

The Swanage School

Minutes of the Meeting of the Student Committee

Wednesday 6 March 2024, 5.30pm

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

In Attendance: Sarah Percival (Clerk), Kay Lawton (Deputy Headteacher)

Item		Action	Lead	By
STU 4.1	Apologies for absence Apologies were received from Sophie Weld-Davis and Tanya Hamilton-Fletcher			
STU 4.2	Declarations of interest There were no declarations of interest.			
STU 4.3	Minutes of the Last Meeting The minutes of the meeting held on 17 January 2024 were approved.			
STU 4.4	Matters arising and actions (where not on the agenda) STU 2.6: Mixing year groups- Jenny Maraspin (Headteacher, JM) gave a positive update. Y11 had been helping Y7 & 8 write their student comments. The school production of Matilda provided a lot of interaction between students in different year groups. There are inter-crew activities planned before May, where a Y7/8 is assigned to work with a Y10. Science mentoring opportunities are coming up. STU 2.6 and STU 3.9: SEN link governor report- Sophie Weld-Davies (SEN link governor, SWD) has emailed the SENCO but a meeting date has not been arranged to go through the checklist. JM has emailed SENCO to ask her to arrange this with SWD.	Complete; update the action list SWD to go through checklist with SENCO		Summer 1

STU 4.5	School Development Plan			
	<p data-bbox="304 308 588 341">I. <u>Improving Science</u></p> <p data-bbox="346 349 1417 414">The Chair thanked Adam Hines (Staff governor, AH, Lead Practitioner for science) for his detailed report which was in the meeting pack. Points raised were:</p> <ul data-bbox="388 422 1449 1388" style="list-style-type: none"> <li data-bbox="388 422 1449 560">• The number of students taking triple science in Years 10 and 11 has reduced from 65% to be much closer to the national figure of 25%. This is a more appropriate number of students and many of those are more likely to continue to A' level. <li data-bbox="388 568 1449 673">• The impact is some improvement in Y11, even though Y11 do not benefit from additional curriculum time. The results of recent mock exams will give a fuller picture. <li data-bbox="388 682 1449 787">• Nationally, triple science students usually get more time allocated in the timetable so the school's results should improve further when this is put in place. Saturday sessions for extra support will continue in the meantime. <li data-bbox="388 795 1449 901">• A Next Steps pro forma enables helps students to identify their weak areas without overloading them. The process is used across the department and is also used in Maths. <li data-bbox="388 909 1449 1088">• Progress has been made in enabling students to develop the skills needed to achieve grades 7-9 through use of stretch and challenge questions as well as the use of targeted grade exam practice workbooks. Exposing students to high level questions earlier also helps to bridge the gap between GCSE and A' Level. <li data-bbox="388 1096 1449 1315">• A bank of effective revision materials has been created using videos of teachers recording themselves giving explicit answers to exam questions. This supplements the exam practice workbooks and enables students to understand what is required in answering a question, without taking up lesson time as they can access the videos on Teams. The videos can be re-used for future year groups. <li data-bbox="388 1323 1449 1388">• Data on what science students covered in primary school is not provided on their entry to secondary school and this poses a challenge of understanding 			

students' needs. Some students catch up quickly but it is important not to lose those who are not engaged, and to be aware of gaps that may exist. Assessing prior understanding in Year 7 and adapting teaching accordingly is on the plan, but is a future aspiration.

- It will take 2 or 3 years to see full improvements from the changes, but it is looking optimistic and progress is being made.

2. Effective Leadership

JM gave a verbal report to the meeting.

Directors of Learning and Lead Practitioners:

She noted that the leadership and development of the Directors of Learning (DoL) has grown and is moving the school forward. The team dynamic works and there is a common defined purpose to work as a school, rather than just having responsibility for a particular curriculum area. The Science Lead Practitioner is excelling, embracing the challenges of leadership and holding colleagues to account. The Lead Practitioner for English had made less impact so far, and would be starting maternity leave soon, so the Senior Leaders would need to consider how best to cover those responsibilities.

Pastoral Leads:

There is a new positivity among the Pastoral Leads who are working well together. Crew Leaders are developing and are being held to account.

Y7 & 8 -curriculum is very strong and well-taught with good resources which are mindful of the PSHE curriculum.

Y9- is mixed:

- Duke of Edinburgh's award (DofE) is going well
- Preparation for options going well- assemblies, parents evening and tasks. The number of options tasks has been cut to two this year, which is working better. These tasks help to give students clarity of what the course involves

	<p>and encourage them to apply themselves. If done well, most students get their preferred options.</p> <ul style="list-style-type: none"> – The careers aspect has not yet been a focus, and the careers lead will be leaving at the end of this term. The following careers activities were noted: <ul style="list-style-type: none"> ○ Through assemblies, students are better informed of Ebacc subjects and subjects needed for careers. ○ Employer encounters will be arranged. ○ Unifrog has been purchased as a resource for students. <p><u>Y10</u> – in good shape, with a route map in place. The Pastoral Lead is doing well with great attention to detail and had regular one-to-one sessions with the acting Deputy Head.</p> <p><u>Y11</u> - DoLs have held this challenging group down well.</p> <ul style="list-style-type: none"> – There have been issues with this year group’s mental well-being and these have been addressed with support from the SEN team. – DoLs have created a manageable process which is working well for the students. However, the DoLs are too stretched and shaping a role for KS4 pastoral leadership for the new Deputy Head in September should help to alleviate this next year. 			
STU 4.6	<p>E-safety – student aspects</p> <ul style="list-style-type: none"> • E-safety policy- this was APPROVED, subject to the changes which the Chair had circulated via email prior to the meeting and which were agreed. • E-safety annual 360 audit was noted - the school is doing well in this area as it is above the national average. It was noted that there is a new Designated Safeguarding Lead (DSL) and there was a 2-week handover period. The outgoing DSL is still supporting in the background. 	Make changes & publish	Clerk	
STU 4.7	<p>Pupil Premium</p> <p>Two case studies were provided in the meeting pack. Comments were positive:</p> <ul style="list-style-type: none"> – the student was engaged and the DofE evidence was impressive. – the DofE adds to the curriculum, is positive and encourages volunteering. – Green Space was noted as a good volunteering opportunity. 			

	<p>The school's show, Matilda, had a positive impact on the students and 70% of those involved were Pupil Premium students. They benefit in particular from new opportunities and from experiencing the nurturing environment. Huge appreciation and praise for the show was passed on from the local primary schools.</p>			
STU 4.8	<p>Pastoral Reports</p> <p>A mental health case study was provided in the meeting pack. The interview questions used by the DSL came from a mental health workbook toolkit and were very effective. Feedback about support from the school was positive. It was noted that:</p> <ul style="list-style-type: none"> – Talking through problems was beneficial. – Going to the gym was used as a positive outlet. – The student had not received any support from a visit to the GP. This is part of a national problem of GPs directing referrals towards schools. This can lead to students not being known by their GP when they leave school. CAMHS take school referrals more seriously. 			
STU 4.9	<p>Risk Register</p> <p>The items relating to the Committee's remit were discussed.</p> <p><u>Students' mental health affecting attainment-</u></p> <p>In response to questions asked,</p> <ul style="list-style-type: none"> • JM agreed to prepare a report on whether students' mental health status was improving or deteriorating using data from My Concern for the next meeting. • Data from Y11 was given, showing the 10 lowest attendees also had mental health issues. Y10 was similar. This corroborated the risk that mental health affects attendance, and thus attainment. It was noted that it is important to support students' mental health when they did attend. <p><u>Attendance</u></p> <ul style="list-style-type: none"> • JM confirmed that attendance is reported to Full Governing Body, and was referred to Student Committee if there was an issue- it is not improving, but is always fluctuating due to many things including post-COVID effect and even the weather. A full-time attendance officer is needed and JM is writing a bid for funding from Dorset Council. 	Write report on status of students' mental health	JM	Summer 1

	<p><u>SEN provision</u>- this risk has been amended to focus on the affordability aspects and is to be discussed at Staffing, Finance & Premises committee (SFP). Another Teaching Assistant (TA) is needed to improve the school's provision.</p> <p><u>Behaviour & attitude to learning</u>-</p> <ul style="list-style-type: none"> • Improvements are being made but this is still a risk, especially with the current Y8 where the classes need a TA all the time and one student needs a 1:1 TA. • Suspensions have reduced this term. • There have been two permanent exclusions so far in 2023/24. It was noted that permanent exclusions happening earlier in the academic year (where appropriate) can have the effect of removing the negative impact a student would have on the year group, so behaviour improves. There may also be a greater chance of finding suitable alternative provision place earlier in the year for an excluded student. • The school has usually been at the national average of permanent exclusions (though the data in the IDSR report is typically a year or more out of date). <p><u>Infectious disease</u>- this is still a risk as it affects attendance.</p> <ul style="list-style-type: none"> • Contagious illnesses spread easily, and the school feels it is maintaining an appropriate balance between encouraging attendance and staying healthy • Good hygiene is managed at school – for example hand washing or hand sanitization before eating • Students are encouraged to come to school with mild illnesses such as colds • Since COVID, some parents keep their children off school as they know they can be set work to do at home. <p>7.05 Hannah Etherington left the meeting</p>	SFP agenda item	Clerk	Spring 2
STU 4.10	<p>Policies The following policies were discussed</p> <ul style="list-style-type: none"> • Attendance Policy - this was APPROVED 	Publish	Clerk	

	<ul style="list-style-type: none"> • Young Carers Policy- this was deferred to the next meeting. Some changes have been suggested by email prior to the meeting. Tanya Hamilton-Fletcher (Safeguarding link governor) is meeting the new DSL to discuss. • Drugs and substance abuse- this was deferred to the next meeting. The new DSL is reviewing as she has experience in this field. 	Add changes & review	Clerk THF/AMB	Summer I
		Review	AMB	Summer I
STU 4.11	<p>Any Other Business There was no other business</p>			
STU 4.12	<p>Confidentiality No items were deemed confidential</p>			
	<p>The meeting closed at 7.15pm</p> <p>Next Meeting to be held 8 May 2024 To include:</p> <ul style="list-style-type: none"> • Creative Media SDP report • Policies: <ul style="list-style-type: none"> – Young Carers – Drugs and substance abuse – Children Looked After – Child on child and sexual abuse policy – Students with Medical Conditions & Managing Medicines 			