



Parent/Carer Voice Minutes & Actions

Meeting date: Wednesday 18 September 2024

1. Introduction

Notes:

Mr Li-Rocchi (RLI) thanked parents/carers for their support. Mr Li-Rocchi explained the purpose of parent/carers voice meetings and what could/could not be discussed during them.

2. School Improvement and Development Plan (SIDP) Headlines 2024-2025

Notes:

RLI outlined the following:

A different SIDP is created each year that provides headline objectives and actions to make Hobart a better school. If a headline has not been achieved over the course of the year, then it will be kept on the plan for the next year if it is still important. Once written, it is used to underpin other aspects of school improvement e.g. departments use the same objective headings for their improvement plans so the school is on a collective journey.

Quality Assurance (eg lesson observations and department reviews) – adjusted each year to focus more on the current SIDP as to support improvement in the key areas.

Staff training that we deliver is planned so it marries up to SIDP objectives.

How do we choose our SIDP objectives? Objectives are selected based on a variety of information, including Trust Reviews / Ofsted etc. The following information is also used:

Quality Assurance – What is it telling us we need to improve?

Data – Internal assessment data, behaviour data, etc.

Feedback – Surveys for students, staff and families.

SIDP objectives for 2024-25:

a. To ensure that all students attain well, particularly students on the SEN register and those in receipt of pupil premium funding.

There is always a data headline for students to ensure that all students attain well in line with what they should achieve, particularly students on SEN or in receipt of Pupil Premium funding. In the summer, boys did better than girls hence this target not being on our plan.

In the media results are advertised as +4/+5 in English and Maths.

RLI said that it is important to celebrate achievement, but Progress 8 is a better measure as it tells us if value is being added compared to prior attainment. There will be no Progress 8 in 2025, as these students did not do SATS. Two years ago, Hobart was positive 0.2, but this year is not yet known.

b. To use the Walkthrus platform and resources to further develop and improve aspects of teaching and learning at both whole school and department levels.

Mr Greenhalf leads on delivering training for teachers. Within departments, staff can decide what needs to be looked at to improve teaching and learning using the Walkthrus platform. Walkthrus have videos, suggested approaches etc.

Staff will carry on with the use of this platform. The use of Walkthrus is monitored and checks are being carried out in lesson observations.

c. Continue to embed and consolidate disciplinary literacy strategies which support the effective teaching of vocabulary, reading and writing to develop consistency at both a department and whole school level.

Literacy includes developing a love of learning – World Book Day, use of library etc. However, it also applies to classroom approaches eg this is how to use reading as a classroom teacher, for example how key terms might be unpicked etc. This is also about the vocabulary used in each subject and how this is developed to help with exams, e.g. quizzes at the start of lessons.

d. To ensure that teaching delivery is consistently personalised and effective in supporting students with SEND.

Teachers are good at adjusting to individual needs. Individual Education Plans (IEPs) are used to share key information on pupils with SEND - barriers to learning and what teachers can do to support individual SEND students. The school is looking to build on this this year. Teachers will have conversations regarding the above when there is lesson observation feedback.

e. To embed a culture in which bullying is accurately identified, consistently reported, challenged and addressed by all staff within the school.

What is and is not bullying – we have a clear definition but this is not always applied? Eg if there is no imbalance of power it may not be bullying. Bullying is to be consistently challenged and to make sure that it is not just about the bully but also the support for the victim. Victims sometimes have reported that bullying was reported, but nothing changes. Sometimes actions are taken but they do not have the desired impact – this is different to nothing being done.

Last year SLT made phone calls to parents/carers regarding positives. This year, regular supportive calls for victims of bullying will take place as follow up. For example, if there is any difference with the child's presentation, what support can be given, have the actions worked etc. so other things can be tried if there are still concerns.

Educating the bully is important to make them realise that their actions can cause harm.

f. To introduce and further develop a range of strategies that reduce suspensions and repeat suspensions.

Hobart has lower suspensions and permanent exclusions than some other local schools.

The same students tend to have suspensions several times per year. Incidents sometimes escalate from something minor and end up as suspensions, and Hobart is looking at ways to positively change the language we use so that situations can be managed more successfully. Hobart is currently looking at introducing Behaviour Support Plans to share what would make a difference in lessons / elsewhere and what the best approach is to support individuals. Students will get a say in the plans and will work with us, and staff will be expected to act on any plans. The first plans are currently being discussed.

Questions

Is this happening because of the Ofsted report?

To being with yes, but also because work done last year did not have the impacts we wanted.

The bullying objective is a very good idea.

Parents/carers are saying that their child is being bullied but nothing is done. Dual communication needs to be there and the victim needs to be supported too.

If a student is suspended because of bullying then this cannot be disclosed to the victim because of confidentiality.

Changing of the misinterpretation of bullying – students do fall out and this is not always bullying.

3. Communication on the curriculum – Your child's studies

Notes:

A survey was sent to parents/carers in the summer and there was some negative feedback regarding families being informed of what children are studying.

Hobart is going to try:

1. For the 3 reports a year, a letter regarding where to locate curriculum maps for KS3 and KS4 will be issued. They are on the school website.
2. Appropriate information on curriculum studied will be flagged to families at events, e.g. GCSE Evening. If families look at the curriculum maps it is something for them to discuss with their child.

Comments

- It is one area that is lacking, especially if parents/carers do not have any experience of high school. Parent/Carer Voice is a good way to obtain information, but would not have known if I did not come to meetings. Three reports with the letters is a positive way forward.
- There appeared to be a cut-off date for feedback as I had some questions that needed answering. Themes and idea in terms of resources, reading materials, lesson plans, etc. would be helpful.

Mr Li-Rocchi – English would relay / share texts studied, others use websites etc. An email to individual staff members would be the way forward; teachers work within a framework but may be slightly different to each other in terms of the exact resources used.

- Concerned regarding more influential information rather than factual. Some things I do not agree with based on my family values, e.g. personal view.

Mr Li-Rocchi – Staff should not lean one way or the other for certain topics. Parent who raised this can contact Mr Li-Rocchi for a discussion.

- My children are good at communicating what they are doing in school, therefore have not looked for information, but it is good to know it is there if we needed to see it.

4. Parents/Carer Interaction with Go4Schools

Notes:

"Communication could be improved" was a theme within parent / carer survey. Go4Schools is seen as part of communication (some families do not recognise this) and Mr Li-Rocchi asked how often the parents/carers go on Go4Schools.

Comments (bullet points)

- Every day
- Wife goes on regularly
- Not very often, but is good for homework and finding out predicted grades.

Communication - key messages go on the Newsletter. Go4Schools, positive and negative points are logged there, if there was something more serious then parents/carers would be called.

- Communication is pretty good. One thing I am impressed about is if I have had a problem there has always been a quick response and have never not had a resolution.

Mr Li-Rocchi – some people say that problems are not always resolved following communications at Hobart.

- Wanted to find out about certain things but can talk to Mr Li-Rocchi.
- Communication has been addressed very quickly. I had a detailed email today to put my mind at ease.

Mr Li-Rocchi – some parents/carers expect to have someone to talk to straight away but this is not possible in a school.

- I have been called back and a resolution was obtained.

Mr Li-Rocchi – A balance regarding number of emails, staff try to give useful information.

A parent/carer emailed into school to share points in this meeting, Mr Li-Rocchi read the email to parents/carers:

GCSE interventions are now calendared interventions. A rotation approach is used.

- Within the email - Could these be held at lunchtime or via teams at 4.30pm?

Mr Li-Rocchi – many students like to be involved with clubs, some use it for down time and some staff do duties. Eg everyone is science does a lunchtime duty; therefore there is not the capacity for lunch interventions in this dept.

- Lunchtime would be a disaster and the children need to have lunch and a break. After school is acceptable.

Mr Li-Rocchi – They may want to go to Design and Technology/Art to complete work. If Teams were used, staff would need to be sat in front of a computer for an intervention at 4.30pm.

- There is no concentration on Teams. Children are more focused after school than at lunch. The interventions work well. There were clashes last year that need to be resolved.

Mr Li-Rocchi is pushing for notice of when sessions are taking place. There is only a number of hours of time staff can be directed to be in school and cannot go over. It is trapped time if there is a 4.30pm start and later starts would not be good for staff wellbeing.

- Lunchtimes some teachers had informal arrangements and we were very grateful for these.
- Support his year is fantastic.
- There are a lot of mocks but this is a good thing.
- Mocks at the end of Year 10 is a wakeup call.

Mr Li-Rocchi – the routine of going into exams becomes the norm.

- And is then not terrifying for the children.

Mr Li-Rocchi – Everything is carried out as it is in the real exams. Thanks for your time this evening.