

Teaching and Learning Committee

Meeting Date: Monday 6th February from 4.45 – 6.00pm

at Stormont House School

- 1 Attendance
 - 1.1 Welcome and Apologies for Absence

Bernard Hawes (BH), Kevin McDonell (KM), Katie Foster (KF) Dayo Okewale (DO) online, Dorothy Hodgson (DH) online, Rhiannon Eglin (RE) Chair and Minutes

2. Minutes of the last Meeting

To include DH in the home learning discussion prior to the next committee meeting.	Visit is scheduled for this
DH to send information about Stepping stones over and to talk through with SLT	Completed
RE to visit	Completed
KM and KF to discuss how best to communicate what was achieved in DT	Completed
KM to compare flight paths across this year and previous years in report.	English and Maths compared for 2021 and 2022
KM will ask teachers if they are happy to have this year's cycle on the website.	Partly Completed
KM and RE to meet and talk about the vocabulary about the needs of students.	Completed - via email
SC to work with parents to look at what would be helpful to have on the information report. Look at creating more accessible versions of this, such as videos explaining certain sections.	In Process
KF to send overview of curriculum and cultural focuses	Completed

3. **Key information updates (KM)**

Pupil Premium Grant

The school have been looking at improving the website and there is a new format impending. The new website content has been streamlined and is also now compliant across the board. The school will be exploring how to add more information to the website moving forward.

PPG Statement - Long Term strategy for the PPG and the Recovery Premium (previous COVID Recovery Premium) was discussed. The PPG is £71,000 and RP £63,000. Alongside this the SALT annual report is included to show impact. The school had been using the national tutor programme. However, they found with external tutors teaching online meant that engagement was poor. Instead the school is using part of the grant to use a TA to deliver this instead, which has improved engagement.

The LA and School have been in discussions for a long time about who should be funding therapeutic support for schools; should it be education or health. Regarding the Speech and Language Therapy (SALT) input, the school gets 3 days through health, and they fund an additional 4 days + the TA targeted intervention.

RE oversees and signs off from a Governor's responsibility.

Q - BH - Do all pupils qualify for PP?

No - However, it is a very large proportion. It doesn't need to be spent on individual pupils, as it is determined by characteristics of the school/area.

Q - BH - Do we split achievement between PP and Non PP?

We haven't compared progress for awhile, but this would be useful to look at. When the cohort is so small it is not as easy to find comparatives. However, we could use flight paths to look at this in the future.

AP1: For governors to see how easy it is to find the SALT report on the new website.

SEND Information Report

SC will speak to parents and carers next about what they need in the report and whether they agree with the content.

RE and KM have had a discussion about terminology, specifically 'Needs' and 'Difficulties'. It is the preferred language of the school to use 'Needs'. However, the school will use the CoP language which does use the terminology 'Difficulties'.

Q - RE - Is it on the cards to make the document more interactive and creative. Could students get involved in recording videos for this?

KM - Yes absolutely the more user friendly the better.

AP2 - KM and SC will make sure the Information Report is more accessible and interactive.

Statement - BH - It reads well and there is good information. Some abbreviations in there such as OT etc... would parents understand this? It would be good to avoid these.

AP3 - Agreed - these acronyms will be changed in the report and written in full.

Performance Data Document

This document contains comparative information about the flight paths. There is still a need for a document that explains the flight paths and where they've come from, what they have been compared with etc... The school are at the point of revising and comparing with the Ashley School in Lowestoft.

With the phrase 'achieved less than' within the flight path, this doesn't mean that the young person hasn't achieved a desired outcome. As a school it isn't just the quality of the teaching that is looked at as achievement, it is the whole provision. There is a high proportion of students who are learning more quickly than they did before joining the setting or in earlier years.

Q - BH - could the surpassed be included in the achievement as well?

Yes - this is correct and should be changed.

BH - Cohort 2022 - Maths 5% students needs to be amended as well.

AP4 - KM to amend flight paths, included Ofsted 2022 to 2018

4. **Autumn QoTLA Summary 2022 (KF)**

There will be a 'book look' in the Spring term as this didn't take place in the Autumn Term. Curriculum support staff have been having observations for the first time. The Enhanced TAs co-observed initially and now they independently observe, have a coaching session and set targets. The follow up observation is supposed to be taken in the next academic year. However, some staff have asked for follow up observations before this. There are still some TAs left to be observed.

There has been a marked improvement in the impact of support staff.

Follow up meetings with subject leads with the SIP have taken place. Subject leads had taken on the feedback from previous meetings and worked on the actions. This is an ongoing support process.

T&L CPD is taking place this term. The focus is on more levels of challenge in the classroom.

Visible learning impact cycles are continuing. Groups have met to discuss progress so far.

By the end of the Spring Term this document will include all the feedback for all observations.

5. **Improvements since our last OFSTED (KM)**

It is very timely now to capture where we have improved since the previous Ofsted. The focus Ofsted had was around writing outside of the curriculum. SLT are very conscious that there have been a lot of improvements since the previous inspection. However, they haven't been pulled together in one central place. A big improvement is the enhanced TAs and their focus on improving the TAs impact. Everyone is responding well to this. Staff feel happy with the sense of autonomy they have in creating goals and actioning them. Middle leaders are taking on some of this responsibility as well.

AP5 - To put a bullet point summary of all achievements together and share with the SLG.

AP6 - KM to create Central SEF document that is accessible to all.

Q - RE mentioned Ofsted's scrutiny on whether governors have had safeguarding training or not.

AP7 - BH circulate 'The Key' Safeguarding training for all governors to have access to.

Statement - BH has received information about the need for training governors and staff on Prevent.

AP8 - BH to look into Prevent Training for Governors.

AP9 - KM to put together a document highlighting all the improvements from the last Ofsted that is to be ready and shared by the next full governing body.

Statement BH - We must highlight the effect on pupils, not just focus on the impact teachers/support staff are making.

6. **Policy review:**

- E&D Policy - this will be going to the resources committee, if there are any comments or questions about this to direct them to Katie.

- ECT Induction Policy - It was noted that the school very rarely takes on ECTs. BH questioned if this because it is an SEN school or is it the resources? KM responded: The school is open to accepting ECTs. However, it is felt that focusing on SEN so early in someone's career can sometimes not be ideal. There is a practical element to this from the history of requirement as well.

Signed: _____

Chair of Committee



Date: 14/03/2023