

The Swanage School

**MINUTES OF THE STUDENT COMMITTEE**

Held on Wednesday 6<sup>th</sup> July 2022 at 5.30pm

Present: Isobel Tooley (Chair, present virtually), Peter Collins, Alex Duke, Hannah Etherington, Tanya Hamilton-Fletcher, Adam Hines, , Jenny Maraspin (Headteacher)

In attendance: Danni Drodge (Curriculum Area Leader / PBL Co-Ordinator, for item STU 6.8), Kay Lawton (Deputy Head), Dan Ringrow (Head of Year, item STU 6.8), Dan Parker (Governor observing), Sophie Weld-Davies (Clerk)

Item		Action	Lead	By
STU 6.1	<b>Welcome</b> The Chair welcomed Sophie Weld-Davies as the new Clerk and Dan Parker, a new Parent Governor.			
STU 6.2	<b>Apologies for Absence</b> Apologies were received from Jess Starmer.			
STU 6.3	<b>Declarations of Interest</b> None.			
STU 6.4	<b>Minutes of the Last Meeting</b> The minutes of the meeting held on 11 May 2022 were approved.			
STU 6.5	<b>Matters Arising &amp; Actions</b> An action list had been circulated.  The Children Looked After Policy has been published,			
STU 6.7	<b>Special Educational Needs &amp; Disabilities (SEND) Update</b> PC, SEND link governor, reported on a seminar that he had attended on the Government's <a href="#">SEND Green Paper</a> . The Department for Education (DfE) speaker set out the plans for a new national SEND and alternative provision system and new local SEND partnerships bringing together education, health and care partners with local government to produce a local inclusion plan. The general feeling was that the vision was good, but there were concerns as to whether the Govt will adequately fund it. One of the speakers was a former SEND pupil who is now a governor, PC felt that this was an			

	<p>effective way of introducing SEND to governorship. The Govt are looking at implementation next year. The Swanage School would not have to do anything different to what they are doing at present.</p> <p>Another governor explained that Dorset Council were looking at a whole system approach to SEND, not just education. At present the SEND agenda and Education, Health &amp; Care Plan (EHCP) system is for 0 to 25 years, this will change to 0 to settled adulthood, with no drop offs at key stages. Dorset Council are expecting a higher presentation of complex needs due to covid.</p> <p>In discussion it was noted that the key issues are thought to be mental health and delayed development, with reports of new starters in primary schools behind where they should be developmentally. The impact on younger children due to covid is massive. Covid has impacted older children less educationally, but their mental health has been impacted more, physically, and emotionally not ready to learn. These issues also have an impact on attendance.</p> <p>There is an increasing expectation on schools to fill in the gaps, especially as services are being cut elsewhere. Schools are now being encouraged to have a senior mental health lead, but it is not a statutory requirement. It was suggested that in the future the school might need to consider the possibility of squeezing the curriculum to free up resources for more pastoral care.</p> <p>JM confirmed that SEND and mental health are always on the Senior Leadership Team (SLT) agenda.</p>			
<p>STU 6.8</p>	<p><b>School Development Plan Objectives and Risk Management</b></p> <p><u>Key Stage 3 (KS3) Project Based Learning (PBL) Curriculum.</u></p> <p>Danni Drodge presented and hoped to show that the targets of the School Development Plan (SDP) have been met. DD handed out project plans and lesson examples to the committee, together with anonymized student workbooks.</p> <p>JM noted that in the students' work teachers are looking for high level thinking skills, which should be seen in the responses and how they develop through the project. The progress that has been seen by the current Year 7 students from September until now has been phenomenal.</p> <p>The Chair asked the teachers present whether they had noticed any impact from the methods taught in PBL on their own subjects. It was agreed that skills to do independent research had transferred. DD commented that the research lessons are structured and that students are also taught how to make notes.</p>			

	<p>JM stressed how positive an impact the PBL projects have had on Year 7s, having read their independent project proposals which in the most part is impressive in terms of suggestions and subsidiary questions. The final presentation pieces for the projects only showcase a fraction of what is in their books, on their Chromebooks or in their presentations.</p> <p>The approach will be much the same for next year but there is room for improvement. The aim is to collaborate more with other departments and benefit from the new creative media suite, but these will be refinements rather than going 'back to the drawing board'. DD will be given more help next year. DD has enjoyed teaching it this year and there has been good engagement with students. DD is aware that there has been no PRE within the projects but looking to incorporate this next, and a lot of Year 8 have chosen PRE questions for their individual research projects.</p> <p>The Committee thanked Danni for her presentation and commended her on a substantial improvement to the outcomes of project-based learning (in line with the goal in the SDP).</p> <p>[Danni Drodge left the meeting.]</p> <p><u>Developing Character</u></p> <p>Dan Ringrow had been asked by the governors to report on developing character including behaviour, attitude to learning and a review of the impact of this year's programme, although reporting on these three does not record the whole character of the student.</p> <p>All the information had been given to the governors in a PowerPoint, but DR highlighted that 16,827 incidents had been logged, both positive and negative. Every incident logged also gets sent to the Crew Leader as well.</p> <p>The Chair asked if it was possible to say whether behaviour has improved or declined (noting that more incidents are being logged because teachers are being encouraged to report all incidents). DR reported that behaviour does seem to be improving. The school is looking to build good working relationships with parents who will be notified of negative behaviours and incomplete Curriculum Support Activities (CSA), so the responsibility is not entirely the schools. <del>It has not been launched yet.</del> There is a plan to add more categories to the behaviour log to make the reporting more supportive.</p>			
--	--	--	--	--

<p>In response to a question on what happens when a student gets a negative mark., DR explained that this depends on the level of disruption - the student would initially go to the person they had the closest relationship with, usually their Crew Leader, then it could be escalated to Curriculum Area Leader and Head of Year.</p> <p>A governor asked about equipment and the different ability of families to replace. The teachers present agreed that there is a need to establish consistency across the school with regards to lending out equipment that had been forgotten or lost.</p> <p><u>Attitude to learning</u>  Good behaviour does not mean a good attitude to learning and vice versa. This year the school has been focusing on a small number of specific pupils and, from the data that has been coming back, most have improved their attitude to learning.</p> <p>DR explained that in addition to learning, the school also looks at developing the ‘whole’ student which is structure around the ‘4 key pillars’ – ambition, character, community, and productivity. Going forward academically and pastorally, from the next academic year the school will be split into three distinct phases with specific activities for each phase. The 4 pillars will be covered in a more structured way with different focuses over the 5 academic years. For example, Year 9 will be seen as the gateway year, it marks the transition from the lower school to the upper school. Next year students will be presenting for their GCSE options using all the PBL skills they have learnt in Year 7 and 8. All year 9s will be entered for the Duke of Edinburgh bronze award.</p> <p>There will be a parents' evening being held early in the next term to explain more about how this works, and for teachers to learn more about their students.</p> <p><u>Embedding Formative Assessment:</u>  JM is pleased with how this has gone, and it will develop and evolve.</p> <p>There are no plans to change anything significantly for next year, just a few minor tweaks. There are plans to bring back the IRIS Coaching system where lessons are recorded and then reviewed and critiqued the teacher pairings will be changed to keep them fresh.</p>			
--	--	--	--

	<p><b>Literacy Policy and reading initiative</b></p> <p>KL reported that key changes proposed for the Literacy Policy are:</p> <ul style="list-style-type: none"> <li>• Development of reading strategies which ensure that students are actively taught to manage reading, and that both reading and writing strategies are embedded in planning.</li> <li>• Development of usage of subject specific language and increase consistency.</li> <li>• Recognise and develop strategies for teaching students to understand reading online, to validate and verify.</li> </ul> <p>Louise Cook has been appointed as the new lead practitioner for English and it is important for her to have a voice on the policy, however there is also the need to ensure the policy is not outdated.</p> <p>APPROVED the Literacy Policy as presented, noting that it may need further change once reviewed by the new lead practitioner.</p> <p>£1,000 has recently been spent on books and a member of staff has been collating all the fiction and non-fiction books.</p> <p>Incorporating reading into daily life has been moving forward and getting clearer, with direction, and have been looking at how Crew can help with this, using some Crew time to read in addition to three CSA sessions a week. This will be handed over to Louise Cook when she has started.</p> <p>The Chair asked if literacy will be embedded as part of Formative Assessment and Teaching and Learning Communities. At the moment thought has been given to embedding literacy but not to having an assessment on it. Peer observation could be used as part of the assessment by ensuring that subject specific language is used, supporting teachers to plan and teach.</p>			
<p>STU 6.9</p>	<p><b>Attendance</b></p> <p>The school will be working with parents to help remove any barriers to attendance. Attendance information and procedures has been included in the information pack sent initially to new Year 7 parents and it will be rolled out to all parents. The information in this pack has come from the government white paper. The Swanage School approach is all about the individual family circumstances which may affect attendance. DR reported that there has been a positive reaction from the parents the school has been working with already and school attendance is in line with national figures. The school will continue liaising with the Local Authority, parents, and children. There are moves to bring back parent contracts and education supervision orders. JM asked that the Summary of Expectations of what the school needs to do is put on the agenda for the next FGB.</p>	<p>FGB Agenda</p>	<p>Clerk</p>	<p>July 2022</p>

	<p>The white paper recommends identifying a governor who is responsible for attendance.</p> <p>[Dan Ringrow left the meeting]</p>	Appoint link governor for attendance		Next FGB meeting
STU 6.10	<p><b>Policies</b>  <u>Behaviour and Exclusions</u>  The Committee was happy to <b>APPROVE</b> and publish the policy. Separately the flow charts will need to be updated in time for the new academic year – e.g. to remove references to good books and to refer to crew points instead of house points – crew leader award, also change from teachers’ names to roles and update terminology on the next 2 pages. Remove the Covid appendix.</p> <p><u>Relationships &amp; Sex Education</u>  The Committee were happy to <b>APPROVE</b> as presented.</p>	<p>Republish policy</p> <p>Update flowcharts, republish</p> <p>Republish</p>	<p>Clerk</p> <p>Clerk</p>	<p>Jul '22</p> <p>Sept '22</p> <p>Jul '22</p>
STU 6.11	<p><b>Progress</b>  The data was added late to the papers and only for Years 9 and 10. The committee noted the summary report provided, and were comfortable that the school was taking a realistic view on the data and had actions planned where appropriate.</p> <p>The Chair of Governors questioned why there was no data for Years 7 and 8. JM explained that the data manager had been out of school for some time the previous week. She will arrange for data and a summary for Years 7 and 8 to be provided to the committee following the meeting.</p>	Provide data and summary for Years 7 and 8	JM	July '22
STU 6.11	<p><b>Committee Self-Evaluation</b>  The Chair is still waiting for two personal impact statements. The outgoing Clerk has circulated the school impact statement for governors to look at.</p>	Review draft impact statement, based on committee responses	Chair	Before FGB meeting
STU 6.13	<p><b>Any Other Business</b>  The Chair thanked everyone for all the work done over the year.</p>			

	There being no other business the meeting ended at 7.45pm.			
STU 6.14	<b>Confidentiality</b> There were no confidential minutes taken.			
	<b>Next Meeting</b> TBC – Autumn I.			