The Swanage School
MINUTES OF A MEETING OF THE STUDENT COMMITTEE
Held on Thursday 17 May 2018, 5.30pm

Present: Isobel Tooley (Chair), Tristram Hobson (Headteacher), Amanda Rowley, Al Stephens, Carl Styants, Nicky Taylor
In attendance: Angela Beal (observing), Sue Fletcher (Clerk), Ben Gibbard (observing), Jenny Maraspin (Deputy Headteacher)

Item		Action	Lead	By
STU 6.1	**Apologies for Absence** Apologies were received from Nick Brady.			
STU 6.2	**Declarations of Interest** There were no declarations of interest or conflict with any agenda item.			
STU 6.3	**Minutes of the Last Meeting** The minutes of the meeting held on 21 March 2018 were confirmed as an accurate record and signed.			
STU 6.4	**Matters Arising & Actions** Where not elsewhere on the agenda STU 5.5 (STU 4.6) Pupil Premium Nicky Taylor's appointment as link governor for pupil premium had been confirmed by the full governing body at their meeting on 29 March 2018. STU 5.8 Policies The Attendance Policy and Positive Mental Health Policy had been updated and published. Staff had been updated by the Clerk of all recent policy changes.			
STU 6.5	**Progress Data** Progress data was not available for this meeting, but the next data drop should be processed in time for the committee's meeting in July.			

STU 6.6	**School Development Plan (SDP)**			
	1. To review the SDP actions for 2017/18 The Chair had circulated a written report summarising progress on the SDP objectives relating to the committee's remit, and highlighted key points as follows, which were discussed with the Headteacher (TH) and Deputy Headteacher (JM). Students progress in line with top 20% of schools nationally: Based on data previously seen, the Chair summarised that Year 11 appeared to be on track whilst Year 10 was of more concern, although TH outlined greater optimism for the cohort's progress currently than previous data would suggest. It was felt there may be a tendency among teachers to be conservative in their predictions for the lower years. There was discussion of the use of benchmark grades and the possible benefits of removing these from teacher, student and parent information for the lower years to remove any "unconscious cap" created by benchmarks being perceived as "target" grades. The removal of *all* grades for Years 7 & 8 was a further step that may be considered if supported by evidence. TH and JM noted that initial discussions had taken place with Curriculum Area Leaders but further research was needed to inform the decision. It was noted by governors that some children are motivated by knowing their target grades whereas others are not, and that grades might be beneficial for informing option choices in Year 9 as well as important for Years 10 & 11. Ensuring effective academic challenge for more able students, boys and disadvantaged students: The picture presented by previous data was mixed in relation to the effectiveness of academic challenge for the key groups who had been identified in the SDP. There appeared to be further scope for improvement in challenging academically more able students with variability among subjects and year groups. Boys appeared to be making reasonable progress, which it was thought may be attributable in part to improved interventions for underachieving students, many of which happened to be boys despite this intervention not being specifically targeted at boys. Disadvantaged students appeared to be making good progress, with the exception of Year 10, but action plans for individual students were seeking to address this. Interventions and curriculum changes included reducing subjects and introduction of part time work experience if this best suited the needs of the individual student. Reduction of in-school variation The Chair noted that the presentations received from Curriculum Area Leaders (CALs) in previous meetings indicated that they were working hard to address variation between subjects, with issues having been reviewed and actions identified to improve subjects which performed less well in the GCSEs last year. A focus on exam preparation, higher level questions, consistency and cross curricular activity supported this. It			

was agreed there was scope for continued development in this area and in embedding similar techniques throughout the lower years as well as upper.

Improve the level of literacy across the curriculum / ensure maths is developed within the curriculum / development of project based learning: There had been evidence of literacy and numeracy development within the curriculum from the CAL presentations the committee had heard. The project based learning (PBL) review was underway and would involve incorporating a greater level of maths in PBL. JM reported that two of the staff had been inspired by a visit to another school with a strong project based curriculum, as part of their research in developing PBL (School 21 in London).

Improve whole school attendance to 95%: This objective was not yet achieved and it was recognised further attention was needed. JM would now have the remit for overseeing the management of attendance and noted that she will be meeting with the Heads of House (HOH) and reception staff to brainstorm ideas, with a view to embedding a cultural change among staff, students and the parent community as regards attendance.

Develop students' self-efficacy and a distinctive Swanage School personality: The presentation from the HOH scheduled for the next meeting of the committee would touch on this and provide the committee with information on the number of students who had completed The Swanage School Challenge. The parent survey had shown positive responses to questions relating to self-efficacy and the Ofsted report letter positively highlighted it. Overall student behaviour is very good, as noted by the Ofsted inspectors, and there was discussion of how poor behaviour is treated by staff, it being noted that re-training on restorative practice was being undertaken to improve consistency in the approach to poor behaviour. Resilience and confidence was thought to be good among most students, and TH gave some examples of opportunities that fostered confidence and esteem and spread positivity throughout the school, e.g. The Young Enterprise Tenner Challenge, The Ten Tors Challenge, the Grease production. He noted that the ethos of the School is firmly embedded and evidenced through everyday actions of students.

Effectiveness of Special Educational Needs (SEN) provision: Results from 2017 and data indicated that students with SEN were making similar progress to others and the presentation from the SEN Co-ordinator at the meeting of the full governing body (29 March 2018) had outlined initiatives being undertaken to support students and inform teachers of individual needs. Cost-effectiveness across the board would be an objective for the coming year given the pressures on the budget and this would include SEN, where funding was reducing.

	<u>Student data collection has impact on learning and progress</u>: Evidence had been received from the CAL presentations that data review had become embedded and is being used to identify trends and individual students for intervention, and was informing teaching methodology, TH recorded his thanks to the Chair for her scrutiny of the development objectives and understanding of the issues involved. 2. **To consider objectives for the SDP 2018/19** A continuation of many of the same objectives would be included in the School Development Plan 2018/19, in particular: student progress, academic challenge, reduction of in-school variation, project based learning, cost effectiveness and attendance. In considering other possible objectives, governors discussed with TH and JM how the school can best meet the needs of students who are not able to access an academic curriculum, recognising that for some students the pursuit of a large number of GCSEs or requirements to take particular subjects might not be in their best interests. TH and JM noted that flexibility for individual students was already being increased. Whilst the school would retain the offer of a broad curriculum for all students, in individual cases the curriculum could be narrowed to best suit the needs of the student concerned in keeping with the human scale ethos of the school. This emphasis on individual students was in keeping with Ofsted guidance, but there would be an impact on the reported proportion of students taking the right combination of subjects for the English Baccalaureate (EBacc), and (to some extent) the Progress 8 measure. Whilst running vocational courses would not be financially viable for the School, TH noted that they hoped to make use of part time work experience in select cases where the confidence and learning that would come from this would be best for the student, and that there might be a possibility of using work experience to contribute to an NVQ. TH and JM reported that they have changed management roles in that TH would now line manage curriculum issues with the CALs, and JM would manage pastoral issues with the Heads of House. Changing the management dynamic was seen as important to refresh ideas and avoid complacency. It would also enable JM to support the CALs on teaching and learning development without also holding them to account as their manager.			
STU 6.7	**Curriculum Review** TH reported that no "structural" changes were planned for the curriculum, noting that the development of PBL would be the main change for 2018/19.			

	In response to a question, TH outlined the access arrangements for SEN students and highlighted some improvements that would be made following learning points arising from the Year 10 mocks. For example in addressing the need to teach students to touch type so that using a computer during exams was as quick as writing, or to work with scribes prior to the exams to ensure students had the skills to articulate effectively.			
STU 6.8	**Looked After Children (LAC)** The change in terminology from "looked after children" to "children looked after" (CLA) was noted. 1. <u>Annual Report</u> JM presented the annual report on the looked after children attending the school. This included date of arrival, attendance, exclusions, date of Personal Education Plan (PEP) meetings, CLA reviews and predicted grades for core subjects. It was noted that the children at the School were progressing very well compared to national averages for CLA. 2. <u>Policy</u> **APPROVED** minor changes to the LAC (CLA) Policy, including the introduction of fortnightly mentoring sessions in line with research indicating that mentoring has the biggest impact on children who are looked after. It was noted there is funding to draw on to support the use of mentors. JM noted that the pool of mentors was being developed, for example including youth workers and church mentors.	Update & publish	Clerk	May '18
STU 6.9	**Policies** 1. <u>Looked After Children Policy</u> See STU 6.8 above 2. <u>Sex & Relationships Education (SRE) Policy</u> **APPROVED** significant updates to the SRE Policy which added detail of the curriculum. It was noted that the teacher responsible for overseeing the curriculum worked with the Safeguarding & Welfare Officer to organise outside agencies to come in and provide teaching to students, and in providing training for staff who teach SRE through the personal, social, health & economic (PSHE) curriculum delivered via tutor time. Tutor groups were split by age where appropriate for the subject content. The Chair noted that the <u>E-Safety/ICT Policy</u>, which was due for review, would be deferred until after the publication of the revised Keeping Children Safe in Education (KCSiE) which it was understood would include updated guidance on internet safety.	Update & publish Agenda	Clerk Clerk	May '18 Sep '18

STU 6.10	**Surveys**			
	1. <u>Student Survey</u> JM presented the outcome of the recent student survey, in which mainly positive responses had been received as follows: • 72% agreed or strongly agreed that they enjoyed coming to school, it being noted this was consistent with the parent survey. • 80% agreed or strongly agreed that the school offered a good range of after school clubs. • 61% agreed or strongly agreed that tutor times were purposeful and meaningful, with variances by year group (decreasing in satisfaction as the students progressed through the school), it being noted this indicated developments were needed. • 85% agreed or strongly agreed that teachers set work which makes them think for themselves and that this was consistent across year groups. • 70% of students agreed or strongly agreed that they felt part of the school community. Whilst a good outcome, an even better response was desirable. It was agreed it would be interesting to correlate this with absence and also to review it by year group to see if feeling part of the community increased as students progress through the school. • 70% agreed or strongly agreed that teachers praise them when they do well. • 60% agreed or strongly agreed that house points were valuable, decreasing by year group. It was recognised that whilst students still liked to be praised for good work / behaviour in the upper years the engagement by staff and students with house points was less than the lower years. • 71% agreed or strongly agreed that PSHE education was valuable. Whilst a good outcome, it was suggested that this would hopefully increase when new initiatives were fully embedded. • 80% agreed or strongly agreed that they felt well looked after and cared for. This was seen as an excellent level of response, demonstrating the benefits of human scale education. 2. <u>Parent Survey</u> In reviewing the responses to the parent survey, the outcomes had been good in relation to questions on citizenship and collective worship, but the responses to questions on bullying and behaviour were slightly less than national average response to the Ofsted questionnaire for secondary school. The committee concluded there were no areas requiring particular follow-up that were not already in hand or covered by the School's objectives.			

STU 6.11	**Reports** 1. Special Educational Needs AS noted that she had nothing to report at the present time. 2. Mental Health AS noted that she had nothing to report at the present time. 3. E-Safety NB was not in attendance to give a report. 4. Pupil Premium NT outlined her research and learning to date, noting that she had met with the Deputy Headteacher (JM) to discuss the use of the pupil premium, and would meet with the new Bursar to discuss the funding. Governors asked questions about the use of funding and this was explained. It was noted, for example, that the funding is used to support pupil premium students attending trips and has been used for GL testing (national mathematics/English testing) for all students, this being a legitimate use of pupil premium funding as it was used to identify how to intervene in Year 7 and 8 and to track progress following interventions. Teachers had been asked to provide support to pupil premium students through positive discrimination, but this needs continued focus to become embedded. The updating of the pupil premium report on the website was underway, it being noted that this is a useful exercise as it requires a review and focus on what the funding has been spent on and the outcomes achieved. NT noted that she intended to look at the claiming of pupil premium to ensure that all eligible families had applied and, if not, to ensure they were encouraged and supported to apply.			
STU 6.12	**Any Other Business** SEND Information Report Governors discussed the SEND Information Report published on the website, it being noted the report had been updated following the presentation by the SENCo at the last meeting of the full governing body, but that the format had been in place for several years and was lengthy. It was agreed it would benefit from an "editorial" review with the aim of shortening and streamlining the format, with greater emphasis on simple reporting of provision in the light of the funding available. AS and CS agreed to look at this.	Review SEN Info report	AS CS	Jul '18

STU 6.13	**Confidentiality** No item would require confidential minutes.			
	Next Meeting The next meeting will be held on 4 July 2018.			
	The meeting closed at 7.20pm			