

MINUTES OF THE MEETING OF THE STUDENT COMMITTEE

Held on Wednesday 3 July 2019, 5.30pm

Present: Al Stephens (Chair), Peter Collins, Alex Duke, Jenny Maraspin (Acting Headteacher), Carl Styants, Nicky Taylor

In attendance: Dave Dawson (Acting Assistant Headteacher, for item 6.3), Sue Fletcher (Clerk), Kay Lawton (Acting Deputy Headteacher), Chris Lewis (Head of House, for item 6.3), Dan Ringrow (Head of House, for item 6.3)

Item		Action	Lead	By
	Al Stephens was elected to chair the meeting in the absence of committee chair Isobel Tooley.			
STU 6.1	Apologies for Absence Apologies were received from Tim Marcus and Isobel Tooley.			
STU 6.2	Declarations of Interest Noted that Alex Duke, Staff Governor, would present during item 6.3 as a Head of House.			
STU 6.3	Heads of House 1. <u>Presentation</u> i) <u>Behaviour, uniform and attendance</u> Mr Dawson (DN) reported that staff had been working to improve standards in behaviour, uniform and attendance with a supportive but firm approach. Morning pastoral meetings and a weekly team meeting with the Heads of House (HOH) had helped to standardise the approach taken by staff and to ensure that standards did not slip back. Parents had been sent a letter regarding uniform and there had been an increased presence from HOH and DN around school, including at start and end of day.			

The focus on behaviour standards has been on effectiveness and impact of outcomes. DN reported that 46.2% of negative behaviour logs related to just 6.3% (20) of the students and next year staff will continue to target particular students, using data analysis to identify where action is needed for maximum effectiveness. Trends in the data were outlined, the most noticeable being that most of these 20 students were boys. Further actions to address underachieving and disaffected boys need exploring, as is the case nationally.

DN reported that a significant number of behaviour entries relate to homework and noted that detentions were not proving effective as a sanction. The use of detentions and homework strategy therefore needed combining.

The average number of behaviour entries per week had dropped since refocusing on behaviour management strategies (from 20.5 per week in the Autumn Term, to 15.92 in the Spring Term, and falling again in the Summer Term).

[CS joined the meeting at 17:45]

DN summarised actions in hand:

- PSHE had been reviewed to meet new standards and to make it more focused for students and more accessible for teachers, to achieve greatest impact.
- Clarity regarding expected standards in tutor times.
- Improvements to the inter-house programme.
- Re-focus on the restorative approach and behaviour interventions.
- Raising the profile of house points, good books and other rewards.
- Promoting and encouraging good practice, rather than sanctioning poor practice.
- Introduction of an afternoon tutor time programme (including group reading), "House Day", assemblies, inter-house PSHE.

In response to questions from governors, the HOH elaborated on plans for tutor time, their plans for creating a greater number of aspirational opportunities, and on the actions taken in relation to

recording and reporting to parents on behaviour management. They noted that the aim of work being done on tutor time and the PSHE curriculum is to embed a systematic, graduated pastoral approach.

ii) Impact Action Plans

Mr Duke (AD) reported that HOH had started a pilot of Impact Action Plan (IAP) methodology, having reviewed and questioned the effectiveness of the Progress Sheet system currently in place. He explained that, under the IAP, the focus is on *why* the student is acting in a particular way and that the methodology guides tutors in leading a structured conversation to get students to think about the impact of their behaviour on their own learning, on others' learning and on the teacher. As a result of this "self-diagnosis", previously unknown or unexplored issues may be articulated, which assist the teacher in empathising with the student's feelings and support them to improve their behaviour. Students are invited to make suggestions on "fixes" and the measures and actions required from them, the school and home are agreed. As a result of their ideas, a contract for improvement is created and progress later reviewed. At review, a new strategy is agreed if the initial strategy has not had a positive effect. The involvement of parents is an additional level where appropriate.

The early signs of this personalised but adaptable IAP approach were positive and the pilot would be continued.

iii) Inter-house programme

Mr Lewis (CL) noted the desire to re-invigorate the structure and focus of the inter-house programme such that students engage in a variety of activities, engage in healthy competition and build confidence. A strong team/house culture where students have a real sense of "belonging" to their house, and strong relationships between tutors and students are desired outcomes. Students had input ideas on the types of activities they would like. CL outlined a number of examples and the skills that might be developed, e.g. team working, presentation, responsibility. The involvement of the media team and student leaders in the promotion and delivery of the programme is planned.

iv) Student leadership

Mr Ringrow (DR) reported that, prior to launch of the students roles for the coming year, their purpose had been reviewed. As previously, a range of leadership positions for Years 7-11 were available. Students had applied in writing and been interviewed. There had been a high number of applications and it had been clear to those conducting the interviews that the students were keen to take on the roles and cared about their performance in the interview. Two student "Principals" had been appointed, moving away from having a Head Boy and Head Girl, the logic of this change being to reflect real life, be non-sexist and appoint the best two candidates overall. Senior Prefects would take on personalised projects, assisted by Prefects. Projects included hosting charity events, improving awareness of mental health issues, first aid training for all, and environmental initiatives. House Captains would be more involved in the pastoral system and the Media Team more involved in events.

Student accreditation through the Schools, Students and Teacher Network was being considered.

Governors asked whether less confident students who feel unable to apply for leadership positions are potentially "left out" or "left behind" compared to those who do take on leadership roles. DR noted that he and other staff had been pro-active in encouraging less confident students to apply. He also noted that a peer-mentoring project with Year 9, delivered by Weymouth College, targeted students with lower self-esteem and includes a number of students who did not apply for leadership positions.

Governors thanked the HOH for their ongoing commitment and work.

[Dave Dawson, Chris Lewis and Dan Ringrow left the meeting]

2. The Swanage School Challenge

JM noted that The Swanage School Challenge had been relaunched, however it had proved difficult in tutor groups to get students to engage and so whilst some students had completed it, particularly in the lower years, the commitment from both students and staff had tapered off. JM suggested that the

	<p>Challenge be reviewed again next year and if it is still struggling that a pragmatic response would be to consider dropping it. The Duke of Edinburgh scheme would be a comparable alternative for students to undertake.</p> <p>3. <u>Sex & Relationships Education Review</u> The PSHE curriculum had been touched on earlier and at previous meetings. The SRE curriculum would be reviewed in conjunction with expected changes to national guidance.</p> <p>4. <u>Behaviour & Exclusions</u> RE-APPROVED the Behaviour & Exclusions Policy, noting a number of drafting changes to the section on exclusions which were intended to make procedure clearer. That exclusion may be a sanction for repeated failure to follow academic instructions had been added, in keeping with guidance.</p>			
STU 6.4	<p>Minutes of the Last Meeting The minutes of the meeting held on 8 May 2019 were confirmed as an accurate record.</p>			
STU 6.5	<p>Matters Arising & Actions</p> <p><u>STU 5.7 Special Education Needs & Disabilities</u> PC reported that he had met with the Special Educational Needs Co-ordinator. There had been no progress yet in relation to reviewing the SEN Register, but it remains the intention to do so.</p>			
STU 6.6	<p>Progress Review (Years 7-10) Progress data had been circulated and JM responded to a number of questions from governors:</p> <ul style="list-style-type: none"> - <u>Pupil premium</u>: governors observed a positive trend that the gap between pupil premium and non-pupil premium students appears to be closing and asked whether leaders had identified what strategies had been effective. JM noted that training has focused on raising awareness of the “flight profile” of pupil premium students, on raising teacher expectations and encouraging use of positive discrimination to boost the esteem and self-belief of pupil premium students. 			

	<ul style="list-style-type: none"> - <u>Academically more able</u>: Governors noted that, with the exception of Year 10, generally students with higher achievement levels at entry make less progress from their entry level than others, and observed that this had been a trend in the data for some time. JM confirmed that this remains a concern and focus. She noted that high achievers had last year gained good outcomes in the GCSEs and observed that whilst outcomes for the current Year 11 are not easy to predict, the academically more able students in the current Year 10 are very strong and motivated and that dividing into sets for some subjects is working well for this cohort. <p>JM reported on the continued desire to improve the accuracy of predicted grades and to move away from using as a guide the scores provided by the Fischer Family Trust (FFT). Curriculum Area Leaders (CALs) were meeting with teachers and looking at books, sampling a few students from the various sub-groups, discussing with teachers how grades are justified and what action will be taken to address any issues identified. Leaders will also look at residual scores which should highlight if students are predicted high grades in one subject but low grades in others. An Excel mark book is being developed to track assessment grades constantly, rather than only at a termly data drop, and it was noted this should make it easier to spot trends or anomalies. The focus will be on assessing progress against objectives in the curriculum on an "emerging – excelling – embedded" basis. Space would be planned into the curriculum to allow for the addressing of any gaps identified in students' knowledge. Governors welcomed the changes. JM noted that she will report further in the Autumn Term.</p>	Report	JM	Autumn
STU 6.7	<p>Attendance Review</p> <p>JM reported that attendance to date is 94.6%. Guidance had been received on how to code the Year 11 students who cannot be off-rolled until the end of June but who did not have to attend every session during and post-exams. Until the allowed off-roll date they are marked as "authorised absence" which skews the school's data, however attendance figures will be updated by the Department for Education in due course. It was observed that the school's location in a tourist/seasonal town means that a number of families choose to take unauthorised holidays in term time, being unable to do so over the summer. On the whole, JM felt that the school has a suitable strategy and support in place.</p>			

STU 6.8	<p>Other Policies</p> <ol style="list-style-type: none"> 1. <u>Home Learning Policy</u> A number of minor updates had been made to the written policy, and KL outlined plans for reviewing how homework supports the curriculum, and for increasing connectivity between the two, moving away from “bolt-on” activities. Governors questioned whether there is a need to stipulate recommended hours to be spent on homework, as currently given in the policy, noting that this sets expectations on both sides that may not be possible or desirable to achieve. <p>APPROVED updates to the policy, agreeing that reference to recommended hours of homework be removed.</p> <ol style="list-style-type: none"> 2. <u>Home School Agreement and Parent Pledge</u> These had not been updated. 			
STU 6.9	<p>School Development Plan</p> <p>It was agreed that this item would be deferred as there would be a comprehensive review of the School Development Plan at the coming meeting of the full board.</p>			
STU 6.10	<p>Reports</p> <ol style="list-style-type: none"> 1. <u>Special Educational Needs</u> PC reported that he has met with the Special Educational Needs Co-ordinator and was satisfied that best efforts are being made in constrained time at present. 2. <u>Mental Health</u> AS reported that CORU involvement and the “walk & talk” and peer mentoring projects are ongoing. The Emotional Literacy Support Assistant (ELSA) would be leaving the school at the end of term, and the Higher Level Teaching Assistants would be ELSA trained. 3. <u>E-safety</u> TM was not in attendance to make a report. 			

	<p>4. <u>Pupil Premium</u> NT had nothing to report at present.</p>			
STU 6.11	<p>Committee Self-evaluation JM and KL commented that they believe the committee has an impact on teaching & learning and pastoral care at the School through the continual engagement in professional debate and by enabling leaders to reflect in a challenging but supportive environment. Governors were satisfied that leaders are reflective and continue to strive for excellence through a desire to innovate and base new initiatives on education theory.</p>			
STU 6.12	<p>Any Other Business None.</p>			
STU 6.13	<p>Confidentiality None.</p>			
	<p>The meeting closed at 8.10pm.</p>			