



## Parent/Carer Voice Minutes & Actions

Meeting date: **Wednesday 20 September 2023**

### Introduction

#### Notes:

Mr Li-Rocchi (RLI) explained the running of Parent/Carer Voice meetings and their core purposes.

- Feedback from families
- Community information
- New initiatives, developments and key events
- Raising standards through acting on feedback
- Constructive criticism

If there is anything specific to staff or children a meeting should be booked through the school.

### Actions & staff leading:

#### 1. GCSE Results

#### Notes:

Progress 8 (P8) is a measure that looks at cohort and how they progress from their SATs score (calculated against national data).

It is too early to judge as waiting for national figures, which come out at the end of September / early October. These results will be published on the website.

Fischer Family Trust (FFT) uses SATs and other data to provide grade estimates for cohorts. The estimate is used to track students' grades and their progress.

Predicted grades – teachers predict the grades they believe children will get.

Targets are moveable, teachers set targets. These are sometimes set lower than FFT and can change through the school years.

Grade 4 is broadly equal to a C  
Grades 8/9 are equal to A/A\* (or for 9 slightly higher)

If a cohort is quite small, e.g. Music, then this can change headline figures.

Generally, the overall school GCSE headlines look sound. There were 10 schools higher than Hobart and 30 schools lower in Norfolk for context (first check).

### Actions & staff leading:

#### 2. Ofsted Report Q&A

#### Notes:

The Ofsted report was good overall and across the judgement areas.

Good versus outstanding. With the intense effort to prepare is it sustainable to carry on as usual?  
Can be outstanding on the day but can this be kept going?

Mr Li-Rocchi – If there was more funding for schools/recruitment was not so challenging, capacity could be increased to make outstanding more possible or sustainable.

The day before inspection there is a short call from Ofsted to start with, and then a long call to the Head of School and leadership team. Ours lasted about 2 hours.

The Head of School and SLT are not as involved as they used to be during the inspections days themselves so the call is important.

They check the Head's judgements, e.g. where the curriculum is strongest and where it is not, strengths and areas for development of the school etc.

Data – suspensions, complaints, etc. The team access certain data and may raise this in the telephone call discussion.

In the long phone call, the team of SLT can be present.

Key messages are given to staff following the call – for example, key threads of the inspection.

On the morning, they see the Head of School and then are into straight into time spent with Heads of Department. RLI has 10-minute 'keep in touch' meetings throughout the day.

At the end of day one there is a long meeting where the whole inspection team are there discussing findings, but school leaders cannot really contribute unless asked to do so.

There were four inspectors on day one and three on day 2.

They looked at six different subject areas on day one. Curriculum – five areas were strong but one area featured inconsistency.

Quality of Education underpins the inspection and is mostly about the curriculum and how teachers deliver it.

Enrichment, clubs and PSHE were seen as real strengths (good grading).  
Quality of Education and Behaviour and Attitudes were also both good.

Leadership and management – if this is not good then the overall judgement cannot be good.

There was an inspectors' meeting at the end of day 2 to decide on final grades. RLI was not allowed to share his views or contribute – this was simply to listen.

RLI was not allowed to share the result of the inspection with staff at that point and had to keep quiet for weeks until the final report was released.

RLI challenged three comments on the original report.

Parent congratulated the school on getting good in all categories.

It should be four years before the next inspection is due but another could be triggered.

Parent asked what RLI thought about the Ofsted process.

RLI – Teams are varied. He thinks that Ofsted needs to be there but individuals in teams do not always listen to the school's views and can 'flex authority'. Judgements are needed but words as descriptors can mask the full narrative behind them.  
Our Lead Inspector was an ex local Headteacher.

How common are good, outstanding, etc. judgements?

Good is the most common grade and Outstanding is next highest.

**Actions & staff leading:**

**3. Hobart School Improvement and Development Plan 2023**

**Notes:**

The SIDP is in place to have clarity over the year for school improvement objectives and actions. It drip feeds into departments and their improvement planning.

All staff have a part to play, admin, site team, etc.

1. Make sure all students make good progress - especially key groups such as SEN, disadvantaged, boys.
2. Develop teaching and learning using the Walkthrus platform and resources both at school and department levels.

Walkthrus is a platform with resources that gives ideas, PowerPoints, videos, etc. on good / effective teaching and learning elements. Departments will be able to concentrate on things that will be good for their departments to make a difference.

Parent - Does the school see the GCSE results scripts to see any improvements?

RLI – Yes and with the mock exams are also evidence.

3. To continue to implement and embed strands of the EEF secondary literacy guidance report in part building on reading strategies and clear approaches to teaching of writing and vocabulary.

Reflection on what is working and what is not in terms of approaches to literacy. Education Endowment Foundation produce streamlined papers of what to try / what makes effective practice, and we use this research to develop our approaches.

4. To ensure there is a culture of high expectations for progress and engagement in lessons that is consistent across departments.

To help target quieter / passive students who are not meeting their potential. To challenge students to do better in engaging with work.

5. To reflect on and widen the range of strategies and actions that are consistently used through the school for our most challenging students.

Some suspended students come back to school and it has not made an impact on them – sanctions have to be used again. To make breakthroughs so students do not have repeat sanctions.

The school has had an external trainer deliver to them who said that relationship building with students and finding out about them is the way forward. We should try to catch students doing well and use this as praise / to build relationships.

SLT is now calling home for at least five students on a Friday every week to share positives. Other approaches also being used to praise / reward.

6. To ensure that lines of accountability for leadership of academic interventions for vulnerable and SEN students are clarified regularly reviewed for breadth and impact. The key is to promote more joined up thinking in interventions.

Parent – Is the number one numerical measure relating to progress 8 – Yes.

Parent - is there anything for the SEND students for mental health?

RLI – Yes, there is provision from NCC that we buy in (social emotional and mental health workers) and we also have a counsellor. Mentoring is also used to support mental health.

Parent – In favour of relationship building etc. Students under the radar don't stand out and see other students rewarded / recognised for unusually good behaviour, is this happening here?

RLI – Positive points, Head's breakfast every half term, letters from RLI to students, phone calls etc. are all used to recognise a range of students E.g. a student helped a Ukrainian youngster settle in and was recognised , 70<sup>th</sup> birthday 15 students came in to help and to say thank you - there is a Head's breakfast for them tomorrow.

Parent – Positive points are not consistent and they really matter to some children, these could be more consistent.

RLI – One of the aims is to make positive points more consistent. It can be a challenge. Conversations will be had with staff members who do not issue them.

**Actions & staff leading:**

- a. If would like a copy of the SIDP to contact Mrs Billington or Mr Li-Rocchi.

**4. Clarion Corvus Trust – Vision and Values Consultation**

**Notes:**

There are seven schools which are a part of the Clarion Corvus Trust. Participants looked at the feedback form provided and points were put forward.

**Actions & staff leading:**

- a. JWI – a calendar to be put together to show when interventions are for Year 11 throughout the year.
- b. RLI to share Trusts vision and values feedback to CEO.