

The Swanage School
MINUTES OF A MEETING OF THE STUDENT COMMITTEE
Held on Wednesday 5 July 2017, 5.30pm

Present: Isobel Tooley (Chair), Geoff Atkinson, Tristram Hobson (Headteacher), Al Stephens
In attendance: Sue Fletcher (Clerk), Jenny Maraspin (Deputy Headteacher) and for item 6.3: Danni Drodge, Jamie Harlowe, James Peacock, Harry Peake (Heads of House) and two student representatives.

Item	Action	Lead	By
STU 6.1			
STU 6.2			
STU 6.3			

Apologies for Absence
Apologies were received from Nick Brady. John Lejeune and Emily Wyer were not in attendance.

Declarations of Interest
There were no new declarations of interest or conflict with any item.

Presentation: Heads of House
The committee welcomed the four Heads of House and two student representatives. They gave a presentation and answered questions on the following areas, summarising successes, issues and plans:

Student leadership: the number of applications for student leadership positions had risen considerably this year. House Captain / Vice Captain roles were mostly effective, particularly where the student was in the Head of House’s tutor group, and this would be the norm going forward. Sports Ambassador roles, managed by the P.E teacher, were working well, with students gaining experience of helping/coaching younger children through work with local primary schools. The Big Brother/Sister and Buddy roles had been under-utilised and the Heads of House would give thought to improvements in training and clarification of the role. The HOH felt that equipping these students to handle low-level friendship issues would give them valuable interpersonal skills whilst also freeing up HOH time. Subject Ambassadors had been used well in some subjects, particularly in mathematics where they had been involved with running challenge days for the primary schools, but not in others. The Prefect role had been less successful than hoped, and the student representatives felt this was rooted in lack of respect for the role from other students, plus in some cases the prefects not earning respect. They suggested that training should seek to equip students with strategies for gaining respect and authority. Prefects had been the only role “chosen for” rather than applied for, but an application system had now been introduced. Summarising the impact of their leadership roles, the student representatives described gaining in confidence and improving their behaviour to be a good role model. They also outlined the development opportunities that had arisen, such as assembly presentations and working with primary schools.

Citizenship: it was agreed that “The Swanage School Way” had become less embedded over the last year or two, with younger students less likely to understand or be able to articulate it. It was noted that some students only

saw it when they were moved to the reflection table during lessons. Recognising that the original student cohorts were involved in developing “The Swanage School Way” when the school opened, it was agreed that thinking of it as a fluid concept and revisiting it with each generation of students would be valuable in promoting student ownership of it and that in turn this ought to increase students’ intrinsic motivation to behave in The Swanage School Way. Ensuring that all staff understood and promoted “The Swanage School Way” was also crucial to its success as a citizenship model. One of the student representatives described the operation of the School Council, citing its focus on issues such as rewards/consequences of positive/negative behaviour and increasing access to areas within the school at break and lunchtimes.

[The student representatives were thanked and left the meeting].

The Swanage School Challenge: to date, five students had achieved Bronze level and one had achieved Silver. The level of engagement was lower than hoped and there was a lack of enthusiasm from students and some tutors. To improve uptake next year, students would be encouraged to set themselves small, fortnightly targets to make the overall challenge more manageable, rewards would be better/more instant, tutors would be reminded to promote the Challenge and to instil pride in doing it, and student leaders would be asked to take a lead in supporting it.

Behaviour: data from behaviour incident logging on Progresso was circulated. This showed that the number of negative behaviours logged had fallen quite considerably in 2016/17 and governors probed whether this reflected a genuine decrease in negative behaviours or a reduction in logging by tutors. Although hard to tell, the HOH did feel negative behaviours had reduced, as reflected in the reduction in the number of detention sessions needed. The data indicated a very low instance of serious behavioural issues such as bullying, physical/verbal abuse and truancy. The highest number of logs related to lack of homework and, whilst apparently high at 761 entries, the Head teacher estimated that as a proportion of the total homework given over the year this was in the region of only 1-2%. HOH had found that focusing on a particular issue for a short period was reaping long-term rewards, for example a zero-tolerance period on late arrival to class having had an impact all year. In dealing with issues that arise, including an increase in safeguarding and mental health issues, HOH were finding that they were at times in danger of compromising lessons to fulfil their role. To address this, and also to involve Curriculum Area Leaders (CALs) in management of issues arising in lessons, HOH and the CALs would develop a referral system involving CALs to address behaviour management within departments. Querying the larger number of negative behaviours in one of the houses, the Chair asked whether negative behaviour trickled down from older to younger students via the vertical tutor groups. This was not felt to be the case, but rather a factor of random student allocation to houses in previous years. The school was seeking to address this through getting to know students and their interests better before they join the school and using this knowledge to engineer a better balance across the houses in terms of academic, sporting and other interests. Governors noted that the logging of positive behaviours on Progresso had also dropped and that this would affect communication of positive

	<p>behaviours to parents. HOH would be seeking to address this, along with improving the consistency of giving house points.</p> <p><u>School Houses</u>: an improved variety of inter-house activities had been implemented, led by student leaders and informed by student feedback, to ensure there is a good balance of sporting and non-sporting challenges. Students wished to keep the inter-house challenges as a weekly event, but the timing would be altered to the last period on a Friday to keep disruption to other periods at a minimum. HOH were working well together and were committed to improving motivation and good citizenship among students, and were sharing good practice.</p> <p>TH noted that the cohesiveness of the current HOH team was admirable and worked effectively.</p> <p>[Thanks were given to the HOH and they left the meeting].</p>			
STU 6.4	<p>Minutes of the Last Meeting</p> <p>The minutes of the meeting held on 17 May 2017 were confirmed as an accurate record and signed.</p>			
STU 6.5	<p>Matters Arising & Actions</p> <p>Where not elsewhere on the agenda.</p> <p><u>STU 4.9.1 E-safety Policy</u></p> <p>In response to a question from the Chair, TH reported that a hand-out on e-safety, in place of an e-safety talk, had not been distributed at the Year 8 Parents Evening as planned. The Safer Schools Team had visited the school in the last week and after sessions with the students met with the Safeguarding & Welfare Officer and had made some recommendations (noting that the TSS students seem relatively naïve about risks), with a return visit planned for the start of the next academic year. Suggested wording for incorporating a paragraph into the E-safety Policy on the use of mobile devices on school trips had been provided by the link governor for e-safety and it was agreed to use this for the updating of the policy.</p> <p><u>STU 5.6 Progress – Learning Walk Level 5 SATS</u></p> <p>A learning walk focusing on students with SATS entry at Level 5 had not yet been undertaken. This would now be a focus of a learning walk early in the next academic year. JM confirmed that a programme of learning walks and lesson studies were on the school calendar for 2017/18. The Curriculum Area Leaders would have more involvement in observations and other areas of leadership and oversight in 2017/18.</p> <p><u>STU 5.8 Risk Register</u></p> <p>The Clerk confirmed she had provided the committee’s suggestions for the risk register to the Business Manager.</p>	Update	Clerk	Jul ‘17

	<p>STU 5.9/5.11 Policies The Curriculum Policy had been updated and published. Changes to the recommended homework hours had been made to the Home-Learning Policy and, following circulation to the committee for comment, this had been approved by chair's action. It had not yet been published on the website, and the Clerk would ensure this was done as soon as possible.</p>	Publish to web	Clerk	Jul '17
STU 6.6	<p>Attendance TH reported that attendance was showing a fairly consistent trend. Rates were currently skewed by two school-refusers, whose circumstances were outlined to the committee. Attendance data would be presented to the full governing body on 12 July 2017.</p>			
STU 6.7	<p>Progress A full set of progress data had been provided for each year group, along with in-year progress for English and mathematics.</p> <p>Overall, the full data sets showered generally positive progress in all year groups and no particular patterns to the less positive elements. TH and JM were asked if they had any particular concerns. Their primary concern was in relation to religious education at Key Stage 4, although there was confidence this would improve again in 2017/18 once the permanent teacher returned. French, drama and physical education GCSEs were expected to be much improved on last year's results.</p> <p>Governors discussed the progress indicated by the English and mathematics data with TH and JM, drawing conclusions as follows:</p> <p><u>Year 7:</u> looked to be making excellent progress in both subjects, with little variation between the sub-groups. They were described as a good, resilient cohort who were thinking for themselves and rising to challenges.</p> <p><u>Year 8:</u> there was some variation between sub-groups, particularly between the entry level ability groups, with higher level entry groups progressing particularly well. It was noted that there are a higher than usual number of very low academic level students in this cohort who find the higher level skills such as problem-solving very difficult.</p> <p><u>Year 9:</u> progress was much as expected for this cohort, with positive progress over the year and not much variation between sub-groups.</p> <p><u>Year 10:</u> progress in English looked to be satisfactory, but the data indicated progress in mathematics to be poor. However, it was noted that this data reflects the mock exam results which in mathematics were often poorer</p>			

	<p>than English due to the challenge posed by asking full GCSE style questions in Year 10. TH and JM were confident that ability and progress will move on between the mock exams and actual GCSEs.</p> <p>In all groups for English and mathematics, the in-year progress indicated that students with SATs entry level 5 were making more progress than other entry levels which helped to allay concerns that the committee had raised previously on whether appropriate challenge is consistently given to the academically more-able students.</p>			
STU 6.8	<p>Bournemouth University Collaboration</p> <p>JM summarised the impact for each of the departmental projects undertaken in conjunction with Bournemouth University. Projects had included research on how to engage disaffected boys, development of problem-solving skills and use of dialogic questioning. The engagement from staff in moving pedagogy forward through academic research had been impressive and the presentation day on Monday 3rd July largely successful. She noted that the projects had given less experienced staff a forum for gaining information from more experienced colleagues and for those with greater experience to reflect and improve. The impact of the projects had varied between departments, although all had gained valuable outcomes. Further feedback will be given by Bournemouth University, including comments on whether the projects are sufficient to count towards Master accreditation. In some cases, further work would be desirable to continue the research. Once feedback is reviewed, a decision will be taken on what kind of pedagogical development exercises to run next year.</p>			
STU 6.9	<p>School Development Plan: End of Year Review</p> <p>The committee discussed progress to date on the objectives in the School Development Plan (SDP) for which it is responsible for monitoring.</p> <p><u>SDP 1.1 Student progress:</u> as noted above, data indicated a generally positive picture and the school are reasonably confident.</p> <p><u>SDP 1.2 and 1.3 Academic challenge & reduction in in-school variation:</u> IRIS software for reflecting on and sharing good practice had been used effectively. Links to other schools had developed. Learning walks had been poorer this year and would be improved in 2017/18, along with formal lesson observations. An audit of home-learning had been done.</p> <p><u>SDP 1.4 Literacy and numeracy:</u> there had been less sampling of work books than planned, although work books had been looked at during lesson observations. In answering a question on whether learning in literacy is filtering to other subjects, TH felt it was, particularly in project-based learning (PBL) and in the lower school. The culture of drafting and redrafting work was now embedded.</p> <p><u>SDP 1.5: Teaching school status:</u> collaborative links with other schools had increased during the year, and as a result of making the teaching school application. The outcome of the application was awaited.</p>			

	<p><u>SDP 2.1 Attendance:</u> rates had not reached the target level of 95.5%. Reports on the percentage attendance rates and on the effects of interventions such as meetings with parents were regularly reported and so the committee was kept well informed.</p> <p><u>SDP 2.2 and 2.3 Develop self-efficacy and a distinctive Swanage School personality.</u> Self efficacy had been enhanced through the student leadership opportunities. This was considered a work in progress with scope for growth. The re-energising of “The Swanage School Way” and better promotion of The Swanage School Challenge, as noted in 6.3 above, were expected to move the school towards the desire for students to have a distinctive Swanage School personality.</p> <p>The Chair suggested that behaviour change should be an objective on the next iteration of the SDP, with some of the HoH initiatives being specifically included on the plan.</p> <p>Overall, progress reflected that the school was in control and increasingly directional in terms of development, with optimism for further development next year.</p> <p>[Geoff Atkinson and Al Stephens left the meeting. The meeting was no longer quorate]</p>			
STU 6.10	<p>Policies</p> <ol style="list-style-type: none"> 1. <u>Mental Health Policy</u> This was not yet ready for consideration and was deferred to the Autumn Term. 2. <u>Citizenship Policy</u> The Chair and TH agreed that there was some discrepancy between the current policy and practice and therefore that the policy required updating. The Heads of House were keen to develop practice and so it was agreed to revisit this in the Autumn Term. The Head teacher would ask the HoH to make recommendations on the Policy. 3. <u>Literacy Policy</u> The Literacy Policy was not yet ready for re-approval and was deferred to the Autumn Term. 4. <u>Uniform Policy</u> The Chair and TH agreed that no changes were required and therefore that this policy could be re-approved by chair’s action following circulation to the committee for any comments. 	<p>Agenda Autumn</p> <p>Policy</p> <p>Agenda Autumn</p> <p>Agenda Autumn</p> <p>Circulate, approve</p>	<p>Clerk</p> <p>TH and HoH Clerk</p> <p>Clerk</p> <p>Clerk Chair</p>	<p>Oct ‘17</p> <p>Oct ‘17</p> <p>Oct ‘17</p> <p>Oct ‘17</p> <p>Oct ‘17</p>

STU 6.11	Reports The link governors (Special Educational Needs, Mental Health and E-safety) were not in attendance.			
STU 6.12	Any Other Business None.			
STU 6.13	Confidentiality No item required confidential minutes.			
STU 6.14	Next Meeting Full Governing Body – 12 July 2017 Student Committee – Autumn Term, tbc			
	The meeting closed at 8pm			