

The Swanage School
MINUTES OF THE STUDENT COMMITTEE
Held on Wednesday 11th October 2023

Present: Isobel Tooley (Chair) Jenny Maraspin (Head Teacher) Hannah Etherington, Adam Hines, Jessica Starmer

In attendance: Margarete Corben (Clerk)

Item		Action	Lead	By
STU 1.1	Apologies for Absence Apologies were received from, Tanya Hamilton-Fletcher and Sophie Weld-Davies			
STU 1.2	Declarations of Interest There were no declarations of interest			
STU 1.3	Minutes of the Last Meeting The confidential minutes of the meeting held on 5 July 2023 were confirmed and signed. There are 2 figures to be confirmed in the main body of the minutes and the committee agreed that those will then be signed off under chair's actions	Get final figures for the July minutes.	Clerk	Autumn 2
STU 1.4	Matters Arising & Actions <ul style="list-style-type: none"> • Attendance Officer pay. JM confirmed there is no payment to the officer, so this item is now complete and can be taken off the list. • Pupil Premium strategy Statement – JM noted that for this academic year the UPS-holder who had previously covered both pupil premium and attendance is now responsible only for attendance. JM needs to decide who will be responsible for oversight of pupil premium for this academic year (including drawing up this year's statement). Marked as complete • CSA training for Directors of Learning – JM confirmed the CSA timetable was covered at INSET but not comprehensively. However, it is on the agenda for next 'Friday 5'. Marked as completed. • Behaviour Report – On Agenda, completed. 	PP oversight update	JM	Autumn 2

	<ul style="list-style-type: none"> • Music – Updating the School Development Plan to ensure music curriculum is improved. JM reported that when preparing this year’s School Development Plan, there had been higher priority items, so Music provision is not on the plan. However, JM has had a meeting with Dorset Music Hub, who informed JM that what TSS currently offers is in line with the KS3 curriculum. Marked as complete. • Mental Health Training for pastoral leads and staff. Moved to SFP committee. • Recruitment – Replacements for Kay Lawton (Deputy Head Teacher) and Mandy Sands (Safeguarding Lead). MS to continue part time for the crossover period. KL job description to be defined. Recruitment has begun and has been moved to SFP committee Action List. • Pupil Premium case studies – AH to discuss on the agenda so marked as complete. 	<p>Added to SFP action list</p> <p>Added to SFP action list</p>	<p>Clerk</p> <p>Clerk</p>	<p>Autumn 2</p> <p>Autumn 2</p>
STU 1.5	<p>GCSE Results Review</p> <p>The new FFT subject specific data has been released which gives a clearer picture of the results.</p> <p>According to the FFT the school is expected to get –0.03 Progress 8, which is 0.04 better than last year. The re-marks are yet to be added and the staff are cautiously optimistic.</p> <p>Based on the FFT summary, subjects that did well were, French, DT, and Art and Design. Subjects needing improvement are Science Double award, Computer Science, Biology, and PE.</p> <p>JM presented to the committee the following information;</p> <p>PE has improved since last year's grades. Last year –2.12 this year grades – 0.79. The PE teacher has currently completed exam board moderation training, which gives advice and guidance.</p> <p>Computer Science teaching needs to be improved.</p> <p>The teachers for computer science, PE and food & nutrition are now receiving coaching.</p> <p>For science, further internal analysis has been done using the 2019 Transition Matrix.</p> <p>Chemistry and Physics results were good; whereas Biology needs attention. The Lead Practitioner for Science is learning how to coach.</p> <p>TSS had 66% of students taking triple Science compared with 16% through the rest of the country. This meant that the TSS combined science group was made up of weaker students</p>			

	<p>than the national average taking combined science. However, the internal analysis showed that value added for combined Science was half a grade better than grades for English and Maths, meaning that group of students made better progress in science than in English and Maths. The school remains comfortable with shifting to having more students studying combined science.</p> <p>German achieved the best result as only one student took the subject the result was +4.28.</p> <p>JM discussed with the committee the use of contextual value added which considers characteristics such as SEN, EHCP, and PP. Progress scores are then strong at about +0.5, although the measure is not used anymore.</p> <p>The progress 8 score for Pupil Premium is -0.41 (with a gap of 0.63 between nn-PP and PP student Progress 8), which is an improvement on the previous year. The gap for PP students with low prior attainment was very small, but it widened for PP student with higher prior attainment.</p> <p>Prior attainment – Overall, Progress 8 was positive for students with lower prior attainment and slightly negative for students with high prior attainment..</p> <p>A governor asked about higher attainers. The core focus is on the Directors of Learning to develop teaching and learning. Support is in place for stretch and challenge for teaching varying subjects. Development focusses on sharing good practices to improve teaching techniques, by being observed and undertaking learning walks to identify and address any challenges.</p>			
STU 1.6	<p>Behaviour Report for 2022/23</p> <p>JM briefly reported to the committee the review of the behaviour report. Students' behaviour is improving, incidents are being consistently logged and recorded. There has been a decline in students who have previously been persistently late. Training for teachers has led to being consistent with verbal warnings there has been an increase in warnings . As a result, teaching staff have seen an improvement in poor conduct and low level disruption. Pleased with the first term but need to remain focused so it can continue. Standards of uniform the wearing of jewellery, equipment and hair colour has all seen a big improvement. Crew leaders have been checking students' equipment to make sure they</p>			

	<p>have everything. Teachers are remaining consistent to help students to form good habits. Teachers are monitoring and adjusting accordingly.</p> <p>Students with no CSA homework has reduced. A consequence of no CSA is the students receive a warning and can get detention session during lunchtime to complete their CSA.</p> <p>Attendance – one external professional meeting, several Panel meetings, and one parental meeting have been held this term.</p>			
STU 1.7	<p>Attendance for the first weeks of Autumn 1</p> <p>The chair expressed a concern for the initial figures as TSS has 5% lower attendance than the rest of country, with a lot of persistent absence in Years 9,10 and 11. JM reported that quite a lot of absence is down to sickness.</p> <p>Out of 74 year 11 students 11 are persistent non-attenders. JM gave an overview of some of those:</p> <ul style="list-style-type: none"> • There is one student on roll who has not been to school this year and all last year who will remain on roll. • Another student who has anxiety and JM is working with the family and social care but the student still refuses to come to school. • One student with 3.7% attendance, JM has had 3 parental meetings. • One student with 7% attendance with anxiety, weekly meeting, and phones every day but still refuses. • One student with 51% attendance who is a suicide risk, social care are involved, starting to return to school now. • One student with 55% attendance social issues at school and suspensions. • There are 4 students with 75% attendance. JM and the teaching team are following up all of the students daily and actioning. <p>Year 10 shows a similar picture, with anxiety a particular issue. The staff governor explained how the school was examining the effectiveness of things like allowing students to exit lessons if they feel anxious; in many cases this has not been effective in reducing anxiety (if it had been effective, the number of exists from class would have been expected to reduce over time) and in these cases its use is being cut back. The focus is now more on helping students to face anxiety and work through it.</p> <p>Of all absences 16% are unauthorised and 3% are authorised. In response to a governor's question JM explained that if the student has over 95% attendance then absence for sickness</p>	To briefly report year to date attendance	JM/KF	Autumn 2

	<p>is authorised but this is monitored in case of unusual circumstances. Students can come to school if they have Covid but feel well. Years 7 and 8 have attended well in the first half term.</p> <p>Governors were satisfied that attendance is being actively managed, and would like to have a further update at the next meeting.</p>			
STU 1.8	<p>School Development Plan Review The committee discussed the reports required for the academic year 2023/23.</p> <ul style="list-style-type: none"> • Step up teaching Spring -1 and Summer 2. • Targeting Aspirations – Spring 1 and Summer 2 KS4 pilot AH to take a lead and develop • Improving Science – Autumn 2 and Spring 2 • Creative Media – KS3 Autumn 2 and KS4 Summer 1. • Duke of Edinburgh – Autumn 2 and Summer 2 • Careers report to Community Engagement committee in Spring 1 • Effective Leadership – Pastoral Leads and crew time Spring 2 • Staff Wellbeing – to be moved to SFP committee <p>JM and IT will work out what the report is on for Science, Creative Media and Duke of Edinburgh</p>	<p>Add to agendas for each meeting</p> <p>Subject matter on for reports</p>	<p>Clerk</p> <p>JM/ IT</p>	<p>Throughout the year</p> <p>Autumn 2</p>
STU 1.9	<p>Pupil Premium The committee discussed where the money needs to spent on Pupil premium this academic year, and whether it required a different approach to previous years. Governors noted that the School's Pupil Premium Gap for both attainment and progress had narrowed in 2023 (suggesting that the current approach was reasonably effective), and that the historic national data seemed to indicate that the gap was difficult to eliminate. JM has a standard approach to meet individual needs. Budget constraints mean there is no additional spending and there wasn't anything in the Pupil Premium provision that it would be appropriate to cut back on. JM follows the Business Manager's guidance as there is always a need but cannot overspend. The staff governor comments that TA support in lessons is very effective (and helps the whole class as well as the students that the TA works with) but this Special Education</p>		<p>Clerk</p>	

	<p>Need and not PP. JM has had informal complaints from parents regarding EHCP students as there aren't the resources and provisions in school. It needs to be fair for all students. JM is keeping the complaints and anonymising them to show Dorset as TSS just cannot offer support. Another governor discussed setting out the costings for the provision that the school is able to provide and the extra funding that would need to be provided in order to meet the EHCP provisions for students that Dorset had insisted the school be named in. The Chromebooks have helped and now all students have one, this does support PP students who may not have had access to one at home. These support their CSA homework and is an effective resource for the students who did not complete homework previously. It has created a level playing field for all students.</p> <p>It was also noted that some students had said that they used to get a lot of benefit from the mixed year tutor groups. The school does organise peer mentoring in some areas and this is seen as being beneficial for Pupil Premium students as it gives them access to older students as role models.</p> <p>A governor suggested the library and the UPS for developing literacy and reading could be put down as PP funding as PP students may not have access to books at home.</p> <p>The primary areas to focus on which were discussed are:</p> <ul style="list-style-type: none"> • More TA support in lessons, if affordable within budget. • Costed Provision Maps to secure additional funding from Dorset. • Peer mentoring. Conversations with Peers for PP (Pupil Premium) students. Year 7/8 students could benefit from a year 11 mentor with reading and support. Role model Student leadership team's project. 	Email bullet point recommendations for PP to Business Manager and SFP Committee Chair		SFP Autumn 1
STU 1.10	<p>Risk Management</p> <p>The chair talked about the key risks for this year to be included in the risk register from the student committee</p> <ul style="list-style-type: none"> • Infectious disease outbreak can be downgraded to an 'other risk'. • Poor Behaviour of students in mainstream education due to lack appropriate provision. A narrow risk but can have a detrimental effect on the class. The committee suggested the risk be rephrased to include the resources needed to meet the needs of those students as well as their behaviour. 	Send recommendations to the Audit committee	Clerk	Audit Autumn 2

	<ul style="list-style-type: none"> • Behaviour and attitude to learning. Still a risk needs to remain on the risk register • SEN the nature of the risk has changed as TSS now has effective provision, but the risk now is affordability for additional TA support to assist students who need additional help. The staff governor commented that when a TA is timetabled into a lesson in has a huge positive impact on learning. The committee suggested the risk be rephrased to put the emphasis on funding. • Attendance remains a significant risk and the committee recommended its impact be upgraded as the outcomes for students who attend school regularly is much better than for students who do not. • Student Mental Health and anxiety levels risk should be rephrased (the governor who also sits on the Audit & Risk Committee thought that different wording had been agreed last year). JM informed the committee that a group of students had high levels of anxiety and that clear boundary support and encouragement was shown to be an effective way to support their mental health. With clear coping mechanisms and strategies, students can prepare for stressful situations, which also helps teaching staff monitor situations more effectively. <p>The Chair asked the committee if they felt any further risk that should be added to the Risk register. A governor asked if Staff recruitment and retention should be added to the register. There is a national shortage of qualified teachers. All TSS Math, Science, and English teachers are subject specialists with relevant high-level qualifications, it is important to make sure TSS is a good place to work, so as to retain highly skilled staff. Staff survey to be discussed at the SFP committee. The student committee recommends that Staff recruitment and retention should be added to the risk register.</p>	Check spreadsheet	Clerk	Audit Autumn 2
STU 1.11	<p>Link Governor Reports</p> <p>The committee discussed which case studies to be done this year and agreed the following topics to cover using anonymized students.</p> <ul style="list-style-type: none"> • PP student who is meeting or over-achieving benchmarks (not SEN). Governors would be interested to understand the additional barriers they face (possibly including Social Emotional and Mental Health issues). <p>JM and AH have a couple of students who would like to be involved and AH could conduct an interview. Governors were asked to compile some questions.</p>	Compile interview questions for PP students	Committee	Autumn 2

	<p>JM confirmed that as there is no UPS holder with responsibility for PP, she is now effectively the lead.</p> <p>JS discussed a Mental Health link report. This would show a log of students getting support and any additional needs and support they require. The following case study was agreed:</p> <ul style="list-style-type: none"> Anxiety, and what has helped. This could be from the student's point of view, to understand how they are struggling and overcoming any barriers. What has been working at TSS and what else needs to be done. 	Mental Health Link report	JS	Spring 1
STU 1.12	<p>Policies</p> <p>There are two policies to re- approve:</p> <ul style="list-style-type: none"> Behaviour & Exclusions – there are some minor amendments by JM and then to be updated. Committee approved the amendments and will be signed off under chairs actions. Uniform Policy – one amendment to hoodies which should be only allowed in PE. The committee approved the policy and when amendments gave been completed will be signed off under chairs action. 	<p>Update B&E policy and send to Chair</p> <p>Update Uniform policy and send to Chair</p>	<p>JM</p> <p>JM</p>	<p>Before Autumn 2</p> <p>Before Autumn 2</p>
STU 1.13	<p>Keeping children safe in Education</p> <ul style="list-style-type: none"> Filtering and monitoring MS to give a brief update at Autumn 2 meeting. 	Request summary from MS and add to agenda	Clerk	Autumn 2
STU 1.14	<p>Any Other Business</p> <p>KF has requested a behaviour link governor. The chair suggested that KF could attend a meeting and do a report to the student committee. Currently not an issue with behaviour and the data shows a clear picture of TSS student behaviour. The Chair therefore declined the request for a link governor.</p> <p>JM suggested that the Governors could have a tour and a learning walk to have a clear insight into the school's workings.</p>	<p>Add behaviour update to Spring 1 agenda</p> <p>Extend invitation to all governors (with practical information like a</p>	<p>Clerk</p> <p>Clerk to work with JM or KF</p>	<p>Spring 1</p> <p>For learning walks during Autumn 2</p>

		list of potential times and dates)		
STU 1.15	Confidentiality No items were deemed confidential			
	Next Meeting The meeting closed at 7.25pm Next meeting to be held on 08 November 2023			