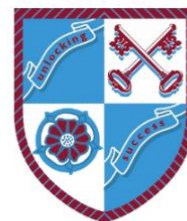




Warblington
School

**Meeting Minutes
from a
Full Governing Body Meeting
Tuesday 28th February 2023**



Warblington
School

Date	Start Time	End Time
28 th February 2023	5:20pm	7:15pm
Present	Apologies for Absence	In Attendance
Colin Swettenham (Chair of Governors)	Claire Blundell	Gemma Harvey (<i>LA Clerk</i>)
Mike Hartnell (Headteacher)	Stefan Muller	Fran Lansley
Kathy Gunn		Esther Richards
Louise Elvy (Staff)		Jane Fletcher
Cher Jeffrey		
Andrew Chapman		
Kelly Duncan		
Mark Goulty		
		Absent
		Kate McInnes

Item	Subject	Action Lead
1.	<p>Welcome and apologies for absence</p> <p>All Governors and staff were welcomed to the meeting.</p> <p>Apologies were received and accepted from Claire and Stefan, Kate is noted as absent.</p>	
2.	<p>Declaration of conflict/interest</p> <p>There were no declarations of pecuniary interest relating to items on the agenda.</p>	

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3.	<p>Review minutes of meeting held 24th January 2023</p> <p>The minutes of the FGB meeting had been previously circulated.</p> <p>Governors agreed that the minutes were a true and accurate record of the meeting with a minor amendment being made to add Claire as attending the January FGB.</p>	
4.	<p>Actions from above meeting</p> <p><u>January FGB actions</u></p> <p>None</p> <p><u>Earlier meeting actions</u></p> <p>All groups to pick a topic to deep dive and report back to the FGB. Ideally look at cross-curriculum links, the SEF and speak to staff about their subjects.</p> <ul style="list-style-type: none"> - Andrew and Colin have reviewed behaviour and the ready to learn system, the report from this will be available soon. - Andrew shares the report on the computing curriculum he saw on his monitoring visit, this was a very positive visit seeing the adapted learning journey he was pleased to see networks have been moved forwards in the curriculum as these do underpin other parts of this curriculum. He felt there was an issue of there being more children in the lesson than computers available and getting laptops out wasted time and caused disruption to the start of the lesson. The department improvement plan was just awaiting formalisation as needed to update to show the new condensed SIP links. it could be seen the curriculum aligns with school values and the method of recall grids to check what has been retained and what needed to be revisited worked well along with last lesson, this lesson, next lesson providing a clear journey. There were high occasions of issuing praise points, there had been self-reflection in assessments and Cheat Sheets produced to support the learning. The school results versus national GCSE results show the school is over achieving. There are also extracurricular roles such as the e-sports club and digital leaders who hold extra responsibility. There is an endorsement in progress for national centre for computing education (NCCE) which is recognised nationally. <p>Q - If this accreditation is achieved this would be useful for future apprenticeships?</p> <p>A - As well as a recognised standard of teaching this will also benefit students in their future careers or higher education.</p> <p>The letter and reply received from Mr Mak, local MP is discussed and it is planned he will soon visit the school. CLOSED</p>	
5.	<p>Governance</p> <p><u>Welcome new Parent Governor</u></p> <p>Kelly is welcomed by the Governors as a new parent Governor.</p> <p><u>Appointment of Co-opted Governors</u></p>	

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Mark is welcomed by the Governors as a returning co-opted Governor.

Presentation by Head of English

This presentation explains methods in teaching, curriculum, PPE results, monitoring, reviewing and is interactive showing examples of work with marking and shows the progress being made.

Q- What data is used to set the minimum expected grade?

A - This is taken from data on a programme called SIMS which looks at prior attainment and sets predictions.

Q - If students were in classes per ability would this make teaching time more efficient?

A - This has been a frequent discussion and it's believed that all students should have aspirational targets and not have the stigma of being left behind, HLTA's assist with all levels and abilities in pupils, missing skills in pupils is not purely grade dependent, mixed ability classes do mean more challenge for the teachers but I believe in promoting inclusivity.

Q - Are you confident there will be increases in pupils current to predicted grades?

A - I am confident pupils will make gains but I am concerned in those with lower attendance, knowing each student and their abilities and skills is the key factor in achievements.

The Governors provide thanks for the level of in-depth analysis and can see there has been a lot of hard work to achieve this and would like to pass their thanks for all the hard work of the whole department.

An FFT explanation is provided of the database used to change year six SATS into MEG and provide guidance for the senior school.

Governor training

The training catalogue for 2023-24 has been shared and the Governors are encouraged to each attend two training sessions. The new Governors are advised they will be contacted by HCC to attend induction and new Governor sessions. The Governors discuss possible topics for the whole Governing Body training and decide on "holding leaders to account - effective questioning". Kathy will book date for this.

Action – Check availability for WGBT.

Skills Audit for governors (Feedback)

None, but feel all have now been returned.

Subject connections update - Reports from visits

None

Safeguarding topic

KG

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	<p>It is discussed how this will be a focus on each meeting and at the next FGB meeting one of the annual topics will be presented.</p> <p><u>1-minute Ofsted video clips</u></p> <ul style="list-style-type: none"> - The role of Governors and The role of Governors leadership and management <p>These have been available to the Governors before the meeting so comments or feedback are requested. Next agenda will include links for some more videos.</p> <p>Q – The video clips explained that Ofsted will not use school produced data but Governors are encouraged to, so will this produce conflicts?</p> <p>A - As COVID has affected data with the 2019 data versus the 2022 being different ways of assessment I have included data of previous years and future data results in the SEF, this will be viewed in an inspection.</p> <p>In the IDSR school data, 10% of the cohort which accounted for eight pupils were educated at other sites, joined during year 11 or did not attend school, in a small year group this makes a big impact on results. The school is making progress but the published data does not provide all the back information such as the 10% mentioned and the reasons for them not achieving grades. All of these students received careers advice or are taking up post 16 education or apprenticeships or achieved functional skills certificates.</p>	
<p>6.</p>	<p>Headteachers report</p> <p><u>Yr. 11 Update progress following PPE's</u></p> <p>The majority of year 11 had completed their PPEs. Staff were given a twilight session to mark and moderate the PPEs to ensure quality and consistency of marking. Following this, staff input the PPE score and updated any projections.</p> <p>Bucket 3 had performed well and projections are matching up to targets. This is in line with the final results last year and also the projections from cohort 2022.</p> <p>Bucket 1 subjects have a clear plan for next steps, the data from Maths will be input into the PiXL maths App (a specific app that creates a bespoke revision programme). Students are then monitored to ensure engagement. On parents' evening a paper copy of the revision programme was discussed during the meeting to help move students forward.</p> <p>English have a similar plan in place, with groups being adjusted to utilise staff specialism. Grade 7+ targets have been redistributed, and there is a specific English lesson during the fortnight where students are grouped together to create a 'masterclass'. Period 6's are also being grouped to help practice the skills required.</p> <p>Bucket 2 presents the biggest concern with all three areas presenting issues for different reasons. There were some issues with History with a few students not attempting all the questions, for Geography there were issues around skills and gaps</p>	

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in knowledge which the team are addressing. French and Spanish, is expected to improve for the next data drop once all speaking elements have been taken.

Science is the area of greatest concern, an action plan will be developed which will also sit alongside the LLP report findings.

All year 11's had been discussed individually by SLT, looking at the differences between their Minimum Expected Grade (MEG), their PrePublic Exam(PPE) result and their projected grade. This raised questions where there appeared discrepancies such as no improvement from PPE to Projection, why one subject was considerably worse than others. Individual action plans have been created which focus on subjects, re-assign mentors or receive a letter from the Headteacher congratulating them for excellent results and to 'keep it going'

There are also two school refusers with much outside help being sought but so far no progress to engage and attend school.

Maths and Science action plan update

These are the two areas of concern following the monitoring visit in October. The latest LLPR report discussed the situation in maths being much stronger, it was acknowledged the current KS4 lead has stepped up and is acting as Head of Department due to a long-term sickness of the Head of Department. The quality of teaching seen was much improved and this was acknowledged by the LLPR advisor.

Science is a concern following the report and subsequent visits, the science team have been around school on a formal observation programme looking at good practice and this will be discussed in the department meeting. After this SLT and the coaching team will observe the science team looking to ensure the Warblington ingredients of good teaching are included. Staff have been given sections from the Teaching Walkthru's book to recap some elements of good teaching and help them improve the pace. Science remains an area of greatest concern within the school.

The Intent, Implementation and Impact statement for Maths and Science for KS4 for 2022-23 have been shared for Governors to review and use for monitoring visits or questions in future meetings with leaders.

Attendance update

Overall school attendance up from 89.0% to 90.1%

Persistent Absentees down from 33.3% to 31.5%

Severe Absentees down from 3.11% to 3.01%

One student referred as Missing in Education had been located and is on roll at another school, two further students are under investigation. Eight further referrals to the Legal Intervention Team have been submitted and 2 Fixed Penalty Notices (FPN) for term-time holidays have been issued. Home visits have increased and students who were previously not attending are being picked up and brought to school. The latest procedure has been tightened to improve monitoring and safeguarding. Out of 46 letters sent to Year 11 students prior to Christmas, 35 have improvements in their attendance. The attendance and medical officers work closely together, reviewing and tightening the systems and processes.

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Q – Has the new attendance officer settled well into the school?

A - They have settled really well and are engaging in home visits, assisting with fixed penalty notices as post COVID these are now not being used for any other absence apart from term time holidays although there may be other legal implications of absence.

Q - How does the attendance percentage compare to the rest of Havant federation schools?

A - Our results are favourable as the average in the federation is 88 to 89%

Building update

Unfortunately the electrical company have gone into administration and therefore there is a requirement to go back out to tender for the remainder of the job. This may lead to several weeks or even a few months delay.

Q - Who pays for the cost of any delay or rework?

A - This has not been confirmed so we are not sure who will cover any costs but the components required for the work are on site although it is not known who owns these, HCC will provide the funding for the building work but this is a big distraction for the school.

A DfE form has been completed as the CO2 monitor hit the trigger figure in one of the maths rooms due to lack of ventilation but we are not sure yet what the outcome of this will be or what remedies may be.

Staffing update / Restructuring

The food vacancy has been temporarily filled and have appointed a maternity cover for PE. Staff absence is still high, although the attendance rate for teaching staff is currently sitting at 95% (support staff 93%). This is an improvement on last year. There is a concern for cover although we have had a cover supervisor provided by an agency who we will keep as our staff and further interviews for cover supervisors take place this week.

Regarding the restructure, the first interview with the Assistant Headteacher's had been carried out with the remainder due to take place soon, then the process of recruiting into the middle leader positions can begin. All internal appointments will be completed by Easter and, if no suitable internal candidates are found, appointing externally will commence where staffing is required.

HIAS Reports LLPR and Subject

LLPR – There had been two visits in January 2023 to ascertain the key priorities and progress of strategies following the previous LLPR and LA monitoring visit. Activities undertaken during the visits included, meetings with the Headteacher, meeting with various assistant headteacher's on the strategies they are responsible for , three separate learning walks, focused on: KS4 maths, planning and adaptive teaching in Science, PE/textiles and meeting with middle leaders.

The results of the visits are recommended to be reviewed by the Governors.

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	<p>HIAS – Recent reports for English, Science, Geography and Food were reviewed by Governors.</p> <p>Feedback is –</p> <p>Colin/English - The department is low on targets but there was a lack of follow up actions to work with</p> <p>Cher/Maths - There was not a lot of detail in the report, and again no follow up actions</p> <p>Targets are being set by HIAS but there is no review process to check these so the Head teacher has made a timeline showing since the last Ofsted visit there have been 32 targets set over a five year period. However these have not been followed with any evidence checks so there is no monitoring of the progress, it is good to get the support but also need to trust own judgments and own goals to achieve. If this support was focused on an area of need it would be far more useful to show impact and be measurable to show achievements</p> <p>Stefan/Science - Similar style of report with the lack of follow up actions</p> <p>Kate/Geography - Good feedback but again a similar style without actions</p> <p>Kathy/Food - Very short report as there is no teacher in this department</p> <p>Leaders will make sure school support is aligned to the school aims and goals, we have also provided extra support to other schools including demonstrating how English has developed on the strength of the English leader. Although the process in English has improved greatly the results are still not progressing as much as they should be so a high level of monitoring will continue. The progress eight score should be higher and Governors should be challenging by asking questions to be holding leaders to account on their subjects.</p> <p>Q - The way the recall and recap was seen to work while in computing can this be adapted to other subjects to embed the learning?</p> <p>A - This can be seen more in lessons and has been built up over the years, teachers look at the last week and also the last years learning as a common feature but impact is needed from the technique in all other subjects.</p> <p>Naomi and Jean from HIAS will attend the next FGB to discuss the advice and support they will provide to the school with the Governors.</p>	
7.	<p>Business cycle</p> <p><u>Budget update</u></p> <p>The new business manager has just started in role.</p> <p>The anticipated £560,000 deficit which had been offset by a £360,000 Y code credit, has been re-calculated as a £475,000 deficit figure, so with the Y code offset this reduces the overall deficit to £150,000.</p>	

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	<p>For the next year budget share there are more numbers on roll which increases the per pupil increase in funding which will bring more income into the budget so feel the school can remain steady on this budget. It is known that 75% of secondary schools are now in a deficit.</p> <p>SFVS will be on the next agenda, Although it is a difficult balance for a small senior school to other settings</p> <p>Q - Is there a timetable for Governors to check in with the new finance manager to complete finance checks and single central register checks?</p> <p>A - There is a list for the whole year so will make sure the business manager is in touch with Governors to make appointments to complete this.</p>	
<p>8.</p>	<p>Policies</p> <p><u>Equality monitoring and objectives</u></p> <p>The objectives and vision for 2023 is shared with Governors, this includes compliance requirements with the Equality Act, and the requirements of the school. Current equality information is included for students with protected characteristics and other groups of students including Free school meals, Pupil Premium, Special Educational Needs and English as an Additional Language.</p> <p>We need to be aware how we fit with the Equality Act with no discrimination shown however we need diversity but we also need the best people in jobs so have to consider the makeup of the local area characteristics and groups. We have seen applicants for teaching roles from overseas and have given them the opportunity as part of the interview process to teach a lesson but they were not suitable for the department and what we were required with the lesson not being at the standard we expect</p> <p>This is approved by the Governors.</p> <p><u>Behaviour</u></p> <p>This is just awaiting some finalisation of appendices so will be added to the next agenda.</p> <p><u>E-Safety</u></p> <p>This has been reviewed with some minor changes, acceptable use policy for students has been updated, for visitors has been updated with the addition of a new visitor signing in portal and staff acceptable use policy is due for review in September.</p>	
<p>9.</p>	<p>Future events</p> <p>The school calendar is available online</p>	

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Date: _____

<p>10.</p>	<p>Next meeting</p> <p>FGB 28th March 2023</p> <p><u>Provisional agenda</u></p> <ul style="list-style-type: none"> - Are we clear on the school's vision? - SEF Update (Spring Term); - Timeline of School Improvement 2018-23 - Update on attendance - A link will be issued to governors when documents are ready for review 	
<p>11.</p>	<p>Effective Governance</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"> 1. Strategic leadership: <i>Agenda Items: 3, 4, 5,7 ,9</i> 2. Accountability: <i>Agenda Items: 3, 4, 5, 7, 9</i> 3. People: <i>Agenda Items: 3, 4, 5, 6, 9</i> 4. Structures: <i>Agenda Items: 3, 4, 5, 6, 9</i> 5. Compliance: <i>Agenda Items: 3, 4, 5, 6, 7, 9</i> 6. Evaluation: <i>Agenda Items: 5, 10</i> 	
<p>12.</p>	<p>Close</p> <p>The Chair of Governors closed the meeting at 7.15pm</p>	

Signed: _____

Date: _____

A. <i>Excellent</i> quality of Education	B. <i>High</i> expectation learning culture	C. <i>Exemplary</i> Ethos	D. <i>High</i> Expectation Leadership
A1	B1	C1 01.03.22	D1 01.03.22
A2 01.03.22	B2 23.11.21	C2 25.01.22	D2
A3	B3 25.01.22		D3 23.11.21
A4 25.01.22	B4		
A5 23.11.21			

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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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Date: _____