

The Swanage School
MINUTES OF THE MEETING OF THE STUDENT COMMITTEE
 Tuesday 1 March 2015, 5.30pm

Present: Isobel Tooley (Chair), Nick Brady, Tristram Hobson (Headteacher), John Lejeune, Al Stephens

In attendance: Sue Fletcher (Clerk), Zoe Bayston (Head of House), Mark Hatto (Governor Observer), Audrey Lang (Head of House), Jenny Maraspin (Deputy Headteacher), Amanda Rowley (Governor Observer)

Item		Action	Lead	Date
STU 4.1	Apologies for Absence Apologies were received from Paul Angel, John Palmer-Snellin and Emily Wyer.			
STU 4.2	Declarations of Interest There were no declarations of interest or conflict of interest arising from any agenda item.			
STU 4.3	Minutes of the Last Meeting The minutes and confidential minutes of the meeting held on 20 January 2016 were confirmed as an accurate record and signed.			
STU 4.4	Matters Arising & Actions <u>STU 3.5.3 The Swanage School Leadership Challenge</u> TH reported that he had met once with student leaders regarding the Challenge, and would have further meetings with them to discuss its launch. There may be scope to dovetail this with the introduction of PX2, a self-development programme that the school is considering. <u>STU 3.6.2 Safeguarding Out-of-Hours</u> The chair noted that this had been picked up by the full governing body (FGB) at their meeting on 10 February 2016 and actions would be reported back to the next FGB meeting (23 March 2016). <u>STU 3.6.2 Students with Medical Conditions</u> JM had circulated a confidential report showing the number of children with different types of medical conditions (physical, special educational needs, mental health, asthma and allergies). Noting the significant proportion of the school's students who have a medical condition (approx. 20%), the Chair asked about the			

	<p>impact on the school. Whilst the lower-level physical and medical issues were not overly onerous for the school in terms of workload, supporting students with more serious medical issues, SEN and mental health issues presented a considerable workload for staff, in particular the Special Educational Needs Co-ordinator (SENCo), School Counsellor and Emotional Literacy Support Assistant (ELSA).</p> <p>TH reported that the mindfulness sessions held during challenge week for Year 11 students had been well received and appeared to have had a positive impact in terms of students reporting “feeling better” afterwards. These will continue until students take their GCSEs and may be introduced for staff.</p> <p><u>STU 3.6.3 E-cigarettes</u> TH reported that he and other staff had looked into whether e-cigarettes were being used by students but had found no evidence of the use of e-cigarettes at the school. Two governors had heard of one-off incidents, details of which would be given to TH. It was confirmed that the negative effects of smoking are covered in Personal, Social, Health & Economic Education (PSHE) and in Science.</p> <p><u>STU 3.8 Looked After Children</u> The confidential report on looked after children had been circulated to the committee.</p>			
STU 4.5	<p>School Development Plan</p> <p>I. <u>Behaviour: Attendance & Behaviour Update</u> The committee welcomed Zoe Bayston and Audrey Lang, two of the four Heads of House (HOH), for a presentation on how the school is improving attendance and managing behavior. They outlined various elements of the school’s approach including:</p> <p><u>Attendance:</u></p> <ul style="list-style-type: none"> - the awarding of an attendance cup each week to the form with the best attendance, with winners benefitting from the first lunch sitting, sweets and recognition on a wall chart. Each week, every student with 100% attendance is listed on the chart; - each half-term, those with 100% attendance receive 5 house points and a certificate; - parents are notified when attendance is below 95% and a meeting between parents and the headteacher arranged for those with attendance below 90%. A follow-up letter is sent, outlining the actions the parents and school have agreed to take; - with the headteacher, Heads of House take an active role in identifying reasons for low attendance and, where possible, implementing solutions that will enable that child to attend more frequently; 			

- lateness has been a focus, and has halved as a result of implementing lunch-time detentions.

Attendance data:

TH reported that in the period September to December 2015, 31 students had less than 90% attendance and positive meetings had been held with most parents. 25 of these students had increased their attendance and 6 had decreased in the period January 2016 to date.

Governors asked about support from Dorset County Council and TH noted that an officer is in place to whom referrals can be made, e.g. for further action such as a fixed penalty notice. This would be required only if no improvement is made after the school has exhausted its own processes.

JL noted that the Working Party on Attendance & Parental Engagement had met with TH and were very satisfied with the actions the school is taking to improve attendance and had been impressed by examples of students being educated off-site where that had proved to be necessary. TH had suggested that a governor be involved should a second meeting with parents be required.

Behaviour:

- the school is proud of the way it promotes positive behavior, whilst having systems in place for dealing with negative behavior;
- house points are given by tutors to students displaying behaviours consistent with “the Swanage School Way”. These are monitored by the HOH who therefore have the opportunity to praise the student and communicate praise to parents. Each half-term the house with the most points is rewarded with recognition in whole-school assembly and a non-uniform day, and the winning house at the end of the year is rewarded with a trip. The house point system has engendered a spirit of positive competition;
- regular training is given to staff on managing behavior and the school’s system for doing so, to promote consistency in approach. Disruption in class is handled through use of a reflection table, formal warnings, lunchtime detentions, and if necessary referral to the HOH. The overall approach aims to be one of restorative reflection and actions;
- after-school detentions are going to be introduced in the near future as an additional deterrent for students who have been referred to the HoHs.
- progress sheets (which use a red, amber, green system for behaviour checking) are used in conjunction with referral to a HOH. Headteacher referral is occasionally used for more serious or persistent misdemeanors;

- homophobic and racist comments are extremely rare, usually borne out of immaturity, and dealt with swiftly and severely.

Governors asked a number of questions particularly in relation to low-level disruption in classrooms, given that this had been raised on the student survey, and on whether the system is consistently implemented by all tutors. The staff members present felt that, on the whole, the system is followed by staff and noted that an advantage of being a small school with a close-knit student/teacher community is the knowledge that they and other senior leaders have of the behaviour in classrooms. Whilst HOH were responsible for the overview of the behaviour system, referral would be made to Curriculum Area Leaders (CALs), who line manage teaching staff, if a member of staff is thought to not be following it. TH believed that further systems designed to target low-level misdemeanors were not needed in addition, noting that whilst tackling negative behaviour was necessary, the focus should remain on rewarding positive behaviour and embedding a positive ethos. There would be some consideration, however, of what strategies might work better for Key Stage 4, as staff were finding that the “reflection table” strategy was less effective for the older students.

The Chair asked governors who are parents of children at the school to comment. Their feedback was very positive, noting that communication from tutors and HOH enable them to feel they know what is going on, and confirming that the ethos is of “turning around” any poor behaviour or student problems.

Governors thanked Audrey Lang and Zoe Bayston.

[Audrey Lang and Zoe Bayston left the meeting]

2. Teaching & Learning: Progress on Self and Peer Assessment and Experience of the New Assessment Framework

JM circulated the continuing professional development (CPD) schedule, highlighting a number of sessions dedicated to developing assessment activities with reference to example assessment sheets. She noted that:

- the CPD schedule is designed to highlight good practice through examples and discussions. Project development time is given to enable departments to reflect and plan as a team on any weaker areas;
- during learning walks (undertaken by TH, JM and the CALs), a check-list is used for recording the use or otherwise of the new assessment framework in the classroom. During 16 learning walks they had found the new framework to be well established in 10, partly established in 2 and no evidence of it in

	<p>4, which had been consistent with feedback received in the recent student survey. As a follow-up, peer coaching had been set up for one member of staff and one day of non-teaching time given to one department to plan KS3 assessment activities together;</p> <ul style="list-style-type: none"> - self-assessment is promoted on assessment sheets and peer assessment mostly done in work-books; - when the framework works well, students can use it to identify before a task how they think they will perform in relation to the criteria, self-assess and decide if they have improved and how they could improve further; <p>Two staff members had been tasked with improving the project based learning (PBL) schemes of work for literacy with a view to ensuring that higher-level literacy skills are in place by Year 9. PBL is seen to be pivotal to literacy skills. The Chair noted that, since data considered at the last meeting showed performance to date on humanities subjects is generally weaker, it was pleasing to see the focus on PBL and would be interesting to see the impact.</p> <p>TH invited governors to attend an upcoming staff “show and tell” on 17 March at 4:30pm.</p>	Co-ordinate interest – 1 or 2 govs only.	Clerk	17 Mar
STU 4.6	<p>Reports</p> <ol style="list-style-type: none"> 1. <u>Working Group on Attendance / Parental Engagement</u> Reported during the discussion on attendance. See STU 4.5.1 above. 2. <u>Special Education Needs (SEN)</u> Governors received a report showing the number of students in each cohort with various types of SEN, along with progress data. In total 24.8% of students are on the school’s SEN register, 7% above the national average. AS reported that the SENCo has updated and reviewed the register and may remove some students depending on evidence and progress, particularly in Year 7 where students may have been placed on the SEN register at primary school and not been reviewed. He was also focusing on ensuring everyone on the register has an Individualised Education Programmes (IEP) and working through access arrangement assessments for Years 10 & 11. 3. <u>E-safety</u> NB reported that he intended to self-assess the school’s e-safety arrangements using the 360safe self-review tool online. He wished to see the school compile an explicit programme of education across the year groups. It was noted that the e-safety session given to parents at the Year 9 options evening had been well received and would be repeated at other parents’ evenings. It was agreed that JM would 			

	<p>work with NB to formalise a 5-year programme of age-appropriate training for students as they progress through the school, and training for parents.</p> <p>4. <u>Student Link</u> JP-S was not present to provide a student link report.</p>	E-safety programme	JM / NB	July '16
STU 4.7	<p>Policies</p> <p>1. <u>Home-School Agreement Policy</u> The Chair reported that a change in the law meant that from 1 January 2016 it was no longer a requirement for schools to have a Home-School Agreement signed by parents. It was agreed the school would continue to have an agreement, since it covers various aspects for which parent consent is required (e.g. use of photographs, local trips etc) and that the agreement should be signed each year and that, if possible, it should be personalised with the student's name in keeping with the continuing improvement of communication with parents and to give it the feel of a "contract". The agreement itself would be updated to include e-safety on school trips and detention, and be published with the policy. The approval of the policy would therefore be revisited at the next meeting.</p> <p>2. <u>Attendance Policy</u> It was agreed that the flow-chart of actions to be taken in the case of children missing school for a long period of time where parents have not engaged with the school satisfied the recommendations of the Department for Education ("Keeping Children Safe in Education", Sept 2015) in this regard.</p> <p>The Chair suggested that the policy be explicit in encouraging parents to make medical appointments out of school hours or that the time away from school is minimised (e.g. by making appointments at the start or end of the day), and also make explicit reference to the fact that the school can, if it deems appropriate, request medical evidence to support illness or appointments.</p> <p>Agreed the Chair would approve the Attendance Policy by Chair's Action following the addition of paragraphs on medical appointments and medical evidence.</p> <p>3. <u>Careers Information, Advice & Guidance Policy</u> The Chair noted that the Policy had been updated to include work experience, reflecting key points of principle from the detailed procedures published by Dorset County Council.</p>	<p>Agreement update Next agenda</p> <p>Update</p>	<p>TH Clerk</p> <p>Clerk</p>	<p>Apr '16</p> <p>Mar '16</p>

	<p>Approved.</p> <p>4. <u>Medical Conditions and Managing Medicines Policy</u> Approved subject to the deletion of a paragraph stating that the school has a defibrillator.</p>	Publish	Clerk	Mar '16
		Update, Publish	Clerk	Mar '16
STU 4.8	<p>Curriculum and Assessment</p> <p>1. <u>Curriculum Plans for 2016-17</u> TH reported that all Year 10 option subjects would be running for the current Year 9. In a change from present, the additional science subject for triple scientists (i.e over and above the two compulsory science GCSE's) would now count as one of the option blocks (rather than fitting it into the time allotted for the two compulsory science GCSEs). Design technology (product design) was noted to be a popular choice and curriculum changes in this subject were outlined. In managing the timetable blocks for the options, it had been possible for all of the current Year 9 students to be given their 1st choice of options, all but 2 had also got their 2nd choice, and all but 11 had also got their 3rd choice.</p> <p>2. <u>English Baccalaureate (EBacc)</u> Noting that the government is undergoing a consultation on the EBacc which is due to report in April, the committee agreed to defer discussion of whether the school continues with the EBacc until after the consultation report is published.</p>			
		Future agenda	Clerk	May '16
STU 4.9	<p>GCSE Readiness TH reported that the mock GCSEs are going well and that the Year 11 students are motivated and working hard. A post-mock analysis of progress will be presented to the next meeting. In response to a question on marking, he noted that it was the intention that this reflect true position rather than being overly harsh to give students "motivation".</p> <p>Governors had received a copy of the Exams Policy/Procedures for information.</p>			
STU 4.10	<p>Challenge Week TH reported that the last Challenge Week had gone extremely well, a highlight of which were presentations by each year group. The next Challenge Week (July) was planned and would involve an exciting programme of creative arts, sports, residential trips and activities.</p>			

STU 4.11	<p>Confidentiality A number of specific cases had been exemplified (anonymously) during the discussions on attendance and behavior, the detail of which would not require minuting.</p>			
STU 4.12	<p>Any Other Business None.</p>			
STU 4.13	<p>Next meeting The next meeting (Wednesday 27 April 2016) will consider (provisional):</p> <p><u>School Development Plan:</u></p> <ul style="list-style-type: none"> - Student progress data - Challenge, assessment and literacy in maths (and possibly also humanities and arts, depending on the agenda) <p><u>Policies</u></p> <ul style="list-style-type: none"> - ICT - Collective Worship - Numeracy - Home School Agreement <p><u>Other</u></p> <ul style="list-style-type: none"> - EBacc (if the government has reported on its consultation) - Mental Health (subject to confirmation from EW) 			
	<p>The meeting closed at 7.45pm</p>			