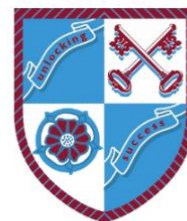




Warblington
School

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



Warblington
School

Date	Start Time	End Time
28 th March 2023	5:15pm	7:40pm
Present	Apologies for Absence	In Attendance
Colin Swettenham (Chair of Governors) Mike Hartnell (Headteacher) Louise Elvy (Staff) Stephan Muller Andrew Chapman Cher Jeffrey Kate McInnes Michelle Dennis Kelly Duncan Mark Goulty	Jane Fletcher Claire Blundell	Fran Lansley
		Absent
		Gemma Harvey (<i>LA Clerk</i>)

Item	Subject	Action Lead
1.	<p>Welcome and apologies for absence</p> <p>All governors and staff were welcomed to the meeting being. Apologies were received and accepted from Jane and Claire.</p> <p>We welcomed Michelle Dennis as a new Parent Governor.</p>	
2.	Declaration of conflict/interest	

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	There were no declarations of pecuniary interest relating to items on the agenda.	
3.	<p>Discussion with HIASS Naomi Carter, Sarah Speller and Jean Thorpe.</p> <p>Jean introduced the team and their roles. She indicated that the 2018 Good outcome was perhaps a little generous and thus gave Mike quite a challenge when he took over the Headteacher role.</p> <p>The rapid improvement which is required has been hampered by covid and the 2022 results matched the 2019 results which was concerning. As a consequence we are classed as a high risk school and Jean believes that we are in real danger of being graded Requiring Improvement if Ofsted visited at the present time.</p> <p>They are working on some structured visits with a particular focus on supporting science which requires rapid improvement in 23 -24. The focus being on T&L through identified visits and coaching.</p> <p>It is important that we as governors hold the leaders to account in providing rapid improvement and improving the outcomes for young people.</p>	
4.	<p>Review minutes of meeting held 28th February 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.</p>	
5.	<p>Actions from above meeting</p> <p><u>Earlier meeting actions</u></p> <p>WGBT – offered two dates in June for holding leaders to account course. Opted to hold FGB combined with the course on Wednesday 7th June</p> <p>Action – advise Governors of date</p> <p>Deep dive topic feedback - ready to learn has been discussed, report to follow, the child perceptions versus the data showed children felt behaviour in lesson was worse than the data, it takes a while for the behaviour expectation to settle. Children felt needed time to explain their behaviour if felt it was not justified.</p> <p>School Vision - Now shown on each FGB agenda along with Values and Aims.</p> <p>SFVS – follow correct financial standards, sent to HCC by the end of March and ready to be submitted as no Governor comments to be added following review of the document.</p>	

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	<p>Connections - ongoing</p> <p>Safeguarding update – ongoing and regular agenda item</p> <p>1 minutes Ofsted clips – two more to come but Governors are finding these a useful tool</p>	
<p>6.</p>	<p>Governance</p> <p><u>Presentation by Head of Science</u></p> <p>There are 2 different science pathways in KS4. Combined Science is worth two GCSE's and separate Science is 3 GCSEs as separately graded as Biology, Chemistry and Physics. Academically they are equal ability and neither are more challenging than the other, they are equally as challenging.</p> <p>Q -The old double science, which would this be?</p> <p>A – Both options cover all three sciences the difference is the end result of two or three GCSEs and how much of their GCSE timetable they wish to allocate to Science, above other GCSE options.</p> <p>Locally and nationally schools can choose both or just one option of the two or three GCSE option.</p> <p>Also within Science there are two tiers, our school in both separate and combined science have higher and foundation tiers. At foundation tier the GCSE result is capped at a level 5. All students sit six exams, although the exams for combined science are shorter at 1 hour and 15 minutes compared to 1 hour and 45 minutes in the higher tier.</p> <p>Q – How do you decide which Science tier a pupil will take?</p> <p>A – This is based on the MEG result and progress.</p> <p>In the current year 11, three classes take foundation tier, in class sizes ranging 14-22. At the higher tier class taking the combined option with a larger class size, there is also a triple option class of almost 30 students.</p> <p>Q – The level of questioning will be based on ability, are the classes evenly balanced on ability?</p> <p>A – You do not have to commit to higher or foundation tier until later in the school year, all are given the opportunity for both tiers in all subjects which have a tier option. This is decided at the start of the summer term. The syllabus is set but the tier is flexible.</p> <p>Q – Do you learn if you choose the wrong option and then student does not perform well? Are you getting better at this decision over the years?</p> <p>A – Attendance plays a part of the evaluation and decision here, knowing your pupils and their current ability is vital. Assessments this year have been more</p>	

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reflective on matching the GCSE exams, this starts at year 9, with frequently a lot of progress seen during year 10.

GCSE results 2022, as a comparison when taken as a number of entries the data does not fully align, a grade 4+ or 5+ are competitive to the same grade in English, but a 7+ in science is better than English. When you look at the value added, combined science scores middle, triple science is lower, I assess this means the weakness is in the high attainers and girls. In a previous year 9 the balance of teacher and the classes they taught were not the best mix and it was not identified early enough, so there has now been a lot to catch up, even with the swap to an experienced teacher.

Teaching across two tiers could mean a challenge in teaching to possibly a four or five grade, but the mix of giving pupils opportunity with limited capability creates this conflict. Knowing the syllabus and the factual recall is a school weakness, so this is at the start of every lesson, this is really useful for the most able students. Weakness between boys and girls will switch about over the years.

Q - What is the boy and girl mix, is it even?

A – Year 9, more girls, Year 10 and Year 11 heavier with boys but that is even to the school which has more boys. The strengths between the years makes it a complex match to fit the best outcome for.

As a department we accept science is not the strongest, key points:

1. Consistency taught, HIAS present a new model tomorrow
2. Staff capacity, 6 teaching staff, one of them is a HLTA, all are biologists with knowledge of physics and chemistry
3. The curriculum time, a common point made in Ofsted reviews nationally. It is a heavy curriculum, so need to assess what to cut out the curriculum, which is not easy as want pupils to learn the full broad syllabus.

Q – Consistency, what will change?

A – The models we use for teaching and how we do things in science. How we do things has already improved, how we teach and the consistency needs the work.

Q – How else can inconsistencies be improved and changed?

A – We have created a document to show how we teach science, includes how we model questions, how we set homework, what will be set. As a department head I need to review more that this is happening the right way, I now have a fortnightly monitoring cycle, lesson observations, book reviews, student voice feedback and other ways to obtain feedback as need rapid change. All the department are aware and know what will be monitored.

Opportunities for success in year 11, the classes have been moved, foundation tiers are together and the higher abilities are in smaller size classes. The high ability and low confidence group are receiving extra classes in place of PE as

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<p>have finished their work in that subject. There is personalised analysis for the child, parent and teacher. School results are being compared to national via a tracking system, but does not provide revision guidance like systems do for other subjects, so have to make homework and revision papers ourselves. Have access to predicted papers for the summer term which will use as walk through mock papers, these work well with students as can break the question down, point out key words, it is a really powerful process.</p> <p>PPE indications after January made the higher ability as the greatest worry and March this higher ability had increased at a more expected level. There is more data to be assessed this week.</p> <p>Q – Same level papers?</p> <p>A – Yes same grade boundaries so equal chances to compare, still not where we should be but is improving.</p> <p>Improving staff capacity is being obtained by training, there has been a STEM course, HIAS time, specialist external training for the staff, practice ideas of how to teach specific topics, observing outstanding teachers in other subjects, webinars and weekly CPD.</p> <p>Q - How is this prioritised, time out of school compared to what will be learnt by the staff?</p> <p>A – Look at what the teacher requires, this will vary per their skills.</p> <p>Q – Backwards teaching seems a good idea, how does this work in science?</p> <p>A – Science has reached saturation point, the teacher experience and increasing their workload may have overwhelmed, so now focusing more specifically on new models, the idea of teaching backwards is still current but has been adapted.</p> <p>Improving curriculum time varies over the years, less students choosing triple means extra time can be spent on science in Years 10 and 11. The needs per year will vary and how the curriculum can best be taught to the varying groups across the years. Less students in the higher ability and lower ability does help. Looking at cross curricular links to trim the curriculum, there may be crossover links to Geography and more importantly in Maths which links closely to Physics.</p> <p>The next stages will be to apply the strategies already known to work this year, splitting the big triple group into separate classes for ability to start at the beginning of the year if have a new teacher. May need to look at the current year 8 and offering an alternative curriculum as higher than average number not at age expected standards. The balance of girl to boy attainment, especially in Year 10.</p> <p>There has been much time spent investing into the curriculum in the school, this now needs to develop consistently in the teaching and sticking to the plan.</p> <p>Q – When pupils are moved out of the PE lessons, how do they feel?</p>	
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	<p>A – It is their choice so are happy(they have completed their PE course), they enjoy revising with a specialist.</p> <p>Q – How are you tracking the difference and seeing what works?</p> <p>A – Any measures should be seen in the improvement, for example in the mock papers.</p> <p><u>School vision</u></p> <p>This has been available for Governors to review before the meeting, the document lists:</p> <p>Mission, Vision, Aims and Values, and a three year strategy.</p> <p><u>SFVS</u></p> <p>This has been available for Governors to review before the meeting and bring any comments or raise questions.</p> <p><u>Subject connections update – reports from visits</u></p> <p>To discuss at next FGB</p> <p><u>Safeguarding topic</u></p> <p>Postponed to allow extra time for the Science discussion.</p> <p><u>1-minute Ofsted clips</u></p> <p>These will be continued to be shared as are beneficial.</p> <p><u>Ofsted meeting the Governors</u></p> <p>This took place at the start of the meeting with the Ofsted update provided by the HIAS team.</p>	
<p>7.</p>	<p>Headteachers report</p> <p><u>Attainment/progress update</u></p> <p>The assessment systems have been redesigned to allow tracking and monitoring towards the ‘secure’ criteria.</p> <p>Year 11 tuition has begun for English and maths with employed tutors to boost.</p> <p>All students and parents were be provided a bespoke package at parents evening compared to national data and detailing what needs to be done to ensure progress.</p> <p>Intervention plans will be monitored for impact</p>	

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	<p>Q – What is RHP?</p> <p>A – RHP is reduced hours provision, partial attending in school, very tightly regulated, can be for medical or mental health related, often driven by CAHMs, is a parental agreement, risk assessment for safeguarding boundaries, review and report to HCC. HCC would like these reduced in number, down by 20% in last year, 5 or 6 are current Year 11 so will reduce by a further 50%</p> <p>EHE elective home education, small numbers, only 3 this year. Will try to discourage and explore alternatives, a few who have been home educated have come back to school which is a challenge for a child.</p> <p>Q – In year 11 or other years?</p> <p>A – One was in year 10, then opted to be home educated, then chose to return into year 11 so offered repeating year 10. Decided at end of year 10 they wanted to leave again but school moved her onto college with support. These are examples where pupils will look poor on data but for the pupil it is a success for their wellbeing.</p> <p>Q - When home educated do they stay in the school figures. These figures do seem to increase?</p> <p>A – Evaluated how many choose home education as some schools may recommend this, and can remove from school roll. Only a team of two to provide support across Hampshire. Post Covid this did increase but is more balanced now and for some families this will be the best approach for them. Always challenge used for the right decision. Various cases in current Year 11 for children taught at other sites or there is an occasion of school providing private tutoring.</p> <p>Q -When educated at The Key, is this affecting this schools figure?</p> <p>A – Yes dual registered, funding given to The Key, but still the school responsibility to oversee, doing this for the right reasons often to avoid permanent exclusion but is a tough mix to meet.</p> <p>Q – Does Ofsted look at data or teaching?</p> <p>A – Both, will be given and an opportunity for you to explain those at alternative provisions, those with poor attendance, actions taken by school, we are an inclusive school so will want to show reasons and hope they will see the good quality teaching. School look wider at the moral and safeguarding outcomes and not just the effect on data as this does have effect and reduces outcomes of pupils. Will provide this background to HIAS when they visit and have done in the past.</p> <p>Q - In a small school this impacts at a greater level</p> <p>A – Yes absolutely.</p> <p>Q – Amount of suspensions a concern?</p>	
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<p>A - Suspensions are reducing, they are high but only 15 repeat offenders who have been suspended more than once which is a low result. Think we meet Ofsted criteria used in the right way effectively and apportionable.</p> <p>Q – Is 15% achievable for current year 10,</p> <p>A – Think this refers to the 4+target, English and Maths are improving and Science know what is required and aiming to keep up. Small amount of children to target and already identified.</p> <p>Q – Gatsby benchmarks to be shared?</p> <p>A – Yes</p> <p>Q - Pupil Premium spend per pupil explained?</p> <p>A – Yes add in more depth for future meeting. Extra-curricular spend, tutoring, food purchased.</p> <p><u>Science action plan update</u></p> <p>Update from Science leader shared earlier in meeting.</p> <p><u>SIP update (Spring term) progress made</u></p> <p>Adaptive teaching remains the focus in school, with the routines of teaching also being monitored.</p> <p><u>Timeline of school improvement 2018-23</u></p> <p>Carried forward to future FGB</p> <p><u>Attendance update</u></p> <p>Warblington school year to date – 89%</p> <p>Hampshire schools year to date – 90.6%</p> <p>National school year to date 91.2%</p> <p>Overall broadly in line with national although persistent absence was higher at Warblington compared to Hampshire 34.1% V 26.6%.</p> <p>Many actions have been taken to improve levels of attendance including joining a national network, a full time attendance officer being in place, additional training and regular inclusion team meetings.</p> <p>There has been a reduction in the number of students on RHP and the EHE figure remains low in comparison to increases in national figures.</p> <p><u>Building update</u></p> <p>There have been practices held for both fire and lockdown</p>	
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	<p><u>Staffing update/restricting</u></p> <p>Recruitment of TA's is challenging and there are teacher vacancies in five subjects for September 2023.</p> <p>The restructure process is on course and ongoing.</p> <p><u>HIAS reports</u></p> <p>These have been summarised in the report for Maths and Geography with actions provided.</p> <p>Headteacher explained some points they thought would be beneficial to share after attending the Headteacher conference:</p> <ul style="list-style-type: none"> - Funding in schools and the political environment, since 2010 per pupil funding has plummeted, realised in 2017 and attempted to raise the funding, hopeful by April 2024 would be comparable to 2010. - Aware funding to defence and the NHS been allocated so to achieve 1% public spending increase there will be savings needed to be met there. - Teacher recruitment and newly placed applicants looks set to be poor in 2023, other sectors are more favourable with flexibility and working conditions, as it is known it is tough to be in teaching now. In a recession teaching usually peaks and with bursaries still not impacting the recruitment. Teaching in other countries is also more favourable - vacancies per people in job , vacancies are outweighing supply - hunger in children is rapidly increasing, children in poverty increasing, so fully aware schools are battling these situations and making a difference to families - not expected any policy to be in place any time soon as a long term aim - action plan for SEND but very minimal, acknowledge the problem but not many actions. - Also not much progress by Labour party, with elections very close and not sharing policy wishes too soon. 	
<p>8.</p>	<p>Business cycle</p> <p><u>Budget update</u></p> <p>Figures not as bad for 22-23 as expected, still not good</p> <p>Draft 3 year budget, will get close to a balanced budget, set budget at next FGB and invite the business manager to attend.</p> <p>Overall there is a deficit of £77,523 for 22/23.</p> <p>Pupil numbers rising is helping but there is a delay in receiving the funding for this increase.</p>	

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	<p><u>Sign off SFVS</u></p> <p>Agreed by Governors</p>	
9.	<p>Policies</p> <p><u>Behaviour</u></p> <p>Next FGB</p> <p><u>Attendance.</u></p> <p>Next FGB, review before FGB, significant changes to the current policy, different wording after training with national network.</p> <p><u>Complaints</u></p> <p>Approved after checking and update by the Chair of Governors.</p> <p><u>Changing and remissions</u></p> <p>Approved after checking and questions been responded too which had been raised in the policy review.</p> <p><u>Sickness and absence policy</u></p> <p>Checked and approved.</p> <p><u>Conditions of hire</u></p> <p>All ok</p> <p>Action – Add policies not reviewed at this meeting to the next FGB</p>	
10.	<p>Future events</p> <p>Check school calendar</p>	
11.	<p>Next meeting</p> <p>FGB 2nd May 2023</p> <p><u>Provisional agenda</u></p> <p>Reviews budgets</p> <p>Update on SIP</p>	

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12.	<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> 	
13.	<p>Close</p> <p>The Chair of Governors closed the meeting at 7.40pm</p>	

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.

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6. **Evaluation** to monitor and improve the quality and impact of governance.



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