

The Swanage School
MINUTES OF THE STUDENT COMMITTEE
Held on Wednesday 12th October 2022

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

In attendance: Kay Lawton (Deputy Head), Sophie Weld-Davies (Clerk)

Item		Action	Lead	By
STU 1.1	Apologies for Absence Apologies were received from Hannah Etherington.			
STU 1.2	Declarations of Interest There were no declarations of interest			
STU 1.3	Minutes of the Last Meeting The minutes of the meeting held on 6 July 2022 were confirmed and signed.			
STU 1.4	Matters Arising & Actions <ul style="list-style-type: none"> • Flow charts of behaviour – KL commented that these are still in existence and used but are being reviewed, the changes need to include house points to Crew points, the removal of the covid appendix and good books. • Reading and Literacy – the new practitioner will be reviewing once settled, she is already looking at the reading element in Crew time. To aim to finish the review for the first meeting in the New Year • Link Governors – Alex Duke was confirmed as the link governor for SEND (Special Educational Needs & Disabilities). AD asked if there was a format for the report that the governors needed as SEND is a wide remit. He asked if the governors wanted to provide a specific question and then the answer would be the report or else it could be done in the format of an anonymised case study. The Chair stated that it would be useful to think about what the governing body needs to know. There had been a historic concern that there has been lots of list-making but limited evidence that the provision was effective. The provision was believed to have improved significantly under Marie Beresford. The SENCO does report to the Full Governing Body once a year. A governor commented 		KL/ Dan Ringrow Lead English Practitioner AD (with input from Chair if requested)	

	<p>that Ofsted will seek reassurance that the governing body is monitoring SEND provision, but the question is how to make the best use of monitoring in meeting times. After discussion, it was agreed that it would be useful for the SEND link governor to look at some (anonymised) case studies on SEND students and nature and quality of teaching for specific curriculum areas.</p>			
STU 1.5	<p>GCSE Results Review</p> <p>These have already been reviewed in the Full Governing Board meeting held on 14 September, but the Chair asked JM if there was any additional information.</p> <p>The school was broadly happy with the results and some grades have been reviewed and have gone up. The school had asked for one student not to have their results considered as they only attended school for 3.5 weeks in the last year, but this was declined. The changed results must be resubmitted to the DFE (Department for Education) and then goes on the public performance sites in November.</p> <p>JM reiterated that everyone was disappointed with the PE results, and they still do not know what went on. The investigation is still ongoing including investigating the moderator as they did not adhere to the new guidance. However there also appear to have been issues with the taught aspect which formed the basis for the written exam. Going forward the school has changed the curriculum area lead for PE, and it now comes under Humanities, PE, and French. The CAL will ensure a strategic approach to understanding how exams are marked and moderated and that there is a robust plan for PE improvement. The new PE teacher has a 4-year degree in PE education so comes from a more academic background. Historically previous PE teachers have been isolated in the sports hall, but the new teacher comes into the main building more frequently and with John Gregory on site from 1pm every day to help run lunch and after school clubs, then he should feel more supported.</p> <p>Following a question from a governor about Music, JM responded that historically there has been a small cohort of students doing Music GCSE which is why they have not appointed a music teacher since the previous one left. At present Marie Beresford (who is a specialist music teacher as well as being SENCO) teaches KS4 and Harry Peake teaches KS3. This is OK but not ideal. If the number of students on roll continues to increase then the school can look at appointing a part time music teacher or full time if they can take on some of the catering teaching. There are other alternative music qualifications that can be taught, with music tech already integrating with</p>			

	<p>performance and creative media. There is also a huge focus on peripatetic teaching and HP's development plan includes this.</p>			
<p>STU I.6</p>	<p>Y7-Y8 Progress Review (Summer Term data) The current Y8, last year Y7's, came into The Swanage School very weak after disruption to their education from covid but they made substantial progress last year as evidenced by the PBL presentation in the Student Committee meeting in July.</p> <p>The progress data for these two year groups (last year's Years 7 and 8) looks good, and the governors expressed some surprise at this. AH and JM noted that it is more difficult to benchmark the grade data for Year 7 and 8 as this involves scaling down from GCSE expectations. However, data should be getting more accurate as assessments are getting tighter. JM noted that whilst the school was pleased with their progress, there was still a lot to be done.</p> <p>The discussion then broadened to other year groups and touched on aspects of the school development plan for this academic year.</p> <p>Y9 have the most ambitious workload or any year group with the introduction of the Duke of Edinburgh award, applying for GCSE subjects and a heavy Crew workload. To date 62 Y9 have signed up for DofE and seem much more interested than initially expected. They seem to have accepted the challenge of year 9 and the early signs are promising. The Y9 gateway evening was excellent with a high turnout of parents who were complimentary about what will be happening in Y9.</p> <p>Y10 have started slowly this term but the school is working on consistency, which is expected to help with focus in lessons. After half term all lessons will start with a quiz in silence and teachers will consistently use a 'we do, we do, you do' approach. This Y10 is a big year group with an influx of new students coming in through emergency rehousing. These children come from the most disadvantaged backgrounds and the school is pleased to see that vast majority have settled in well and are really appreciating The Swanage School ethos. This year's Y10 are very bright, and the school is optimistic that this year's Y11 and next year's Y11 will see good GCSE results.</p> <p>In answer to a governor's question about the boy/girl gap, JM replied that boys did do better this year than girls at GCSE, but The Swanage Schools results were skewed as 4 girls did not sit their</p>			

	<p>GCSEs. The current Y8 has a high percentage of boys with SEN (Special Educational Needs) which is why you can see a bigger divide between boys and girls in that year.</p> <p>In response to the Chair's question on which years JM was most worried about, JM replied that Y8 and Y9, due to lack of maturity but also Y10 on the pastoral side and their attitude to learning is polarised. There are also the usual online issues with Y7, Y8 and Y9 and a little pocket of students in Y9 who need help engaging but there are in every year.</p>			
STU 1.7	<p>School Development Plan Review, including Curriculum Review</p> <p><u>PE</u></p> <p>The Chair asked for clarification on whether engagement in fixtures with other schools was realistic; JM responded it is not the lack of staff, but the lack of minibuses that is the constraint and she has asked Andrew Thomas to investigate the cost of hiring a 4th minibus. This week teams have been competing in football and netball tournaments at other schools. The Swanage School is unable to host now due to the poor condition of the playing field. AT is looking at the costs to repair it.</p> <p><u>Creative Media Production</u></p> <p>The spending has been approved but there is now the need to look at how to get staff confident in using the equipment in their own curriculum. JM said that it will take time integrating it and it is a steep learning curve. There is a team of staff involved in embedding this into the curriculum, but JM has overall view of it and how it works within the school. The Chair noted that a pleasing level of specific information had been provided in response to questions asked before the equipment spending was approved.</p> <p><u>Pastoral</u></p> <p>The vision was created last year and this year it needs to be implemented. The Y7 residential allowed the staff to get to know the new Y7's quickly. The Gateway options are being put together with 4 or 5 subjects having set the Gateway task to be done and the rest will be completed by the end of the month. Y9 Crew has time allocated for the pupils to work on their presentation for the tasks and they will be told in November when they need to get their tasks ready.</p> <p>A governor expressed her concern about the changing needs of the pupils and pupils coming in with complex needs, noting in particular that as needs increased generally, the thresholds for</p>			

	<p>accessing local authority and health service services would increase (leaving the schools coping with higher levels of need). The underlying pastoral work is huge and the governing body need to keep an eye on it and to ensure that the teachers have enough resources, and to keep asking the question 'How is everyone?' The governor said that in her opinion what The Swanage School does is incredible and goes well beyond what many schools achieve.</p> <p>AD stressed that JM goes out of her way to recognise staff wellbeing. The Swanage School has pupils that might fail in other schools but will go further in this school because of the nurturing culture but this is at the expense of the staff, and he thanked the governor for acknowledging it. If the school loses the goodwill of the staff, then it will fail. JM added that it is not the long working hours which are the issue, but the emotional cost and she is aware the wider system is overwhelmed, access to outside agencies is becoming more limited and the schools are having to pick up the pieces.</p> <p>In answer to a governor's question on sustainability, then no it is not sustainable in the long run, and the SLT are very mindful of that. They will be looking at how much time the Head of Years and Curriculum leads get off timetable for planning and they will also look at different models as the school grows. Some staff members are working the equivalent of two full time jobs, the teaching side, and the pastoral side. It was agreed this was a risk to be included in the Risk Register for the year.</p> <p><u>Review and improve reporting systems</u></p> <ul style="list-style-type: none"> • Crew phone calls – these should be once every half term to stay connected with parents • Access to data – allows parents to see the data on their children but how much do they understand, the next step is to be more specific • Inset days – allowing teachers to focus on assessments of students work • Improving management of information – Andrew Thomas will be taking on this role as soon as the year end accounts are in. 			
STU 1.8	<p>Pupil Premium</p> <p>The link governor (AH) met with JM and Dan Ringrow prior to the meeting and has also looked at Education Endowment Foundation and noted three distinct categories: high quality teaching, targeted teaching support and wider strategies. Currently 34% of the school's cohort are PP.</p>			

	<p>There are four areas to focus on</p> <ul style="list-style-type: none"> • The pastoral curriculum - supportive, careers advice, DofE, widening aspirations, self-understanding • Use of contextual information – positive discrimination towards PP pupils including staff training on how that looks. • Provide revision guides and calculators • Targeted support (National Tutoring Programme) - At present 80% of PP students in Y11 are getting support and 40% in Y10 which will increase. There is a big focus on closing the gap nationally and the tutoring money is coming as a response to covid, but it is unclear if the funding will be in place next year. If the programme is effective (which it did seem to be last year) then the school could investigate ways of funding the programme if the government decides not to continue the programme <p>Wider strategies to look at or are in place include:</p> <ul style="list-style-type: none"> • reintroducing breakfast clubs, • chrome books, • engagement with parents • Smaller Crew and wider pastoral support • Possibly introducing art therapy <p>JM confirmed that what was on the list provided in the meeting papers is covered by the current PP money and the school does not have to pick and choose. In addition, the school has been intelligent about the response to the cost of the living crisis – for example giving more notice of costed activities, to give parents more time to budget.</p> <p>AD would like the non-teaching governors to look at ways of funding providing PP pupils with greater opportunities of employment. He would like a scholarship established for PP pupils to attend employment-related courses that they may be interested in. This will be taken to the Community Engagement Committee at their next meeting.</p>	<p>To inform Community & Engagement committee chair</p>	<p>Clerk to</p>	
STU 1.9	<p>Risk Management Two risks have been identified</p>			

	<ul style="list-style-type: none"> • Student mental health and anxiety levels – JS is to redraft and tighten up • Staff wellbeing – to make more specific and incorporate the themes of the earlier discussion <p>It was agreed that the infectious disease risk can be moved to ‘other’ risk.</p>	<p>To rewrite To rewrite</p> <p>To inform Audit & Risk committee chair</p>	<p>JS IT</p> <p>Clerk</p>	
STU 1.10	<p>Link Governor Reports SEND – covered in item 1.5 E-Safety - a report was received from the link governor which highlighted that ‘not at tss’ was not being used. JM will speak to Mandy Sands regarding this, need to know why the pupils are not using it and report back at the next Student Committee meeting Pupil Premium Link – covered in item 1.8 Mental health - the link governor met with Mandy Sands where they spoke more about the staff wellbeing. MS has done a pulse survey for the staff including questions on going out and why the staff room is not used. In all strategic planning must always look at staff wellbeing and ask the question ‘is it doable?’</p>	<p>Use of ‘Not at TSS’</p>	<p>JM</p>	
STU 1.11	<p>Any Other Business The Chair reminded the committee to complete the cyber training The Chair also asked about the Safeguarding training recommendation, but Safeguarding Link Governor has not reviewed the online training suggested yet</p> <p>The Chair will arrange a meeting with JM to agree agenda items for the year.</p> <p>There being no other business the meeting ended at 7.44</p>	<p>Plan agendas</p>	<p>JM/ IT</p>	
	<p>Next Meeting To be held on 9 November 2022</p>			