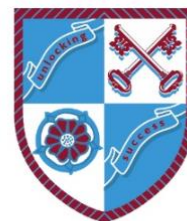


Warblington
School

**Meeting Minutes
from a
Full Governing Body Meeting
Tuesday 24th January 2023**



Warblington
School

Date	Start Time	End Time
24 th January 2023	5:15pm	7:15pm
Present	Apologies for Absence	In Attendance
Colin Swettenham(Chair of Governors) Mike Hartnell (Headteacher) Kathy Gunn Cher Jeffery Louise Elvy (Staff) Stephan Muller Andrew Chapman Claire Blundell	Jane Fletcher	Gemma Harvey (<i>LA Clerk</i>) Fran Lansley Esther Richards
		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 being held virtually via Microsoft teams. Apologies were received and accepted from Jane and Claire. Kate was noted as absent.</p> <p>It is noted there are two co-opted Governor vacancies and two parent Governor vacancies.</p>	
2.	Declaration of conflict/interest	

Signed: _____

Date: _____

	There were no declarations of pecuniary interest relating to items on the agenda.	
3.	<p>Review minutes of meeting held 6th December 2022</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.</p>	
4.	<p>Actions from above meeting</p> <p><u>Earlier meeting actions</u></p> <ul style="list-style-type: none"> - Progress on Governor skills - Kathy will send links to the Governors who still need to complete. There have been some courses attended and further booked, forms have been returned, this will be repeated once some Governor vacancies are filled. CLOSED - Allocate deep dive groups. The groups may need a slight reorganisation as the Personal Development group has only one member. The behaviour policy is booked to be checked with Andres, all Governors should be visiting school and speaking to their group. CLOSED - All groups to pick a topic to deep dive and report back to the FGB in January. ONGOING - Ideally look at cross-curriculum links such as Maths and Science and how they link. ONGOING - Look at the SEF to see where the weak areas are for evidence and deep dive there. ONGOING - Speak to the staff about their subjects and ask them for the evidence to validate good ratings. ONGOING <p><u>December FGB actions</u></p> <ul style="list-style-type: none"> - Andrew and Kate to provide a few sentences for the school newsletter to explain what a Parent Governor does and how their input assists the Governance of the school. CLOSED - All Governors to read the 22-23 GB Development plan. CLOSED - All Governors to review 'Questions to ask at FGB's', link on December agenda to the HCC page. CLOSED 	
5.	<p>Governance</p> <p><u>In depth Presentation on Attendance (SIP B4)</u></p> <p>Absence is having a major impact on learning and this is still much anxiety about school attendance, figures have not recovered since the pandemic:</p>	

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- Year 7 = 22/23 94.6%, persistent absence 16%
- Year 8 = 22/23 92.7%, persistent absence 18.6%
- Year 9 = 22/23 90.7%, persistent absence 31.9%
- Year 10 = 22/23 90.9%, persistent absence 29.1%
- Year 11 = 22/23 89.9%, persistent absence 34.8%

During Covid Warblington was in line with the national average figures for attendance, at that time pupils with an ECHP remained at a good level of attendance, likely because they spent less time at home as were priority to be in school. The group with SEN have been most impacted.

When attendance is less than 85% this can reduce a GCSE grade by one grade as seen with the recent Year 11 results of 2022.

There has been a change in HCC approach to absence, looking beyond the legal issues and addressing the reasons and causes. Any reduced hours provisions must now be justified including a risk assessment being required for safeguarding when the pupil is not in school. These are now given more commonly for mental health reasons and on request from an outside agency rather than for behaviour reasons.

Case study examples where action has been taken and attendance has then improved are discussed.

Q – Looking at the student comment ‘lessons are now easier to follow’ does this show communication has also improved, this is an easy lever to push and help the student to catch up and remain engaged?

A – We have really looked into supporting on a first lesson back and how to include and catch up on what has been missed.

How to help students morally and in the best way is undertaken as well just completing actions will the aim of improving attendance figures.

Warblington is almost in line with national figures, and is in line with County figures, although this is not comparing all scores as just looking at a volume of data.

Persistent absence under 90% needs to be monitored, there are 113 pupils in this group compared to 26% of students in County figures. Severe absence is below 50% and in this group we are slightly about the County figure.

Q – Is this high level of absence a South-East or County issue, or more widespread nationally?

A – I think this is broadly in line with County and national data until December 2022 when there was a huge dip, this included students and staff due to illness.

Q – How about pre Covid figures, how was persistent absence then?

A – This used to be 10-12% on average so has greatly increased, and could be for various reasons post-Covid.

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Q – Out of the students in the persistent absence group what are the reasons, are there example case studies?

A – Various including, being unwell for reasons like headaches or sore throats, didn't like the lessons on that day, there have been DfE guidelines to say keep away from school if not feeling well especially before Christmas, so this may not have helped with the figures.

Q – How will Ofsted react to these figures?

A – They will know the national and County figures so will be interested what the school has done to investigate causes and try to improve attendance figures.

There has been in-year tracking and monitoring decided by breaking down each year group and other key groups into three tiers to see which have the highest numbers of absence:

Tier 1 – Whole School (No of students)

1. All Years Boys 89.9% (346)
2. All Years SEND Support 85.6% (119)
3. All Years FSM 86.2% (189)

Tier 2 – Year Group

1. Year 10 89% (136)
2. Year 11 88% (113)
3. Year 10 Girls 87% (67)
4. Year 11 Boys 86% (61)
5. Lateness: Year 9 (4.23%) 10 (6.70%) & 11 (4.89%)

Tier 3 – Student Groups

1. Year 10 FSM 80% (21)
2. Year 9 FSM & EHCP 75% (4)
3. Year 11 FSM & EHCP 86% (3)
4. Year 11 SEND Support 79% (19) (Female 86% (12) Male 66% (7))
5. Year 8 SEND Support 82% (19) (Female 83% (4), Male 82% (15))
6. Severe Absentees (SA) <50% 15 students

Tier 4 – Individual Students

- Inclusion Team Meetings
- Targeted Interventions

In addition to these tiers is the 2022 strategy:

Aims:

- To increase and sustain overall student attendance and punctuality to above National Average
- Attendance 'conversations' become commonplace (students and staff)
- Student attendance in identified, at risk, groups is in line with all students
- To minimise the number (and duration) of students with RHP (<10)
- To evidence targeted, impactful interventions

Priority 1: Culture and Ethos

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Date: _____

	<ul style="list-style-type: none"> • ATIP Training, Behaviour systems and Pastoral Support • Aspirational but supportive processes • Celebration of sustained and improved school attendance • Engagement with National Network of schools through 'Foundations of Effective Attendance' programme <p>Priority 2: Policies, Systems & Processes</p> <ul style="list-style-type: none"> • Increased and widespread use of both internal and FFT Aspire Data • New Full-time Attendance Officer • Streamlined tracking, monitoring and communication systems • Effective use of new Legal Intervention Team (LIT) <p>Priority 3: Staff Training</p> <ul style="list-style-type: none"> • Attendance is everyone's responsibility • Pastoral Team using internal data and FFT Aspire • Accuracy of registers through accountability measures • Attendance Officer & Data Manager training for Power-BI analytics <p>Priority 4: Targeted Interventions</p> <ul style="list-style-type: none"> • Reintroduction of home visits • Increased family meetings • Utilise Emotionally Based School Avoidance (EBSA) resources in working with families • Timetabled fortnightly Inclusion Team attendance meetings <p>Q – If the extreme and missing in education figures were removed from the data would this give a more accurate attendance figure?</p> <p>A – We can produce shadow figures taking out the off roll students that have to stay on our registers for legislative reasons, it is known across other schools this is not a consistent approach</p> <p>Q – How do you know a pupil has not joined another school?</p> <p>A – the new school should request a file transfer and there will be liaison with County until the referral is complete, especially for missing in education cases although it is a small team dealing with this at County.</p> <p>Q – Are ongoing causes for concern picked up in transition days?</p> <p>A – This should be passed on from the previous school or should be notified if moving from an alternative or inappropriate placement.</p> <p>Q – How do school track or become aware that attendance may be likely or at risk to dip?</p> <p>A – This is the role of the tutor as they are the consistent person through the year, and will see a student each morning and afternoon, they will alert SLT who attend a fortnightly attendance meeting which includes SENDCo, heads of house and the inclusion team, any risk of persistent absenteeism can then be highlighted.</p> <p>Q – Are there ways to encourage new habits in attendance?</p>	
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	<p>A – We are trialling using the term ‘streak’ which is popular on social media as a competition for the best streak of attendance, including rewards, using the language of the students and led by the tutors.</p> <p>Q – Is attendance tracked by paper or electronic forms?</p> <p>A – This is all electronic unless there is a fire drill or there is no IT.</p> <p>We are enforcing new processes and being less pressured by parents to allow reduced hours provisions and will reject these requests more frequently now. There is also revised County guidance and also post pandemic DfE guidance.</p> <p>Q – What can be done to support boys in particular who have the worst attendance?</p> <p>A - Boys attendance and attainment is a focus by the Havant federation and Warblington will create the right aspirations, there will be change of culture so boys want to be in school more, it is also known parents tend to be more lenient with boys.</p> <p><u>Governor training</u></p> <p>The catalogue for 2023/24 courses will be shared and Governors are encouraged to look for courses of interest.</p> <p><u>Skills Audit for governors (Feedback)</u></p> <p>Will refer back to this when new Governors can be included.</p> <p><u>Subject connections update (postponed from December FGB)</u></p> <p>Agree to postpone further</p> <p><u>Draft letter to MP</u></p> <p>This has been shared with the Governors and highlights the struggles with school budgets.</p>	
<p>6.</p>	<p>Headteachers report</p> <p><u>IDSR</u></p> <p>This is the Inspection Dashboard Summary Report and is the data Ofsted see prior to inspecting a school and provides a starting point for discussion between all parties.</p> <p>It shows Warblington is low in Ebacc entries compared to national participation. Being a small school there is more impact when lower numbers enter and outcomes are more significant. There has been more progress since 2019 but a key point to investigate further is if languages should always have been pursued. Overall the report shows Warblington achieving a grade less than</p>	

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national averages, to improve this more awareness if being made across all years of improvement and areas where help may be required.

Although a small group of pupils those with SEND and an ECHP did well compared to national data but in comparison the students with SEND but no ECHP did not perform as well as national.

Attendance is a focus of the report but this is already known in school and the persistent absence has also vastly increased. There are a high number of suspensions but there has been much work with the behaviour hub sharing advice and assisting in school. Now the suspension level is reducing at Warblington while national this figure still increases, students will only be sent home if legal and moral rules have been followed.

FSM pupil figure is average to national, SEN is similar to national, ECHP is average to national, EAL is below national and stability is less than national but there have been many new joiners mid-year which has increased numbers on roll. Staff absence is also above national average, so will consider if it is too easy for a day off or they have too much on their workload.

Q – What can be done to improve the quality of teaching and are there any other causes on ISDR why areas are below national figures?

A – Many students have additional needs and this may be twice as high as national and will have no budget provided unless an ECHP is given. Will be focusing on how to provide sharp training and move to the aim of adaptive teaching, each lesson will cater for all pupils including those with extra needs, this will be harder in some subjects when the higher achievers need extra specific revision for example in period 6. Will be looking at the skills and experience of staff so they know what to look for and aim to teach to the top levels and not the average. Will also compare PPE results to other PIXL schools for benchmarking

The school address is in a less deprived area but the majority of pupils come from areas that are more deprived, this can help demonstrate how varied culture and behaviour can be, this is an observation reflected in outside agencies reports.

Yr. 11 Update (SIP E14)

The PPE's have taken place and will be marked with data available for the next FGB, also hopefully highlighting against national trends. Pupils who have not used their exam time most effectively have also been forwarded to help with strategies, overall, students have been focused and shown resilience.

Building update

Some classes have returned to their original places in the building and although the work is eleven weeks behind schedule they think they can make the time up.

Staffing update / Restructuring

Signed: _____

Date: _____

	<p>This has been through union consultation, the senior team have completed skills audits and the Headteacher and Chair of Governors will hold interviews at the next stage.</p> <p>Q – Will strike action impact the school?</p> <p>A – 73% of staff are part of NEU which is thirty two staff so it is more than likely there will be a big impact, losing just seven or eight staff will have an impact. I have met with the union rep and hope dialogue can be kept open in school, staff feel strongly and they do not have to make the school aware until the day, it is possible school may have to close on 1st February. Although guidance has been published there are minimal solutions.</p> <p><u>HIASS Reports</u></p> <p>This took place in October 2022 many of the issues have already been discussed, it was not as positive as hoped. Maths, Science and behaviour are a focus along with staff awareness of targets. The LLP visit is late January, Maths being a big focus The LLP report will be discussed at the February FGB.</p>	
7.	<p>Business cycle</p> <p><u>Budget update</u></p> <p>There will be an extra £168 awarded per child with additional amounts for those in pupil premium criteria, along with extra funding for capital and heating systems. A new finance manager will start after the half term and she has experience of school finance and a deficit budget.</p> <p><u>Pupil premium statement</u></p> <p>This is approved by the Governors.</p>	
8.	<p>Policies</p> <p>None for this meeting.</p>	
9.	<p>Future events</p> <p>The school calendar is available online</p>	
10.	<p>Next meeting</p> <p>FGB 28th February 2023</p> <p><u>Provisional agenda</u></p> <p>Budget update</p>	

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Date: _____

	Year 11 data update	
11.	<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> 	
12.	<p>Close</p> <p>The Chair of Governors closed the meeting at 6.55pm</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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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.



Signed: _____

Date: _____