

The Swanage School
MINUTES OF A MEETING OF THE STUDENT COMMITTEE
Held on Wednesday 18th January 2023

Present: Isobel Tooley, Alex Duke, Hannah Etherington, Tanya Hamilton-Fletcher, Adam Hines, Jenny Maraspin (Headteacher), Jessica Starmer

In attendance: Louise Cook (Item 3.6), Sam Kerwood (Item 3.5), Kay Lawton (Deputy Headteacher), Sophie Weld-Davies (Clerk)

Agenda

Item		Lead	Papers	
STU 3.1	Apologies for Absence There were no apologies			
STU 3.2	Declarations of Interest AH (as a teacher of science) declared an interest in Item 3.5			
STU 3.3	Minutes of the Last Meeting The minutes of the meeting held on 22 nd November were approved			
STU 3.4	Matters Arising & Actions Where not elsewhere on the agenda Please see separate list (taken as read)			
STU 3.5	Update on progress in science Sam Kerwood, Curriculum Area Lead for science, presented to the committee. Overview The 2022 results for the science GCSE were disappointing overall but there were some positives with an increased percentage of pupils getting grades 4-9 in the single sciences compared to 2019 (the last set of externally marked GSCEs). However, the value-added measures are still negative and performance at the higher levels is below national average. The students who do single science at foundation level did better than the national average while the students who did the higher papers were below the national average. In answer to a			

governor question, JM confirmed that the school continued to teach the foundation level in the single sciences but that the higher tier is not currently taught for the combined science.

Skills audit

Following the skills audit (based on the 2022 GCSE answers), and building on the changes implemented during 2021/22, a curriculum development plan for 2022/23 has been drawn up.

CDP Actions

Action 1 – The KS3 (Key Stage 3) curriculum for Biology and Chemistry has been updated. There are now peer assessments and activities to get students engaged and taking the element of failing away. Students were also struggling with writing methods, 32% of the marks in 2022 were for this so method sheets have been scrapped and the students now must write them.

Action 2 – there are still students who are struggling to engage with science. The school is implementing a level 1 course alongside the GCSE course. This course is easier to access which will give students confidence. This will be aimed at low attaining and SEN students. It will be mainly for Y9 students but the Y10 students doing combined science will also benefit from this course even if they do not do the level 1 exam. They have until February before their GCSEs to enter.

Action 3 – to support the higher attaining students by including more level 8 and 9 challenge tasks in lessons and putting on clubs. These will be targeting students and topics and there will be an audit of the department to make sure the extras are embedded.

In response to a question from the governors, a key issue with answering the exam questions is with technique, not lack of knowledge for the 6-point questions. Skills for answering longer and multi-topic questions will be taught earlier to develop the exam technique.

In the most recent assessment, there are still areas to improve but on average it is looking OK but half a grade down from where they should be.

In response to a governors question the Autumn term assessments covered the content they had learnt from Y9 up to and including in the first term of the current year. The content varies in difficulty with paper 2 being easier than paper 1.

In response to a question from the governors SK went on to report that the best way to embed knowledge was to repeat and exam practice and trying different methods of delivering teaching.

Y11 Autumn Assessment

	<p>In Chemistry there will be more exam practice and more fixes. Students have been struggling with answering questions that bring two topics together. In physics the Y11's are in a better place than last year's Y11's. In combined science the department has been working with the whole school in identifying students and will be working with the parents as a whole school.</p> <p><u>Y10 Autumn Assessment</u> Issues have already been identified and the department has already started on fixing these exam-based issues and working on technique. There has been a significant improvement in their attitude to working. The data is suggesting that this year there will be two combined science groups and one single science group, and this will be implemented after the next assessment.</p> <p>SK confirmed that she is considering requesting that triple science go back as an option. In response to a governor's question, it is considered that a given student would tend to get a higher grade in combined science than in single sciences as the exams are shorter, there is less content and more time to teach it. JM confirmed that there will be a meeting of the SLT (Senior Leadership Team) and SK to look at the best way forward.</p> <p>The Chair thanked SK for her presentation, and noted that the changes are being done purposefully. JM noted that SK has been very open and constructive with discussions on how to get the progress that the students and department deserves.</p>			
<p>STU 3.6</p>	<p>Update on progress in Literacy Louise Cook, Lead Practitioner for English presented to the committee. LC has put together a Literacy Development Plan separate to the curriculum, having reviewed what KL had previously done on 5 key priorities. Since Autumn, the focus has been embedding the Crew reading programme which has been piloted in Y7 & Y8 using the booklet as a guide and for training. The feedback on Crew reading has been positive, thought has gone into choosing appropriate texts and there seems to be a good balance of texts and the right number of texts. The next steps are to engage and challenge readers with free reading, but LC is unsure how this will look yet. LC is also putting plans together for book clubs as well as training for Marie Beresford, monitoring crew reading in Y7 & Y8 and introducing the reading programme to Y9. In response to a governors concern that Y9 Crew time is already busy, LC responded that she has managed to get it in the timetable.</p> <p>LC is also looking at a whole school approach to literacy including staff training and establishing a whole school library. In response to a governors question as to how the library will be used and how will the students be engaged LC responded that this will be a priority to plan this term with Sue Fletcher and they are already</p>			

	<p>discussing ideas such as QR codes, staff modelling reading and a reading book log perhaps with a competitive element. A governor agreed that ideas around a whole school library will encourage pupils who are interested in expanding reading. A governor thanked LC for the booklet and in response to a question from them regarding how well the library resourced LC is responded that she was checking on this again and is doing some research into a range of books covering all curriculum areas. AH liked the idea of linking literacy to the curriculum areas as he already gets asked to recommend books to the students from his astronomy club and agreed that it is important to have a reading culture among the teachers for both fiction and non-fiction. A governor suggested getting books on subjects that students may study for A-levels that are not taught at GCSE level at The Swanage School. In response to a governor's question whether there were any books in school which are linked to the PBL (Project Based Learning) curriculum LC responded that is part of the plan to provide some fiction and non-fiction books for this curriculum area.</p> <p>LC has also worked with the SENCO and SEN department and used Lexplore as a tool. Students have been benchmarked on Tier 1 & Tier 2 vocabulary and in-class interventions are a priority going forward,</p>			
<p>STU 3.7</p>	<p>Pupil Premium</p> <p><u>Strategy Statement</u></p> <p>JM reported overall the statement looks at PP students and links actions to look at issues which are the same as always, closing the gap, attendance, and academic attainment although attendance is massively improving. Next year it could do with a bigger rethink. The governors queried what support the school pays for from the Local Authority and JM will check what had been paid for and would update the document. Governors also noted that the Chrome Books that had been purchased for Y8 levelled the playing field, but this should be highlighted more, and it relates to number 5 in the document.</p> <p>The governors were happy to APPROVE the statement subject to the two changes.</p> <p><u>PP case study</u></p> <p>The anonymised case study had been selected based on criteria agreed at the last committee meeting. Relevant subject teachers had provided information about what support had been put in place for their lessons, and this support is summarised in the report.</p>	<p>Check payment</p> <p>Check No 5</p> <p>Update and publish</p>	<p>JM</p> <p>JM</p> <p>JM</p>	

	<p>The national tutoring programme has worked well for PP students. All PP students have 15 or 30 hours with a specialist tutor in English and Maths during a term. There are still some tweaks needed in timetabling these. This should help close the gap between PP students and the rest of the school. In response to a question from the governors JM responded that continuing the tutoring will depend on the budget. Currently 75% of the funding is from the government and 25% is funded by the school but feels that the teacher is excellent value for money. If this is effective, then if there are no further grants from the government the governors were supportive of the school looking at a way of continuing to fund it for future years.</p> <p>AH commented that it has been an interesting looking at the strategies teachers had been putting into place for PP students as it was not always clear how this is done in practice. In response to a question from a governor confirmed that this student was not on the enrichment programme as was not in need of it.</p> <p>The governors asked for another case study to be done for the first meeting of the summer term looking at a Y9 student who was below level 4 in English and Maths but who did not have SEN. Governors confirmed that they were happy with the style of the report and requested that the next case study also includes comments from the relevant Crew leader.</p> <p>JM wanted the governors to know that the school had sponsored two places for PP students for the upcoming trip to CERN.</p>	Case study	AH	Summer I meeting
STU 3.8	<p>Data from Autumn 2</p> <p>JM summarised the outcomes from the Autumn Assessments</p> <ul style="list-style-type: none"> • The biggest concerns from the data were science, English Literature and Catering • There had been an issue with grades on student reports for computer science, which had been distributed before they had been through the moderation review. • The assessed grades are on average about half a grade lower than the FFT benchmark scores • The 4-matrix analysis is now using the 2022 FFT grade estimates therefore the value-added trend line has changed since the previous set of assessments. • Overall, the data needs to be interpreted with caution. <p>It was noted that there had been a mix-up in communication between the clerk and the headteacher resulting in the data being made available to the committee very shortly before the meeting. Governors requested that the data be made available earlier for future meetings.</p>			

<p>STU 3.9</p>	<p>Continued Development of the whole school Pastoral Curriculum The governors have read the report in the meeting pack and KL asked for questions regarding the curriculum.</p> <p>Responding to a question whether it was necessary to quality assure Crew time KL stated that this is the first time that there has been a pastoral curriculum and it is a 5-year curriculum with the Crew leaders overseeing the completion of lessons so quality assurance needs to be part of it.</p> <p>In response to a concern from the governors whether the pastoral curriculum was putting an extra burden on the staff to ensure that the students do the work, KL commented that this question had been asked in the recent Inset day and the way that the students respond to the tasks is up to the Crew leader and there can be a difference in the way each Crew leader delivers the curriculum. Therefore, the school needs to evidence the process the students are going through, that the way they are developing is a positive experience and whether they are completing it.</p> <p>A governor commented that the 30 minutes crew time was a decent time to get a curriculum delivered that was beyond academic.</p> <p>The governors noted that there was a disparity in responses to the survey from crew leaders regarding peer support. KL responded that this is now in place. When the survey was originally done, teachers had only had 30 minutes of training and they have since had a further two hours. There are also a lot of young teachers in the school. The Heads of Year will be taking some crew time to enable crew leaders to observe other crews deliver the curriculum.</p> <p>KL also reported that circle time is also working in the school. Y 11's are particularly keen on it as there are a set of parameters which makes it a more comfortable place to discuss topics such as just say no.</p> <p>Responding to a governor's question on how the delivery of the curriculum could be made more cohesive KL reported that since the inset day everything is now in place to deliver more cohesively, there is now a meeting every other Monday to discuss the next two weeks' Crew times.</p> <p>Responding to a governor's question regarding inter crew activities KL reported that the feedback from the students is that they like the competitive nature of the inter house structure and this is missing. KL is keen to get this started, in the next week the crew leaders will be looking at the 5-year plan and this is on it. In response to a further question from the governors KL responded that students could start suggesting what they would like to do, and the school would need to look at this.</p>			

	KL left the meeting at 7.05			
STU 3.10	Review and improve the school reporting system The new reporting process had gone well, updated reports were well-received and there were no questions from the committee. JM reported that there will be a new template for the next report which will be better.			
STU 3.11	Deliver an outstanding PE Curriculum The committee read the report provided and noted that there were clubs and fixtures in place.			
STU 3.12	Effectively implement the new Creative Media Production KS3 and KS4 curriculum Creative Media Curriculum The committee had read the report and noted that the curriculum was on track. Photography walk and talk project There was no report on the Walk & Talk project as the photography teacher has been ill.			
STU 3.13	Policies Academically More Able Students Policy In response to a governor's question JM responded that aspects of the policy are working to get the academically more able students engaged but it is not a policy that was at the forefront of the school. Some things on the policy happen rarely but mostly the policy does reflect what the school does. It is rare that a parent raises issues regarding their child not being academically challenged, there have been some concerns post covid with the new Y7's as they have had a much gentler start to the year, but it is more normal now. The governors were happy to APPROVE the policy with the additional wording (as shown in the meeting pack).	Finalise and publish	Clerk	Feb 2023
STU 3.14	Link Governor Reports The committee had been sent a video to watch prior to this meeting of an interview with a student who had dyslexia which they had all found very interesting. AD felt that non dyslexics had a pigeonholed view on what dyslexia is but in reality, dyslexia affects students in different ways. The different ways that they can process information is interesting, but it feels like there is a lack of knowledge on how the student can access what			

	<p>additional support there is (eg dictation tools). Although this student had expressed reluctance to accept help, it wasn't clear whether they do know what support there is (but choose not to use it). The governors felt that it would have been useful for the SEN team to have spoken about what they had done for the student but overall was an excellent piece of work and wanted AD to pass on thanks to the student involved.</p> <p>The Chair asked that for the next meeting the committee would like to hear about a Y11 student with SEMH needs and could the information include feedback from the SEN team. AD stated that committee members were welcome to email him with any specific questions that they would like to ask.</p> <p>Jessica Starmer left the meeting at 7.30pm</p>			
STU 3.15	<p>Any Other Business There was no other business.</p>			
STU 3.16	<p>Confidentiality There were no confidential minutes</p>			
	<p>Next Meeting The meeting closed at 7.45 To be held on 8th March 2023</p>			