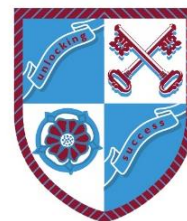


Warblington
School

Meeting Minutes
from a
Full Governing Body Meeting
Tuesday 19th January 2021
(Virtual)



Warblington
School

| Date | Start Time | End Time |
|--|-----------------------|----------------------------------|
| 19 th January 2021 | 5:15pm | 7:15pm |
| Present | Apologies for Absence | In Attendance |
| Ian Crabtree (Chair of Governors) | Kathryn McInnes | Gemma Harvey (<i>LA Clerk</i>) |
| Mike Hartnell (Headteacher) | Dan Stroud | Fran Lansley |
| Kathy Gunn | Cher Jeffrey | Esther Richards |
| Claire Blundell (Staff) | Karen Sequeira | Cara Gregory |
| Mark Goulty | Louise Elvy (Staff) | Jane Fletcher |
| Matthew Russell | | Stephan Muller |
| Robert Page | | Alice Carse |
| Karen Arnold | | Colin Swettenham |
| Absent | | |

| Item | Subject | Action Lead |
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| 1. | <p>Welcome and Apologies for Absence.</p> <p>All governors and staff were welcomed to the meeting being held virtually via Microsoft teams. Apologies were received from Dan Stroud, Kate McInnes, Cher Jeffery, Karen Sequeira and Louise Elvy.</p> <p>Alice Carse, Stephan Muller and Colin Swettenham joined the meeting as observers having been interviewed by a Governing Body interview panel on receipt of their applications to join. They all introduced themselves and outlined the skills and experience they felt they could bring to the benefit of the Governing Body.</p> <p><i>Effective Governance: 3 building an effective team.</i></p> | |
| 2. | <p>Declaration of Pecuniary Interests</p> | |

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Date: _____

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| | There were no declarations of pecuniary interest relating to items on the agenda. | |
| 3. | <p><i>Effective Governance: 2. External accountability; 5 Statutory requirements.</i></p> <p>Review Minutes of the Last Meeting</p> <p>The minutes of the FGB meeting held on 24th November 2020 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><i>Effective Governance: 2. External accountability; 5 Statutory requirements.</i></p> <p>Actions from Previous Meeting(s)</p> <p>There were no actions outstanding as the action for deep dive monitoring would be ongoing.</p> <p>All governors were invited to scrutinise previous minutes as part of their CPD with the aim of identifying questions that were truly strategic in nature and provide feedback at the next FGB (SIP 2g).</p> <p>Action 4a: Scrutinise previous FGB minutes to identify strategic questions.</p> | All |
| 5. | <p><i>Effective Governance: 6 Managing and developing the body's effectiveness.</i></p> <p>Governance</p> <p><u>Governor services – Clerking and Training</u></p> <p>Costs are given for both of the options that Hampshire clerking service provide to the school; the basic clerking agreement plus the purchase of some additional hours to cover all FGB and pay committee meetings = £2760 and the training and advice service at a cost of £1780. It is agreed by all governors to be renewed.</p> <p><u>Review equality information and objectives</u></p> <p>Agreed to be moved to the next FGB.</p> <p><u>Update: Vulnerable pupil groups</u></p> <p>This is provided in the Headteacher report.</p> <p><u>Progress towards Ofsted targets</u></p> <p>This will be covered later in this meeting.</p> <p><u>Review LLP/external adviser/school improvement partner report (SIP 1a,c)</u></p> <p>Maths, English, Technology reports have been previously provided and the governors are advised that the visits can't take place in school so the reports are not as thorough as they usually are, although they are being received more frequently. It was highlighted that the reports may be brief but contact has been kept in place and these reports still provide a good insight into the individual areas.</p> <p>Q – Are the shorter sessions better?</p> <p>A – They provide a good subject dive for Ofsted but does depend on the subject area if this is preferred or not.</p> | |

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| | <p>Q – In the maths report how are the delegation skills improving? A – the Headteacher and maths leader have been working together and delegating to other teaching staff tasks such as book looks etc. There is not an expectation that a leader should complete all the checks themselves. Q – Is Oak National Academy resource used? A – Yes this is used and will be discussed later in this meeting. Q – How is graphics and textiles being offered? A – The facilities are available to teach these subjects but not the staff. This is frustrating as could widen the curriculum on offer and could improve the post-16 offer as may be missing out compared to other schools locally. Q – Can this be researched as an option? A - Yes, this can be investigated and reported back to the FGB. Q – What is missing, is it materials or other factors? A – This can be offered for KS3 but there has been less take up for KS4, the timetable can be looked at to see if it can be scheduled and possibly involve a visiting teacher to cover these lessons.</p> | |

Deep dive monitoring (SIP 3f)

A Health and Safety in depth scrutiny had taken place on the school premises with two governors and school staff. A report had been produced and some key points were highlighted:

- The documentation had been appropriate and well completed.
- Although not statutory it was proposed the website health and safety information could be updated.
- The SEN/vulnerable pupil process had provided reassurance.
- The Hampshire county council policies gave evidence of good practice for when work was needed to take place in school.
- The staff training programme for health and safety was informative and good.
- Housekeeping was found to be a slight concern, papers stacked under desks etc.
- Ventilation was a risk and a concern but this is mentioned later and already known as a major issue.
- An idea was suggested that when back in school students could be involved with planning for events such as critical incidents in school.

Effective Governance: 1 Collaborative working with stakeholders and partners, Risk management; 2 Educational improvement, External accountability; 5 Statutory and Contractual obligations.

6. Headteacher's Report

(A form had been trialled to send in any questions prior to the meeting)

School Closure Update (SIP 2b)

Feedback received from parents had been positive saying their children felt safe to attend school. The process of informing parents when a Covid case had been identified within a group bubble had worked well. Attendance in school at 92.8% was above national 84.6% and also the figure for Hampshire 88.7%. The amount of pupils in school had risen to 42 with a total of 64

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Date: _____

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eligible pupils registered for places. This figure is made up of 4 pupils with ECHP, 5 with a social worker, 13 registered for FSM and 43 with a critical worker parent.

Before breaking up for the Christmas break the school had distributed hampers to families in need. In this term the school have continued to distribute the food vouchers for those who are eligible.

There have been 12 Covid cases within staff in school, 5 staff members are shielding as clinical extremely vulnerable.

There have been many extra costs incurred within school of £114,000 including lost lettings of the pitches of £60,000. Claims have been submitted so far of £25,000 but only £3000 have been received.

Q – With the reduced amounts of pupils attending school has there been any improvement seen in their education received or outcomes?

A – The pupils maybe with ECHP will have improved outcomes as they are working one on one with a teaching assistant.

Q – Are the staff who are clinically extremely vulnerable taking on duties at home?

A – There is only one person shielding who is a teacher and the rest are teaching assistants or cover supervisor so there are less options of how to make use of these staff.

Vulnerable pupils (SIP 3c). Looked after children, pupils with social workers allocated, ECHP pupils plus also a vulnerable list compiled by the school are all being logged on a spreadsheet within school, registers are kept of contact such as live lessons joined in, time logged onto systems and also senior leaders are ringing parents once a week. This spreadsheet has been shared with Hampshire county council and they have been impressed with the details as exceeded what has been expected. There is a meeting with HIAS shortly so this will also be shared with them for suggestions.

Q – What help has been provided by other agencies during the closure?

A – The mental health team have been meeting with pupils online, there has been contact with social workers and some other local agencies. Feedback received has been positive with this service appreciated, bearing in mind it is a small team of three to be dealing with several concerns. Year leaders are also completing welfare checks on top of their other roles.

Q – How does this level of reporting compare to other federation schools?

A – The schools vary within the federation but it is expected the local ones that may also have high level needs will be completing similar checks.

Q – Have all pupils now get access to a laptop?

A – There have been 120 received, 55 of these delivered since January, DfE have also provided further funding so the school is in a better position than some others.

Year 11. (SIP 3e) All of year 11 have been spoken to see how they are coping with the current situation and although they feel they are doing well with the lessons and school work they are all missing the school community atmosphere. The tutors are meeting their classes live online once a week

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Date: _____

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| | <p>providing care for all students and not just the vulnerable ones. All pupils are having contact with their individual tutor and also the head of their year. A short survey is being sent out to check pupil wellbeing and to highlight any new concerns they may have.</p> <p><u>Mass Testing for Schools</u> A discussion takes place around the benefit of mass testing in comparison to class bubbles. Concerns raised were: false negatives could be misleading and could increase cases; time it will take to complete these tests.</p> <p><u>Projected Future Student Numbers (SIP 3g)</u> It is known the population for the Havant area is increasing so the plans to increase the amount of parents who choose the school as their first choice is being promoted. For the 2021 intake only 105 families chose the school as their first choice of out of possible 180 places. As families are choosing neighbouring and wider district schools work is being put in pace to increase the intake for 2022. There is currently a focus on the primary school year 5 pupils, the virtual tours are being improved with up to 250 pan views of the school being available, so the virtual option of a tour becomes much more real life and interactive. It is hoped this will appeal to pupils with additional needs such as autism as they will feel more familiar with the layout before attending. The new pan photos will include showing teachers in their designated classrooms also to make it feel a more virtual experience. Q – Could the virtual tour of the school be made available to new Governors as part of their school acquaint? A – A good idea. There is still some work to do on it but once complete it can be made available.</p> | |
| | <p>Action 6a – School virtual tour to be made available to new Governors A survey will take place for school years 5, 6 and 7 to ask for feedback on points they would have considered when choosing the school. There will be opportunities for Q&A sessions with prefects as well as staff. These groups will also visit primary schools to advertise lessons that are new for senior school such as dance and science as these provide a very different experience compared to primary school lessons. The pastoral care and wellbeing services available will also be advertised to the potential families along with SEND support and information about community projects. There will also be an open afternoon for year 5 pupils and their parents to visit the school and meet informally with teachers and staff.</p> | <p>CGY / KGN</p> |
| | <p>Action 6b - Provide updated plan for next FBG with timescales for transition events.</p> | <p>CGY</p> |
| | <p><u>Main Building Update – Feasibility Update (SIP 3a)</u> This has now taken place showing the building in its current state is not fit for purpose. To start to resolve this a project will begin on refurbishing the</p> | |

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Date: _____

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windows around school so they open better, provide improved ventilation, have double glazing and do not leak. The cost for just the windows is approximately £1.5 million but is essential to be refurbished and not replaced according to Historic England reports.

Effective Governance: 1 Setting direction, Collaborative working with stakeholders, Risk management; 2 Educational improvement, Financial monitoring, Staffing; 5 Statutory and Contractual requirements; 6. Managing and developing the Board's effectiveness.

7. **Business cycle**

Benchmarking

This will take place in March FGB

Quality of Education (SIP 1a,b,c)

An internal report was made available before the meeting showing how teaching and learning has been monitored even though Covid rules have limited the interaction. It was reported that Teachers marking will be checked and there is likely to still be work to be assessed more formally when a return to school has taken place.

Teaching staff are going to be encouraged to share delivering CPD in small groups as it is useful to share individual best practices with peers.

Q – What is the impact on attainment and is their evidence to support this judgement?

A – Teachers data shows the progress had dropped, attainment and progress has been used to rank students within classes The data now shows that progress is again improving.

The remote learning delivery is to be published on the school website showing:

Year 11, live lessons only

Year 10, live for 50% and then blended learning.

Years 7-9, a mix of live lessons and task based activities.

Outcomes and GCSE Cancellation Update (SIP 3e)

The current year 11 pupils have a higher attainment of previous years so it is hoped every student will have increased their grades by one grade marking.

The consultation process of summer 2021 and the alternative to GCSE exams ends on 29th January.

Effective Governance: 2 Educational improvement;

8. **Governor Training** (SIP 2f,g)

A training development plan is to be created with the help of governor services, which will encourage and guide new governors through the induction process and all governors through their personal development. For example, all governors should undertake finance training as this will help them to understand school budgets and finance planning. A self-evaluation form will be sent to all governors soon and will form the basis of one-to-one review chats with the Chair of Governors. It is also asked that any training

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Date: _____

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| | attended is given feedback after the course attendance to the development training governor and at the subsequent FGB. | Chair |
| | Action 8a - Issue self-review form and arrange interviews. | |
| | <i>Effective Governance: 6. Managing self-review and personal skills.</i> | |
| 9. | Policies | |
| | Safeguarding Update – Lockdown. This has been updated to include an appendix for Covid but otherwise minimal changes, this is agreed by Governors. (SIP 3f) | |
| | <i>Effective Governance: 1 Risk management; 5 Statutory and Contractual requirements;</i> | |
| 10. | Future Events | |
| | None planned | |
| 11. | Next Meeting | |
| | FGB 23 rd February | |
| | Provisional Agenda | |
| | <ul style="list-style-type: none"> • Review budgets and SFVS • Termly H&S Audit • Receive support pay recommendations • Year 11 performance update | |
| 12. | Close | |
| | The Governors unanimously voted for Alice, Stephan and Colin to join the Governing body (SIP 2g). | |
| | The Chair of Governors closed the meeting at 7.45pm | |
| | <i>Effective Governance: 6. Managing and developing the Board's effectiveness.</i> | |

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Date: _____

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.



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