



Student and Community Committee

Terms of Reference

1. Purpose

The committee exists to oversee and monitor delivery of the White Hills Park Federation five year vision as it relates to students and the wider community. Specifically, the group will monitor progress and be accountable for delivery of the elements of the Federation Improvement Plan which have been identified and relate to students and the community.

The Student and Community Committee will:

- Be accountable to the White Hills Park Board of Directors for the following categories of the Federation Improvement Plan (Appendix 1) and each will have a Link Director:
 1. Behaviour and Safety
 2. Listening to the Student Voice
 3. Engagement with Parents and the Community
 4. Recruitment of new Students
 5. Enrichment
- Provide reports where appropriate for the White Hills Park Members Strategy Group.
- Be a reference group for the strategic development of student and community engagement and enrichment.

2. Membership

The group will comprise a number of Directors and the following representatives from The Bramcote School, Alderman White School and Bramcote College:

- Executive Head Teacher
- Inclusion Leaders
- Community/Primary School Facing School Leaders
- Student Representative
- Enrichment Leaders
- Community Leaders

Other stakeholders may be invited to attend meetings for specific agenda items or co-opted to the group as necessary.

3. Chair and Vice-chair

The Chair and Vice-Chair of the Student and Community Committee will be elected by vote of the members of the committee every two years. The holders of Chair and Vice-Chair of the Student and Community Committee will also become a member of the Company Trust.

4. Responsibilities

The Student and Community Committee will be accountable for delivery of outcomes identified in the Federation Improvement Plan (See Appendix 1) and the Link Directors identified will be responsible for overseeing and reporting on delivery against each milestone.

Federation Improvement Plan Category	Link Director
Behaviour and Safety	Ruth Brittle
Listening to the Student Voice	Caryn Welch, Zoe Armitage
Engagement with Parents and the Community	Karen Sandy, Julie Francis
Recruitment of New Students	Zoe Armitage Cheryl Heath
Enrichment	Wayne Plimmer

5. Operational Processes

The Student and Community Committee will meet formally once each term for two hours but additional meetings may be scheduled to address specific issues. All Link Directors agree to attend all of the Committee meetings and where absence is unavoidable will submit reporting in advance to the Clerk to the Directors.

The quorum for meetings of the Committee shall be three Directors.

APPENDIX 1

I. Behaviour and Safety: Students feel safe and happy and their excellent behaviour has a major impact on their learning and progress.

<p>Summer 2014</p> <p>Perm Ex levels do not exceed national levels (0.14% - 2 students)</p> <p>FTE are reduced from 13/14</p> <p>Ofsted Behaviour judgement is at least Good</p> <p>Reduction in number of exclusions, on-calls and referrals.</p>
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Key Priority	Action	Personnel	Timeline	Monitoring / Evaluation	Outcomes
To introduce and embed motivational reward systems	<p>Introduce epraise in KS3 and 4</p> <p>Ensure rewards are appropriate and motivational</p> <p>Link rewards with graduation systems</p> <p>Ensure parents have access to epraise info</p>	BRO / MUS	Sep 14	HEE	All students receive and spend epraise points by end of year
To embed the changes to the Behaviour Policy – the staff actions prior to using on-call	<p>Review number of on-calls and referrals</p> <p>Staff and student questionnaire</p>	BRO / MUS	By April 15	HEE	<p>Reduction in number of exclusions, on-calls and referrals.</p> <p>Ofsted Behaviour judgement is at least Good</p>
To reduce permanent and fixed-term exclusions	<p>Establish SBAP inclusion unit</p> <p>Ensure consistent implementation of Behaviour policy</p>	BRO / MUS	By Jan 15	HEE	<p>Perm Ex levels do not exceed national levels (0.14% - 2 students)</p> <p>FTE are reduced from 13/14</p>
To ensure best use of support staff and inclusion teams	<p>Audit use of Inclusion teams and support staff across the Federation</p> <p>Make adjustments to ensure that there is an equitable balance that meets student needs</p> <p>Maintain and monitor staff behaviour management systems e.g. QRS / On call / IMP</p>	BRO / MUS	Nov 14	OLI / CAL	Ofsted Behaviour judgement is at least Good

J. Student Impact: Students have a powerful voice in important decisions about their education

Autumn 2014	Spring 2015	Summer 2015
Departmental reviews report and reflect student views Student Cttee minutes indicate that student voice is considered	Students contribute to Newsletter / Fed publicity	Students contribute to new Fed designs

Key Priority	Action	Personnel	Timeline	Monitoring / Evaluation	Outcomes
To engage students in the design and planning of new school buildings	EHT leads lessons with all students to give opportunity for feedback and input Architects carry out student workshops	HEE	By July 15	Resources Cttee	Students contribute to new Fed designs
To take student voice into account in quality assurance	All Departmental reviews to report student views and take account of them when judging provision	HEE	From Autumn 14	Ach & Standards Cttee	Departmental reviews report and reflect student views
To raise profile of student voice	Invite and encourage student contribution to Newsletter, including termly guest student editor Introduce Student radio station	Hol	By Spring 15	Student Cttee	Students contribute to Newsletter / Fed publicity
To include student voice in decision making processes	Head Boy and Girl to attend Student Committee Extend remit of Student councils to give more opportunity to feed into Federation Student involvement in discussions about new uniform	Hol	Autumn 14	Student Cttee	Student Cttee minutes indicate that student voice is considered

K. Parents and Community: Our Federation is rooted in its community. We have close links with neighbourhood groups, primary schools, faith communities and voluntary organisations. We work in partnership with parents/carers and parental satisfaction is extremely high.

Autumn 2014	Spring 2015	Summer 2015	2015 – 2016
20% of parents respond to survey	Sufficient parents sign up so that courses are able to take place	Increased PTA membership Increased funding provided	School planning application is successful Parent survey 15 indicates that 90%+ parents agree that ‘school helps me to support my child’s learning’, and ‘the school informs me about my child’s progress’

Key Priority	Action	Personnel	Timeline	Monitoring / Evaluation	Outcomes
To establish thriving PTAs in both 11-16 schools	Initial meeting at AW to set up PTA Recruit new members to TBS Plan calendar of regular events e.g. Christmas Fayre, disco	FRA	By Summer 15	Student Committee	Increased PTA membership Increased funding provided
To improve opportunities for ‘hard to reach’ parents to support their children’s learning	Introduce adult ed classes to help parents support their children – ‘Keeping up with the Children’ in Maths and English	FRA	Spring 15	HEE	Sufficient parents sign up so that courses are able to take place
To ensure we have a good knowledge of parental views	Carry out parent survey, to be repeated on an annual basis Maintain profile of Parents’ Forum	FRA	Dec 14	Student Committee	20% of parents respond to survey
To give parents good access to information and support	FRA acts as a point of initial contact for parents Home / school email protocols established Provide parental access to live info about their child – epraise / ischolaris Continue to develop Newsletter	FRA	Spring 15	Parent Forum feedback	Parent survey 15 indicates that 90%+ parents agree that ‘school helps me to support my child’s learning’, and ‘the school informs me about my child’s progress’
To consult with our local community regarding long-term Fed plans	Establish community consultation group to contribute to new school design Provide community consultation events re new school design	HEE	By Summer 15	Resources Committee	School planning application is successful

L. Recruitment: The number of students applying for the Federation is rising steadily and once here, our retention rate is well above average.

Summer 2015
Student feedback demonstrates that 14/15 programme is judged to be more effective than 13/14 Y7 numbers increase by minimum of 5% in both schools 2015 Y12 numbers in 2015 to be at least 90% of 2014 (historic high)

Key Priority	Action	Personnel	Timeline	Monitoring / Evaluation	Outcomes
To establish an effective transition calendar for primary pupils	Develop liaison with Primary schools and provide a range of events adopted into the regular primary calendar Increase the range of high-quality cross-curricular learning experiences for Primary pupils	COE	By Summer 15	Sample students to evaluate success of transition programme – Sep 14 (baseline) and Sep 15	Student feedback demonstrates that 14/15 programme is judged to be more effective than 13/14
To increase student numbers at Y7	Develop effectiveness of Open Evenings Encourage more parental visits Ensure that prospective parents receive regular communication from WHP Improve effectiveness of prospectus and other publicity material	COE	By Oct 14 Spring 15	Student number count	Y7 numbers increase by minimum of 5% in both schools 2015
To maintain student numbers at Bramcote College	Increase promotion of Bramcote College in 11-16 schools Increase participation of KS4 students in College life Develop personalisation of College offer through individual interviews Increase effectiveness of Open Evening Increase effectiveness of results week procedures Develop taster days for students from outside the WHP	COE	By Sep 15	Student number count	Y12 numbers in 2015 to be at least 90% of 2014 (historic high)

M. Enrichment: Students take part in a wide range of after-school and lunch-time activity.

Summer 2015

Proportion of PP students participating in extra-curricular activity increases by 1/3.
 Number of students accessing enrichment increases by 20% in 14/15
 Number of students taking part in extra-curricular sport / PE increases by 20% in 14/15

Key Priority	Action	Personnel	Timeline	Monitoring / Evaluation	Outcomes
Increase participation of vulnerable groups in enrichment, particularly PP (see also section C)	STE to meet with DoLs to establish enrichment offer Ensure effective analysis of PP take-up through epraise Broker individual discussions with all PP students not accessing enrichment	STE	Termly	HEE - Data Review, in line management	Proportion of PP students participating in extra-curricular activity increases by 1/3.
Increase extra-curricular take-up, particularly at TBS	Work with key departments at TBS, particularly Music and PE to support extension of enrichment activity Introduce Enrichment Fair to provide taster sessions Review design of curriculum and timetable to increase role and importance of enrichment, including more opportunities to achieve qualifications through extra-curricular study Ensure that the design of the new school supports learning outside the school day	STE	By Summer 15	HEE - Data Review, in line management	Number of students accessing enrichment increases by 20% in 14/15
Increase the range of activity and participation in Sport and PE, particularly competitive sport	STE / MOR to put strategies in place to increase offer and take-up, including higher profile in Newsletter, Assemblies, competition entries	STE	By Summer 15	HEE - Data Review, in line management	Number of students taking part in extra-curricular sport / PE increases by 20% in 14/15