

STU 3.5

School Development Plan

- **Creative Media**

The governors received a report in the meeting pack and an update from JM.

The moderators feedback on the year 11's was less positive from their first component, and the feedback has been taken on board. The key issues were in pre-production techniques. Actions have been put in place to assist including mind maps and StoryBoards and use of NCT templates. JM reported that the moderators have since returned and done a second report and the students are now in line with tolerances and there has been an improvement in meeting the criteria.

- **Targeting Aspirations**

JM gave a summary on the FFT targets used to frame discussions with students about individual student's personal expectations of the grades they are aiming for. FFT gives a likelihood of students achieving different KS4 grades starting from similar KS2 scores or CAT4 scores (if they were unable to sit their SATS).

A pilot is in progress with Year 11 students in Geography and Maths. It starts with a conversation with the student, and they are shown the FFT target range and how their outcomes can change based on previous students who had a similar profile but have achieved a higher grade. The teacher will discuss with the student how this can be achieved and what they can do to improve their chance of getting a higher grade. It is a motivational tool, and realistic targets can be set according to each individual. The conversations are occurring every 2 weeks with internal assessments and formative tracking to reinforce the message to the students and reengaging any who feel they will fail. The approach is expected to be valid for all students – including higher prior attaining students.

The impact will be assessed when the GCSE results are released. If the pilot is successful, then it can be used across all subjects.

- **'Step up Teaching and Learning'**

JM gave a verbal summary. The retrieval starters are now embedded in almost all subjects. Where it is not used teaching is still working well.

Adaptation (used instead of differentiation) is at CPD (Continuing Professional Development) stage. The approach requires careful planning, slightly adapting and scaffolding with phased guidance and slowly withdrawing the scaffolding when the improvements have been achieved. Staff are learning through departmental CPD to improve their knowledge, show and tell sessions whereby they complete a project, come together, and present their experiences and show what is working and what needs adapting.

	<p>A governor enquired as to the students who find it easy in lessons, how they are adapting to stretch them further. AH reported to the committee that students are then being given higher level work, including applying the knowledge through developing problem-solving skills and conversations about A-level questions to challenge them, to increase their subject knowledge. Where staff are not teaching in their specialism, they are given stretch and challenge questions for the subject they are teaching.</p> <p>This method of adaption can be used to adapt the delivery without having to do multiple lessons plans, which reduces workload compared to other approaches. The TSS survey was much more positive than the national, and research has highlighted the more CPD hours teachers complete, the less stress teachers feel, and they have higher job satisfaction. In TSS, 34% felt stressed and had a high workload whereas the national average is 78%.</p>			
STU 3.6	<p>Behaviour Update</p> <p>JM reported to the committee: Behaviour and attitudes are improving, JM is pleased with the data results. Uniform standards are improving.</p> <p>CSA incomplete varies and there are peaks in the numbers, but consequences are in place. Overall, it is decreasing as students are aware when CSA is due. There are some repeat offenders which tends to be due to external issues. The pastoral leads have a clear system for appropriate activity. Lunchtime homework club is well attended.</p> <p>Incidents of poor behaviour are on a downward trend, with less severe behaviour. Poor behaviour is higher at beginning of term and incidents decrease at the end of term.</p>			
STU 3.7	<p>Data from Autumn 2</p> <p>Years 9 & 10 have missing CAT scores, and so the school uses attainment figures. At KS4 these year groups will have no progress 8 scores; it is assumed that an average attainment 8 score will be published. There is an issue for some students with missing KS2 and missing CAT scores, meaning that progress and value add cannot be assessed. The school will work towards all students being given a standardized CAT test.</p> <p>Current year 11 attendance is an issue, with a few students either not attending or coming to school randomly. JM is worried about English, which are looking average whereas the school is used to previous years being higher than average for English, which is good for Progress 8. Year 11 is on track for a good set of results, just the persistent absentees bringing figures down.</p> <p>The committee reviewed information about students with High Prior Attainment in Year 11 (in conjunction with reviewing the Academically More Able Policy, later on the agenda). There are 15 HPA</p>			

	<p>students in Year 11, of which two have significant changes to their individual personal circumstances since Year 6. Of the remaining 13, half are above and half are below their progress target.</p> <p>Years 7 & 8 look good with some subjects having very high marks (at this stage). No concerns as assessments are only over a few lessons, just an indicator of potential; year 7 can be difficult to grade.</p> <p>No results were provided for Year 9 or Year 10. However the Headteacher and the staff governor reported that Year 9 seem to be a great year group. The committee noted that previously, Year 9 have often become disengaged, so this is encouraging and could potentially be a sign of success in the pastoral programme that this year group have been experiencing.</p> <p>The Chair had analysed the current progress for HPA in years 7, 8 and 11. Although the data seems to indicate that the HPA students are making less progress than the average student, there was no clear trend over time, and the results were very subject specific. The committee noted no concerns at this stage, but they will be interested to see the outturn for Year 11.</p>			
STU 3.8	<p>Pupil Premium</p> <p>Currently 34% of students for this academic year are Pupil Premium.</p> <p>JM is the PP lead but this will change when the new DHT starts.</p> <p>This is the last year of the current 3-year plan, and so the latest statement of intent will be the same.; it will be reviewed in October 2024.</p> <p>Funding for this year is £125K, JM reported that TSS spent all of the Pupil Premium Funding last year.</p> <p>Gap in progress between disadvantaged students and students has decreased from -1.11 to -0.66 which is an improvement of 0.45 between 2021/22 and 2022/23.</p> <p>JM presented the draft Pupil Premium Strategy Statement to the committee:</p> <ul style="list-style-type: none"> • Aim is to continue to improve progress 8 scores for PP students. • The stated challenges for Pupil Premium students have been slimmed down, although national lockdowns impacts are still relevant and are expected to continue to be relevant until the current year 9's have left. Students with social and emotional issues are not specific to PP, it is a general priority. • There is a correlation between low attendance and PP. Attendance for PP target was to be within 4% currently adrift by 8%. 38% of current persistent absent students, JM would like to get the figure down to 25% which is a realistic target. Attendance is a high focus, small group interventions. Next year there will be a new 3-year strategy. 			

	<ul style="list-style-type: none"> Students who are both Pupil Premium and SEN tend to do badly – their results were cross checked by JM to confirm this is correct. Challenge 5 – reliable technology, download issues at home is addressed both by the Chrome Book scheme and by running homework clubs (which are better attended now). Subject values have improved by 0.2 in all sciences. Targeted academic support is working well, need to advertise for a new TA. <p>The committee approved the draft Pupil Premium Strategy Statement for publication.</p>	Publish	JM	By the statutory deadline
STU 3.9	<p>Link Governor Report</p> <p>SEN – checklist and general update on SEND: The link governor was not in attendance but had sent a message saying she has found it difficult to get the information. The Chair and Headteacher agreed to support and suggested that next time the SEND governor contacts the SENCO, that she copy in the Chair and the Headteacher. The Chair will let the SEN governor know.</p> <p>At the current time, the Headteacher and the committee members present were comfortable with the provision of SEN, and agreed that they would be comfortable with an update from the SEND governor ahead of the Spring 2 meeting.</p>	SWD to email the SENCO again and copy in JM	SWD	Spring 2
STU 3.10	<p>Policies</p> <p>The following policies were discussed</p> <ul style="list-style-type: none"> Academically More Able Policy was APPROVED. Positive Mental Health Policy APPROVED subject to changes (to the approval date, the names role-holders). The committee noted that the school no longer has a counsellor, but there are ELSA-trained people providing mental health support. Home learning policy (now Curriculum Support which has been added to policy for consistency), APPROVED subject to minor changes Attendance policy TO BE UPDATED 	Makes changes and publish	Clerk	
STU 3.11	<p>Pastoral resources</p> <p>Pastoral resources regarding possible commercialization of the resources developed by the school, it was AGREED not to proceed. This item will be removed from the Matters Arising & Actions list.</p>			

STU 3.12	<p>Any Other Business</p> <p>New guidance on how schools address and support pupils gender identity has been published by the DfE. The approach taken by The Swanage School is that parents will be normally be informed if a student has asked to change or be known as a different name or gender. A process is already in place and is applied with sensitivity on a case-by-case basis. A governor noted that it is important to demonstrate that the staff are aware of the guidance and that each case is in line with the TSS ethos and dealt with individually. It was agreed that the safeguarding governor would consider whether it would be appropriate to add some wording to the safeguarding policy.</p>	Consider adding wording on gender identity to the safeguarding policy	THF	Summer 1
STU 3.13	<p>Confidentiality</p> <p>No items were deemed confidential</p>			
	<p>The meeting closed at 7.10pm</p> <p>Next meeting to be held 06 March 2024</p> <p>To include: Annual e-safety audit, and policy updates (e-safety governor) Case studies Mental health - male student (JS can contact JM, who has a student in mind) Pupil premium student – AH agreed that Year 9, focus on engagement with DfE and gateway stage Crew time and PSHE activities would be an interesting case, and will arrange a case study. Risk register items relevant to Student Committee SDP reports: Improving Science Effective Leadership</p>	Email sent to TM	Clerk	Sent 4/2