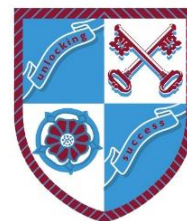


Warblington  
School

**Meeting Minutes**  
from a  
**Full Governing Body Meeting**  
**Tuesday 23<sup>rd</sup> February 2021**  
**(Virtual)**



Warblington  
School

Date	Start Time	End Time
23 <sup>rd</sup> February 2021	5:15pm	7:20pm

Present	Apologies for Absence	In Attendance
Ian Crabtree ( <b>Chair of Governors</b> )		Gemma Harvey ( <i>LA Clerk</i> )
Mike Hartnell ( <b>Headteacher</b> )		Fran Lansley
Kathy Gunn		Esther Richards
Claire Blundell (Staff)		Cara Gregory
Matthew Russell		Jane Fletcher
Robert Page		
Karen Arnold		
Stefan Muller		
Alice Carse		
Colin Swettenham		
Karen Sequeira		
Kate McInnes		
Cher Jeffrey		
Louise Elvy (Staff)		

Absent
Dan Stroud
Mark Goulty

Item	Subject	Action Lead
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**1. Welcome and Apologies for Absence.**

All Governors and staff were welcomed to the meeting being held virtually via Microsoft teams. Apologies were received from Dan Stroud and Mark Goulty. Dan had unfortunately taken the decision to resign from the Governing Body.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Item	Subject	Action Lead
2.	<p><b>Declaration of Pecuniary Interests</b></p> <p>There were no declarations of pecuniary interest relating to items on the agenda.</p>	
3.	<p><b>Review Minutes of the Last Meeting</b></p> <p>The minutes of the FGB meeting held on 19<sup>th</sup> January 2021 had been previously circulated.</p> <p>Governors agreed that the minutes were a true and accurate record of the meeting.</p> <p>These will be signed at a later date.</p>	
4.	<p><b>Actions from Previous Meeting(s)</b></p> <p>The actions outstanding from the last meeting held were discussed.</p> <p><b>Action 4a – Scrutinise previous FGB minutes to identify strategic questions, CLOSED.</b></p> <p>It was also recommended to read the Hampshire Governors newsletter which had recently been issued and included examples of useful questions Governors may consider.</p> <p><b>Action 6a – School virtual tour to be made available to new Governors, ONGOING.</b></p> <p>This prospective parent/pupil project has progressed well and will be completed this week after the pan photos have been taken, it should be ready for issue by mid-March. This will also be provided to Governors so they can receive a school tour.</p> <p><b>Action 6b - Provide updated plan for next FBG with timescales for transition events, ONGOING.</b></p> <p>Enquires have been received to assist with this and questionnaires have been sent to the six feeder schools to forward to their pupils in years 5 and 6.</p> <p><b>Action 8a - Issue self-review form and arrange interviews, ONGOING.</b></p> <p>Many self-review forms have been received and one interview has already taken place.</p>	
5.	<p><b>Staff Presentation</b></p> <p>Careers Update – The Careers Report had already been issued to the Governors and questions had been submitted to Mr Gillet:</p>	

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Date: \_\_\_\_\_

Item	Subject	Action Lead
	<p>Q – Have the students revived the same experience for careers even with the time spent in lockdown?</p> <p>A – Colleges have provided virtual open evenings, and there has been good support as well from apprenticeship providers, The current year 10 and 11 students have all completed careers lessons, have practised compiling CV's, and all the year 11 students have received at least one careers interview. There has been regular contact and many offers of support. It is planned for May or June to hold mock interview days. Some pupils in KS3 may have missed out on some lessons but this will be caught up in the summer.</p> <p>Q – The level 1 and 2 technical courses percentage has increased in 2020 from 2019, is there a known reason for this?</p> <p>A – Could be due to missed grades or could be due as some courses require a level 1 or 2 course to be completed before enrolling on the level 3.</p> <p>Q – When the students are in pre-GCSE years do they know what grades will be required for college courses?</p> <p>A – From year 7 careers is in their curriculum, there are short tests matching careers with career routes.</p> <p>Q – Does any tracking of careers take place once students have left Warblington?</p> <p>A – This has not been possible due to data protection issues, this information will only be provided when Ofsted provide the information.</p> <p>Q – What course has Lucy Fletcher been on?</p> <p>A – it is called 'Workplace Assessors Course' and will mean she can then assess suitability of work placements for students which will save costs and improve flexibility in planning.</p> <p>Q – What is known about the NEET (not in education, employment or training) figure?</p> <p>A – The 'no response' figure has also increased, but there is new software and reporting methodology so figures may not compare accurately with previous years, the pandemic has also meant some students have not been seen since March 2020 and the opportunity to give their consent to contact after leaving the school was missed.</p> <p>Q – What is the future strategy of embedding careers into the curriculum?</p> <p>A – They will be included in all subjects and all departments, it will be a whole schools career programme to deliver.</p> <p>Q – What is the southern university network?</p> <p>A – This has provided less options due to lockdown but includes work with Solent and Southampton universities, activities are provided for all years. The fund the universities provide is used to raise career and university knowledge.</p> <p>Q – With Lucy being away from school from March 2020 to June 2021 what implication has this had?</p> <p>A – She is usually a more operational role so due to the very different year the impact of missing her has been less.</p> <p>Q – Has missing an enterprise manager impacted the careers department?</p>	

Signed: \_\_\_\_\_

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A – This would be good to fill this role again, trying to get interest within the community for an employer/engagement or partnership role to work with students in the school.

Q – What has been gained by being an affiliated school to the career development institute?

A – There have been many benefits joining including staff webinars, resources, courses and job market information.

A Governor offers to speak to Mr Gillet at a later date as may be able to help with the enterprise role.

**MR/BG**

The Chair of Governors notes achieving the ‘investors in careers award’ should be congratulated as understand much work is required to achieve this. The local authority have noted the ambitions of pupils and what they can achieve has been really clear to see in the current year 11 cohort, there are wider courses being accessed, rising aspirations have been shown and through all years careers advice.

Activity Survey 2020 – There was a presentation of this, no questions were raised.

## 6. **Governance**

Introduce SFVS, Benchmarking and Budget – The budget has been discussed by the Headteacher and Chair of Governors and questions can be made about this at the next FGB meeting as this will be finance based. The Government benchmarking card is discussed, this provides 2019/20 data showing national averages and also similar schools for comparison based on certain characteristics, highlighted points are:

- IT costs are higher at Warblington at 3.2% of expenditure compared to others at 1.2% on average, much of this is due to previous outside contracts for IT staff and equipment lease costs. IT has begun to be replaced by purchases made from the capital budget, for the current year this IT cost would be nearer to 2% so the cost reduction can already be seen.
- The pupil/teacher ratio is similar to other schools, teaching staff is slightly below but the balance is right for now.
- There is £190,000 in the budget kept for the AstroTurf replacement but the less use in the last year has postponed the time this will need actioning.
- Overall the impact of less students at school does mean less funding is received.

Receive support staff pay recommendations – The Pay Committee representative explains they had agreed with the recommendations of the Headteacher, no staff had performed over and above in the last year.

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Equality Objectives annual review – The school website is showing details from 2017/18 as this was the last annual review. To demonstrate how the objective is achieved the personal development group will complete a monitoring deep dive. This will fulfil the statutory requirement.

Deep dive monitoring – Curriculum – The report for this has been available for review, this shows the curriculum discussions, the review of online learning, catch up plans and other assessments.

Q – There are low numbers of students passing English and Maths, how is this provision operating?

A – Without the GCSE exam results of 2020 it has been harder to show progress. A three year programme is in place now. When the current year 11 cohort return to school they will sit the mock exams as planned for November, these can then be compared to previous mock results.

Q – Is there cross-reference made of skills/subjects such as Maths and Physics?

A – The HIAS inspector has reviewed English, Maths and Science in the curriculum intent and can see the skills work together.

Q – Is there pressure to catch up students when they return after this lockdown and they may be behind on subjects?

A – There will be focus on career paths and it is hoped not too many will be hugely affected as the majority appear on track. There may be a minimal amount that may need to drop just one subject so can concentrate on others, if this does happen it will be with expected students and will not be a sudden drop in achievement.

There has been a high quality of remote learning work completed, the only negative pupil/parent feedback received has been that screen time has been high and occasionally the different platforms to be accessed can be confusing. Teachers have felt much more organised and better planned for this last lockdown.

Self-review discussions – Underway but not complete.

## 7. Headteacher's Report

In the last four weeks, engagement from students had been on track whilst they completed remote learning, there had been a maintained and improved level of work compared to other lockdown periods. If a pupil is identified by a year leader as not engaging in a live lesson or a lower level of work completed, this will be reported to their tutor. Tutors are also running live weekly sessions for their groups. Support is being provided for the mental,

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emotional and academic concerns of students. The inclusion team have worked really well with the non-engaging pupils helping them with motivation and planning with year leaders for small groups to visit school before re-opening.

Q – Do the non-engaged students have access to IT?

A – Laptops have been given out or invites have been made to attend school, there have been 120 issued with a further 133 on order.

Q – Do any students have concerns about lockdown ending?

A – Conversations have already started with vulnerable students, parents have been contacted, there are less drastic changes within the school than after previous lockdowns as systems in place will continue.

Q – Are some students learning better at home?

A – Some were taken off roll after the last lockdown but all is being done to keep students in school and attendance will be compulsory as per Government guidance.

Q – Will the process in school such as hand washing and the one-way system be communicated gain on the return?

A – The plan of testing students with 568 on site will require planning and communication and a review of the processes already in place will provide reassurance, it is hoped a video can be made to explain the covid testing.

Q – What skill set is required to support with the covid testing?

A – A staff webinar planned this week will provide guidance on how the testing will work.

Attendance was discussed with the amount attending school being higher than national average figures for secondary education.

Latest HIAS work - History - There had been a visit this term which reported pupils had been given achievable targets and there are robust structures in place. The specialist subject teacher has been on leave so the NQT has been covering with support and mentoring from the Geography leader.

Staff wellbeing questionnaire – This was only issued before the half term break so will wait until the next FGB for results.

Year 11 Parents questionnaire – There have only been thirteen replies from the parents of students in year 11, receipt by parents of these will be checked and may be re-issued.

Attendance and Remote learning update – This is working well as feel the school was better prepared and planned when national lockdown was required again.

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Item	Subject	Action Lead
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Building improvement update – This will start after the summer holidays with funding being accessed. The whole project should take approximately a year to be completed.

**8. Governor Training and Development**

GB development plan progress – Hampshire Governor services had met with the Development Training Governor to assist. Together they had looked at the Governor roles, at the training that has been completed and suggested what may be useful and completed a new Governor skills audit

Training plan – It was recommended all Governors should complete training on finance. There are also a couple of Governors still to complete registration on Governorhub.

**Action to suggest finance courses and assist with Governorhub registration.**

**GH**

Training feedback – This can be provided after course attendance, e-learning and training sessions.

**9.**

**Policies**

Gender Equality and Disability – This will be moved to the next FB agenda.

**10.**

**Future Events**

- Yr 10 parents evening, 3<sup>rd</sup> March
- Yr 8 parents evening, 17<sup>th</sup> March
- Yr 7 parents evening, 31<sup>st</sup> March

**11.**

**Next Meeting**

**FGB 23<sup>rd</sup> March**

Provisional Agenda

- Finance
- SIP progress (spreadsheet)9
- SEN and Pupil Premium impact statements

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Item	Subject	Action Lead
12.	<p><b>Close</b></p> <p>The Chair of Governors closed the meeting at 7.20pm</p>	
13.	<p><b>Effective Governance</b></p> <p><i>What have we done in this meeting that shows effective governance and improved outcomes for our pupils?</i></p> <ol style="list-style-type: none"> <li>1. <b>Strategic leadership:</b> <i>Agenda Items:</i></li> <li>2. <b>Accountability:</b> <i>Agenda Items:</i></li> <li>3. <b>People:</b> <i>Agenda Items:</i></li> <li>4. <b>Structures:</b> <i>Agenda Items:</i></li> <li>5. <b>Compliance:</b> <i>Agenda Items:</i></li> <li>6. <b>Evaluation:</b> <i>Agenda Items:</i></li> </ol>	

### **Effective governance**

Effective governance is based on six key features:

1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational standards and financial performance.
3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities
5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_





Signed: \_\_\_\_\_

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