently doing an inventory of the software and hardware being used by the school.</p> <p>A specific focus is on safeguarding and online monitoring.</p> <p>Looking to create more outward facing content from students.</p> <p>Q. How can governors help to unpick and focus in on certain things regarding the vast amount of information.</p> <p>A. Potentially looking at the curriculum in more detail could support.</p> <p>Conscious of the cost that could be implemented and there needs to be a more strategic thought around this.</p> <p>Q. Are the DfE thinking about teacher workload around these changes?</p> <p>A. There isn't more of a directive around this.</p> <p>Annual Reviews are an area that could support with possible workload but we need to be mindful of confidentiality on this.</p>	
6	<p>Opportunities for focused governor engagement</p> <ul style="list-style-type: none"> <li>Following the above, provisional areas where governors feel they could add value through focused engagement e.g. through link governor or chair (N.B Governors' strategy afternoon took place on 9 Oct)</li> </ul> <p>Opportunities for focused governor engagement.</p> <p>Could have a changing focus for Link Governors - they can be quite broad. This is something that needs to be kept an eye on and developed. Having governor knowledge about what is going on and how to communicate with other governors is key.</p>	
7	<p>AOB</p> <p>No AOB</p>	
8	Next Meeting Mon 2 Feb 2026	

Signed:

Rhiannon Eglin