



Parent/Carer Voice Minutes & Actions

Meeting date: Wednesday 1 October 2025 – 7.00pm – 8.00pm

1. Introduction

Notes: The terms of reference were handed round and key elements shared with parents/carers

2. School Improvement and Development Plan (SIDP) 2025-2026 "The Headlines"

Notes:

Headline objectives were shared with those present using a PowerPoint presentation. The focus was on why each objective had been chosen.

a. To ensure that all students make good progress, particularly boys, students on the SEN register and those in receipt of pupil premium funding, and that this is supported by high attendance.

We have not had Progress 8 data this year due to SATS not taking place during Covid (will be the same in the summer). Within the objective, key groups for focus feature, e.g. boys, SEN and those eligible for Pupil Premium funding.

Last year, for approximately a third of the academic year, we were without an attendance officer. Therefore, more intense work with some families, use of fixed penalty notices, rewards, etc. could not take place as we would want them to. We have had a new staff member since February 2025. This will help support better attendance.

We have target figures that are based on screening in Year 7 - data is sent off to the Fischer Family Trust (FFT), which uses the data to give an estimate. Hobart High School uses FFT20, which compares to the top of 20% of similar schools in the country. All departments set their own data objectives.

- Question - When a target is put on reports, is this for the whole school or your own child? This is for your own child. For the majority of targets SATS / FFT are used. However, this depends on the subject. For example, a child may have a SATS score of 120 but does not have an aptitude for PE and would therefore struggle to attain a high target grade. Most students will have an FFT level based target across subjects, but if not staff will set it.

b. To use CPD and the Walkthrus platform, to ensure there is pedagogical progression informed by quality assurance, including further development of effective modelling/metacognitive approaches.

A teaching and learning objective always features - Walkthrus is a platform, which is research based and provides access to resources, which focus on a particular aspect of learning, e.g. questioning. Documents, videos, etc. are available. It can be used by departments, but can also be used for whole school training.

Effective modelling – can be used when writing on a live document or when demonstrating a practical activity. Ensures students are clear on the work they are doing.

Metacognitive approach to learning (students understanding how they learn) – example given of I do, we do, you do, and sharing with pupils the idea it is fine to make mistakes.

CPD – Career Professional Development, training.

c. To further develop CIAG provision, particularly for the KS3 cohort, and ensure we meet the Gatsby Benchmarks.

CIAG - Career Information Advice and Guidance.

Gatsby Benchmarks – government standards linked to CIAG that schools have to meet. We have opportunities for youngsters to learn about careers, and track what they have access to. In KS4, mock interviews, post 16 evening, a visit to East Norfolk Sixth Form, a trip to the Norfolk Careers and Skills Fair, mock interviews, and career specific sessions in the Library for years 9 and 10 all support CIAG.

KS3 is not where we want it to be and we are looking at expanding opportunities. We want to make CIAG a big part of the curriculum delivery, e.g. seize opportunities to link careers with what is taught, link trips to careers, etc.

We need to make sure that a platform is in place to track what students, access and we are aiming to have this in place during this academic year. Parent feedback / responses:

- It is really challenging for younger year groups. Older year groups have more of an idea about what they want to do, whereas younger students have no idea and it is difficult to know how to be of use. Using resources which are very engaging is important. I like what Mrs Goodison-Gates does in the library regarding careers and it is nice to have an audience with an interest. Mr Li-Rocchi – This may be on the SIDP for a couple of years to make sure we get it right and it is embedded.
- It is good to see how things are linked to careers.
- It will open up the possibilities of what students may want to do.
- Sometimes it is not obvious / easy to make the links themselves.

d. To build upon the role of the tutor so it provides the foundation to support good attendance, student wellbeing and positive behaviours.

We have a lot of fantastic tutors. When the Year 11s left, four or five out of 6 had been with the students since Year 7 and were pivotal in terms of support. We are aiming to ensure there is consistency in terms of tutor support and for students to support attendance – this is everyone's responsibility.

e. To develop and embed a whole-school culture of respect, high expectations, and positive relationships that foster a safe, inclusive, and supportive learning environment, leading to improved behaviour and engagement in learning.

We have developed different approaches to behaviour and challenging situations. The respect approach is used with students, and staff are expected to take a curious not furious approach – ask questions to show we will listen. Mrs Wilkinson and Miss Barker are leading on this. Positive use of language is another focus. Trauma informed practice is looked at - to how it affects behaviour – and training will be completed over the next couple of weeks. Parent feedback / responses:

- It is interesting as to how children are affected by another child. Some parents/carers say that things are not being done, but they often are. Mr Li-Rocchi – something is usually being done, but not all families agree with the course of action. We have to take into consideration confidentiality in terms of how much we share, but perhaps communicate with more information at times.

f. To improve the provisions and support for students with social, communication and interaction (SCI) challenges.

Mrs Ellison, SENCO, has to complete a self-evaluation form annually and then discusses it with SLT. Areas for improvement or those, which have not had enough focus, emerge, and we look at how to train staff to be more supportive for some areas of need. Training linked to this will be launched in around 2 weeks.

SLT has a One Drive document with a cycle of review, where each objective will be assessed in terms of progress and impact every half term.

3. Key Stage 3 Careers Fair: What should we try to include?

Notes:

In January 2026 we should be holding our first careers fair for Years 7, 8, 9. It will take place in the afternoon with different sectors of industry present. Year 9s will visit in lesson time then the event will continue into the afternoon / evening for families to attend. Mr Li-Rocchi asked for any ideas of what to include in this event. Parent feedback:

- It is difficult to engage the younger students, especially the boys. Mr Li-Rocchi – At a previous parent/carer voice meeting it was suggested that questions were given out so students find something out from the stalls.
- The questions sometimes work and sometimes do not. It is better to ask a question which can be discussed, e.g. what is this piece of equipment used for?
- It might be a good idea to give students the chance to think of some questions. Mr Li-Rocchi suggested this could be explored in PSHE / tutor time so students to come up with questions themselves.
- A treasure hunt competition to get answers to questions. Children sometimes do not want to share what they have discovered. Mr Li-Rocchi – they could work in small groups and share with the class.
- It would be nice to think about what is important to them in a potential career but they may not know.
- It would be engaging to have something to try on or physically touch and play with if possible at the stalls.
- Anything interactive would be a good ice breaker.

Mr Li-Rocchi asked for any sectors of industry to try and get to the fair:

- Offshore wind farms
- Renewables
- Petroleum Industry
- Tourism
- Armed Forces
- Police
- Veterinary Practice
- Law
- Aviva

Mr Li-Rocchi – The purpose of the KS3 fair would be to open minds to a career path. The options are taken in Year 9 so it could help with GCSE choices if they find an area they are interested in and may help with choosing work experience.

Actions & staff leading:

- a. RLI to explore arranging for students to come up with their own questions in PSHE / tutor time.

4. Mobile Phones are Our New Approach – Parent/Carer Feedback

Notes:

Mobile phones should now be kept in bags or lockers or handed into reception. For one confiscation the parents/carers should collect, for two confiscations the parents/carers to collect

and IEU is also issued. Students may also be expected to hand phones in on a regular basis. Discussion / feedback around these points:

- The open toilets have helped, as students cannot now hide so easily which means the toilet blocks are much emptier. As a mum I will not collect if the phone has been confiscated.
- It is a good thing. I am in favour of less phones in schools. There are logistical problems for me to sort but I have to be more organised although I have heard a lot of stories of phones being out.
- There has been more consistency with teachers because of the rules. There has been a reduction of phones being out at lunchtime.

Mr Li-Rocchi – will look at data for how many confiscations on a half termly basis. It has been much less labour intensive than we thought it would be. The movement between lessons is not as busy now as phones are not available. Conversation focused on toilets:

- It is not as frantic in toilets. It is calmer as everyone is more grounded.
- What does it mean when you say the toilets are open plan? Mr Li-Rocchi – Section 106 money was made available to expand aspects of the school. We had a new reception and toilets were expanded. They are open plan in that KS3 have no doors (but are doglegged). All are cubicles. There are mixed gender toilets with three floor to ceiling cubicles that can be used during lesson time. KS4 toilets are more open plan in that there is no door with cubicles within sight lines.
- You can see if cubicle doors are shut, the students cannot easily huddle in groups as they did previously

Mr Li-Rocchi – the development has been incredibly positive.

- Privacy – Mr Li-Rocchi – there is still a narrow entrance for KS3. It is more open plan in KS4 but there are now floor to ceiling doors which are more private and are now more common place for schools.
- It is safer for KS3s and helps tackle potential bullying. It is obvious if students go into the wrong toilet.

Mr Li-Rocchi – There are still accessible toilets for children with disabilities. Last year it was not uncommon to see groups in huddles, but it does not really happen now.

- Are the toilets all mixed gender? Mr Li-Rocchi – no just one set of toilets.
- Mr Li-Rocchi – the old toilets were very smelly. With the new toilets the students are taking ownership and the cleaners have said that they are much better.
- Sanitary products are needed in lower school toilets. Mr Li-Rocchi – this is being organised. Tote bags will be placed on the hooks on the back of the doors.

Actions & staff leading:

- a. Sanitary products to be placed in the SEN Department.