

EBacc consultation meeting notes

There were over 50 people present at the parent forum in which the headteacher delivered a presentation, followed by a question and answer session. The following are a list of comments or questions presented by members of the audience with some answers from the headteacher in red.

- We should not force high ability students to take the full EBacc as this could result in them hating school
- A y8 parent felt it is better for students to take subjects they enjoy and to do well at them
- Whilst it is important that students make progress, they should not be channelled into subjects based purely on predicted outcomes i.e. they should be allowed to continue with subjects they enjoy even if they may do better elsewhere.
The headteacher responded that this is exactly what we currently do as a school, but this is not the case in all schools
- Children are not commodities and other countries are moving away from this kind of curriculum, instead seeking critical and creative thinkers
- Corporate companies are starting to move away from a 'one size fits all models' towards encouraging diversity and Tallis should too
- Our Children came to this school precisely because it held a position on valuing creativity. It is part of the identity of Tallis and moving towards the EBacc may put this at risk.
- How likely would there be a penalty for not aiming to actively force the EBacc?
The headteacher responded that it is an Ofsted judgement and could depend on how much importance Ofsted gives to it in the future. CR also said that some schools get good judgements despite having poor statistics.
- We should be able to put an asterisk next to our results and explain it is because of our philosophy. Someone responded asking if there was any way to compromise to avoid a potential Ofsted poor judgment.
- The headteacher responded that we have been operating a compromise up to now, but this would not get close to meeting the government target
- Could we invest more in Modern Foreign Languages early on to help students do it?
The headteacher answered that starting in secondary school is too late. Within secondary schools, to put more time into MFL would mean we would have to take the time from elsewhere.
- A Linguist in the audience said most really don't understand how difficult a language is and passing a language GCSE doesn't mean you really know another language
- Rewards and carrots work better than arm twisting – should we reconsider how we promote languages? Could we do more international trips, possibly fund raising through the PTFA?
- **The headteacher said that we already run trips abroad, but we would consider what more could be done to try and 'sell' languages.**
- One comment asked why we don't make a creative subject compulsory?
- Governments 'come and go' and the school should steer its own way through it