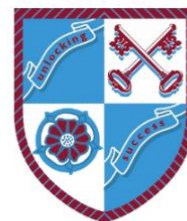




Warblington
School

**Meeting Minutes
from a
Full Governing Body Meeting
Tuesday 2nd May 2023**



Warblington
School

Date	Start Time	End Time
2 nd May 2023	5:20pm	7:20pm
Present	Apologies for Absence	In Attendance
Colin Swettenham (Chair of Governors)	Cher Jeffery	Gemma Harvey (<i>LA Clerk</i>)
Mike Hartnell (Headteacher)	Louise Elvy (Staff)	Fran Lansley
Stefan Muller	Michelle Dennis	Jane Fletcher
Andrew Chapman		
Mark Goulty		
Kelly Duncan		
		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 in school. Apologies were received and accepted from Cher, Lou and Michelle.</p> <p>Kate was 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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Date: _____

3.	<p>Review minutes of meeting held 28th March 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>	
4.	<p>Finance update</p> <p>The Governors were joined by the Finance Manager who provided an update regarding the school budget.</p> <p>There had been reports available for review before the meeting which the Governors had the opportunity to raise questions about.</p> <ul style="list-style-type: none"> - The school ended 2022/23 with a deficit including the Y-code but this was less than had been anticipated. - Following Local Authority (LA) monitoring procedures, a three year plan to bring the school out of deficit has been produced, this has been checked when visited by the LA. - In the report there was a large variance in staff costs but the school has saved income from teachers when striking as this had reduced their pay. - More had been spent on catering than planned but there has also been more income received. - The Y-code shows just the lettings income so no pupil funding but also no staff costs although the site staff will be shown on the Y-code when they are doing work for lettings. The new lettings assistant to be recruited following the restructure plan will have their pay shown on the Y-code. <p>Q – With inflation at a 10% increase and food nearer a 15% increase in costs how is this projection budget for? A – This is estimated using a LA tool with a 2% increase built in for inflation but is not accurate as for example school meals are £2.80 but the funding and income does not cover this value so this may need to be increased.</p> <p>Q – Should we assume the high inflation and be conservative with the budget provisions? A – We have used the LA model and tool to follow their guidelines for budgets so will use their predictions. The gas and electric will make less difference as the salaries are the highest cost at 90% of the budget.</p> <p>Q – Once the building works are complete will we gain any savings such as spending less on heating? A – We need to add in costs for air conditioning as these were not originally budgeted for as we expected other means of ventilation, so this will have a negative effect on the environment and costs. The school is a listed building so we have to make the best match for making it fit for purpose, this should have been factored in but the impact has not been known yet. We have looked at trend analysis and realise more children enrolled provides more funding but also more costs.</p> <p>Q – Has the teachers’ pay increase been included in the calculation for the budget? A – It has been included at 4% as advised by the LA, so if at a higher figure it will need alternative funding, the support pay has been included as that figure has been agreed, this is £1950 for all pay bands.</p>	

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	<p>Q – Do you reflect the activity from the last year against the estimates? A – The end of year turnout has been included in the reports, there have been some significant variances but these do have explanations provide in the report for the Governors.</p> <p>Q – How does the cost of a school meal and the money received by the Government balance? A – This is at break-even point and is detailed in the report.</p> <ul style="list-style-type: none"> - The grant announced in 2022/243 of £149,000 should be ongoing but is shown in the budget share from 2024/25. Pupils on roll is increasing and next September we should have a full cohort, we hope to continue with full cohort years, although funding for the extra pupils will not be received until April 2024 so we will need to find funding for three new teachers from our existing budget. - We have three vacancies advertised for 2023/24 and predict we will need a further two teachers for 2024/25, although mindful this will need review. <p>Q – How do you track the requirements? A – At the next FGB the Headteacher will share the curriculum plan with the Governors, this shows how staff are mapped in an area to the amount of children, and this can predict two to three years in advance, we can also see how part time hours and other variances may be accommodated.</p> <p>The governing body agrees that the deficit monitoring return is an accurate reflection of the school’s current financial position and will continue to closely monitor the budget to ensure the action detailed in the approved deficit recovery plan is achieved. This is signed by the Chair of Governors.</p> <p>The finance manager leaves the meeting.</p>	
<p>4.</p>	<p>Actions from above meeting</p> <ul style="list-style-type: none"> - Communicate to Governors change of plans for next FGB, date, time and combined with the training session. All have been informed of the change to 7th June and will be a shorter meeting followed by the whole Governing Body training of holding leaders to account. CLOSED - Review behaviour policy, on this agenda, CLOSED - Review attendance policy, on this agenda, CLOSED <p>Q – Has the new inventory system helped with attendance figures or monitoring? A – It is quicker to see who is in on site and all arrive via reception, if pupils are late they have to provide a reason and sign in. The long time the train gates take to open is a known problem so consideration is given for this.</p> <p>Q – When reasons have to be provided is this reducing the level of absence or lateness? A – It is more impacted by the work the attendance officers complete such as calling families or making referrals and appointments when required.</p> <p>Actions from earlier meetings:</p> <ul style="list-style-type: none"> - Update on connections, this has been communicated, CLOSED - Safeguarding session, courses have been recommended and safeguarding remains a standing agenda update for each FGB, CLOSED 	

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5.	<p>Governance</p> <p><u>Governors crib sheet</u></p> <p>This has been produced to highlight key areas of the school, look at Governor knowledge of the schools current position and to enforce what is required in the role of a Governor. The areas are discussed in depth and many suggestions made to be added:</p> <p>School vision - Is to be a center of excellence at the heart of the local community by delivering an exceptional education for every individual through consistently inspirational and challenging teaching; where we show pride in our exemplary standards as together we celebrate reaching our aspirational goals.</p> <p>This is agreed.</p> <p>School priorities - To significantly and rapidly raise standards in science. To reach the new aspirational attainment targets set for all year groups. To achieve a balance budget within 3 year. Consistency across the school</p> <p>Add - Raising Attendance. Adaptive teaching for all students.</p> <p>This is agreed.</p> <p>Q – Do the priorities need to be SMART? A – This will be picked up in detail on the SIP and reflected in the Head teachers report.</p> <p>Current Strengths – Progress in English, Creative arts, PE, Performing Arts (LLP reports, student participation).</p> <p>Add – SIP. Safeguarding policy and practice, Inclusion Team. Culture in the school (HIAS reports). New behaviour policy and behaviour in general (HIAS reports, R2L). Extracurricular activities. Professional development of Staff and fully staffed in key areas (Tuesday 2 – 4pm). Curriculum depth and provision in a small school (Range of subjects). Careers Provision and pastoral support for other schools. Full year groups in 7 & 8 . Respected in the community and comments as per parent view opinions. All Pupils given support, no off rolling pupils kept on.</p> <p>Q – Looking at the strengths, what reasons are there for not achieving the academic results? A – A change in culture takes a long time and is maybe shown in ways other than exam results for example we keep pupils on roll when legally could have removed them as per guidance. We have ensured they still receive support and are not missing in education, this may be for a small group of four or five pupils but in a small year does make an impact on the results, but it has also made a big difference in their pastoral care and outcomes. All children who left school last year are in further education or apprenticeships/work, this is an outcome well above any national standards.</p> <p>The additions are agreed.</p>	
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Areas for Development - Science

Add - Consistently good teaching and Learning across the school (Classroom observations, HIAS reports). Marking and feedback. Classroom observations showing the quality and consistency of teaching. House system. Focus on attendance and highlighting the impact of the new policy. Reading and Writing. Outcomes at KS4. Adaptive teaching to meet needs of pupils with diverse needs and with less external support.

The additions are agreed.

School website - Is the school's website up to date and contains:

- curriculum information - Yes
- policies (for example, on safeguarding, behaviour, and relationships, sex and health education) - Yes
- use of funding (for example, pupil premium and catch-up funding) - Yes
- information about SEND provision (for example, SEND information report and accessibility plan) - Yes
- information about equalities - Yes
- information about governance – Yes

This is agreed

Areas highlighted in the last inspection/progress since the last inspection - See Executive Self Evaluation for 1) . Coaching systems in place, regular observations, support programme with departments not meeting standards. 2) New aspirational targets set, charts for all year groups, Humanities and MFL shown real progress in LLP report, Maths made significant progress but Science an area of concern.

Action – Add the department survey results and feedback, add pupil survey results and feedback.

Governor training - Add , FGB Training on Preparation for Ofsted. WGB training Holding leaders to account. Induction training for all new governors. Finance awareness. Safeguarding. Chair Training. Curriculum. Leading in a Secondary school. Annual Governors conference. Safer Recruitment.

Action – Share Governor training records with DTG (Andrew).

Action – Add KCSiE quiz to records for all Governors.

This is agreed.

Safeguarding –

Is the school's Single Central Record up to date? How do governors know? - Yes, Checked by Safeguarding governor termly, random persons checked.

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Date: _____

- Is your staff training regarding safeguarding up to date? Where is the evidence? - Yes, Recorded by the DSL, On agenda at start of term and regular inset item on Tuesday Inset sessions.
- Do you know what to do if you saw a something that you feel may be a safeguarding issue? – Yes, report to the DSL or if not available their deputy
- How strong is the staff's knowledge of LGBT issues? - All Staff are trained in this area and protected characteristics.
- Do you know who your Designated Safeguarding Leads are in school? When did they last receive training? - Yes, Mrs J Fletcher and Dr F Lansley, This year with regular updates during the year. Annual Training in June.
- Is your school's policy regarding safeguarding up to date with the latest guidance? How recently was it reviewed for impact by governors? Is the latest version on the school's website? - Yes, Reviewed November 2022 and linked to KCSiE 2022
- How is safeguarding included in your school's new staff induction processes? - Part of the induction process as a separate training session for all new staff and contractors on site.
- Have all your staff and governors read the latest 'Keeping Children Safe in Education' guidance? - All staff are required to sign to say that they have read KCSiE part 1 at start of year as part of their training, this includes Governors.
- Who on the board has attended the Safeguarding and Monitoring and Evaluating the Safeguarding Culture courses? Who on the governing body is trained in Safer Recruitment? Is the training up to date? - Safer Recruitment Cher Jefferies and Colin Swettenham. Yes but CS attending update 19th May. Safeguarding and Monitoring CS booked for October (1st Available)
- Are all governors regularly trained in safeguarding? - Training for all governors Autumn Term 2022 (see FGB minutes). Regular updates during year at FGB.
- Do you know if all your pupils feel safe in school? Have you checked and have evidence? - RSE Parental survey / Sexual violence survey
- Are there any pupils frequently missing from school, for example on part time timetables; if so, how are these pupils kept safe? - Detailed records kept (see HT Report to FGB) and visited by staff regularly to check. All in recognised schemes. PA pupils checked on by attendance officer or county team.
- What are the levels of bullying across the school? Is there an upward trend? - Levels are generally low, all incidents are recorded. Recent rise in prejudicial behaviour but being dealt with (See HT report). This rise is mirroring a national picture.
- Do pupils know what to do if they suffer bullying or abuse? - Yes very familiar with the safeguarding culture in school and know to report to tutor or trusted adult. Class chart logs.

Add – Site contractors are included in the staff safeguarding induction.

This is agreed.

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Date: _____

Action – recommended for all Governors to make use of free online safeguarding quizzes, as these can tailor training based on responses. Fran to share.

Ensuring clarity of vision, ethos and strategic direction

Add - Documents at top of Agenda on the Head Teacher Report. School Vision. Raising Question at FGB. Presentations from subject leads. Robust questioning now much better informed. Changing Culture and Ethos in School. Interviews of parents. Recruitment. Deep dives / Student voice. Joined staff CPD sessions

How has the governing body had impact on the school since the last inspection -

Governing body has altered way of working to 9 FGB meetings a year so all governors are aware of all issues. Training has taken place to ensure that governors ask the searching and challenging questions. Many new governors since the last inspection. Deep dive groups to focus on particular subjects. More Productive in holding SLT to account. Monitoring the safeguarding.

This is agreed.

SLT comment they are missing the availability of the safeguarding Governor and is it possible to recruit more Governor roles to check safeguarding.

R2L review

Colin and Andrew had met with pupils from years 7, 8, 9 & 10 to follow up on a discussion in 2021/22 using the same questions.

Year 9/10 feedback - They did not really value positive points and said that many teachers rarely award them they thought they were more for year 7 and 8, when asked if they got certificates for getting so many points they said no and didn't think they would value it. The opinion was that the tutor group with most points each half term should be able to have a movie during PDL time or something similar as a reward. Comments such as we respect the teachers that show us respect were made on a couple of occasions.

Year 7/8 feedback - They again emphasised that some teachers gave 1 or 2 warnings and others gave no warning before issuing a yellow card. They also felt aggrieved that they could not discuss the reason for the yellow with teacher at the time it was given even if they felt they had a valid concern. When the discussion turned to Pride points some pupils did not really value them as they did not provide a positive reward directly to the pupil that was tangible.

6. Headteachers report

Attendance –

National Data for Year to date 89.4% (Persistence Attendance 27.2). We are currently at 89.9% (Persistent Attendance 29.2).

20% reduction in no of students on RHP. 75% of those on RHP have increased no of hours in school over a period of time. 100% of RHP have involvement from external agencies . EHE remains low (no increase from 2021-22) compared to national

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Date: _____

statistics which show a 7% increase. Once current Year 11 leave, the number of students on both RHP and AP decreases significantly. Robust parental agreement and Risk Assessments in place for all students with RHP.

Staff attendance now part of an automated process which sends emails to staff on their return. These figures are an improvement from before Christmas, could be due to sickness decreasing but could also be as a result of tightening of procedures.

Behaviour-

Bottom 15% of Hampshire schools for length of suspension (eg short exclusions) with average suspension rate of 1.2 days. This ensures that any child leaving site is for either medical reasons or as an exclusion. Reintegration occurs following an exclusion. Bottom 25% for number of days lost to suspensions (less days). Bottom 40% for number of exclusions and no of children excluded. The trend is also showing these numbers are declining, bucking the trend locally and nationally. For those suspended more than once (15 students in 2022-23), the most common reoccurrence is verbal abuse towards an adult and persistent disrupted behaviour. Many of the re-offenders are now an alternative provision – either at the Key, or two have been EHE, two Permanently Excluded. General trend is that year 9 has seen a spike in exclusions, year 11 a significant year on year reduction .

Re-boot to Ready to Learn Sept 2022, officially launched 7/11/2022. There has been an increase in Prejudicial language this year. In particular within KS3, due to social interactions and 'reclaiming' racial language. There will be parental meetings and intervention with students to show this is not acceptable.

Curriculum –

Curriculum conversations, HIAS reports and Learning walks have contributed to foci for 2022-23 (Adaptive Teaching, Feedback & Marking, Assessment). LLP involvement and feedback on Curriculum Conversations. Identification of departmental areas of weakness (Maths and Science). Coaching team focus on Thinking Hard. 33% of teaching staff have qualified either just prior to or during the pandemic (Routines of Teaching SIP A2). Reading (including STAR) focus across the school.

Maths and Science action plans, with associated Governor Deep Dives. Review of feedback & marking practices across the school. Restructure opportunities for curriculum leaders at Middle Leader level.

Science update – Coaching has commenced, lessons have been observed, HIAS provided medium term 'Powerful Knowledge' scheme providing a tested model for teaching.

Progress and achievement update - Assessment systems have been redesigned to allow tracking and monitoring towards the 'secure' criteria. Monitor the impact of intervention plans in year 10 for those marginal 4+ and 5+ students.

Year 11 update - Classcharts War Boards being used to monitor basics. Intervention groups (staffed by HLTAs) being used in Maths and English. Science groups have been rejigged to ensure most direct teaching for the last 2 half terms. Easter revision sessions have been targeted and well attended. Mentoring groups are working on keeping direct groups on course / motivating.

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Date: _____

Staffing/curriculum - Discussion with staff body around the structure of the school day to meet the 32.5 hours as outlined in school white paper, Bring the curriculum model 23/24 to June governors meeting to discuss curriculum. TA recruitment is challenging. Appoint heads of faculty areas in line with restructure and subsequent appointments by May half term to ensure we are fully staffed for September.

Leadership and management –

In top 25% of Hampshire Schools for FSM students. Top 12% of Hampshire schools for LAC. Top 15% of Hampshire schools for SEN support. Needs of the cohorts identified rapidly to ensure quality of teaching remains high.

Adaptive teaching remains the focus. Areas of the SIP to be amended for the Summer Term 2023. Detailed SEF currently being reviewed with a crib sheet being produced for each of the Ofsted bullet points from the inspection handbook.

Q – Is attendance lower in 2022/23?

A – The data has been matched to the same point in the last year and these figures are lower, thought to be a reduction due to the school interventions.

Q – Has the staff new attendance policy had any effect?

A – This is now 94.1% which is better than before.

Q – Has the change to a late mark being recorded at 9.30am instead of 9.00 worked well?

A – This provides more scope in school to cover minimal lateness such as the train gates holding pupils up, and assists with the difference when legal action may be required. The attendance officer now has time to check for any messages received reporting absence and assess when lateness is contributing to ongoing absence.

Q – Are pupils and parents aware of this time change?

A – There will be a letter sent to explain, once the policy has been accepted as being reviewed, the letter sent to parents to make them aware of absence levels also breaks down the data to create bespoke letters. The Hampshire Governor newsletter provides Havant schools as a case study and their examples and proactive interventions as good practice showing it is more than just being a legal practice.

Q – What is done for the increase in prejudicial behaviour?

A – There has been a survey sent to students to highlight those involved and data now lists victim or perpetrator, KS3 is the biggest area of concern.

Q – Are reasons known for the increase?

A – Social media, tik-tok and influencers. There is an overall increase in language and students feel it is just words and not intended to hurt, so now working to teach them the effect, there is also minimal support from parents as they also accept the words are OK and have lack of disregard for others feelings. Will continue to mediate and provide regular sessions of equality and diversity with focus on protected characteristics.

Q – Is the reflection room used?

A – Yes and logged as undesirable behaviour, it is repeatedly reinforced, there are maybe 10-15 pupils out of a group of 35 who are struggling to change so will work on the change in perceptions.

Q – There are forty issues listed, are there any common trends?

A - There is a spike on race, gender identity, sexuality and also improvements in accuracy of reporting.

Q – Can we link attendance and behaviour as a holistic approach?

A – Yes this is linked and will look at all factors.

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Date: _____

	<p>Q – Are there improvements in all staff in the science department or are there more structured inputs? A – HIAS are working with all the science team, they provide frequent short sessions and also provide resources which can be accessed.</p> <p>Q – Does the funding received meet the needs of the school? A – For pupils with high SEN they are awarded £9000 compared to the cost of a TA at £23-24,000 so it is still a lot of funding for the school to provide. The impact this has on the school is also significant in way of pupil progress, there is a high local level of deprivation so this compared to Ofsted grading means outcomes are lower. With the high level of SEN and FSM pupils staff are required to work harder to achieve national outcomes. School has above national average levels in SEND and ECHPs so more adaptive teaching is required along with gaps to catch up with from earlier learning.</p> <p>Q -In safeguarding, what is your biggest concern? A – Mental health concerns and there are high levels of vaping, there is minimal parental support in stopping vaping and shops locally are known to sell these to pupils, they also appear to be targeted to children with the various flavours. We do provide an enrichment topic from NZ/Australia where they have banned vaping after health concerns. Social media is a concern which leads into other safeguarding concerns, again the lack of parental control of monitoring is a worry.</p> <p>Q – With parents and social media monitoring is it the case of doesn't know how to monitor or don't care? A – Parents are advised in school publications and pre-Covid we could offer advice from NSPCC, although there was not much participation from parents with this help.</p> <p>Q – Does the impact of new starters in the year make a difference? A – There have been increases in mid-year admissions, but now we have some years full so this will decrease, this year there has been good parent interaction with these in year admissions.</p> <p>Q – Is there an update yet on the 32.5 hour offer? A – The previous white paper has been abolished with no new guidance, so will look at how to create the extra ninety minutes a week, will need to consult with the Governors and revisit this. It will need to align with the quality of education offered.</p>	
7.	<p>Business cycle</p> <p>Discussed with finance manager at start of the meeting.</p>	
8.	<p>Policies</p> <p><u>Behaviour</u></p> <p><u>Attendance</u></p> <p><u>Bereavement</u></p> <p><u>Dealing with unacceptable behaviour on school premise</u></p> <p>These are all approved by the Governors after review.</p>	

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Date: _____

9.	<p>Future events</p> <p>Check the school calendar which is available online.</p>	
10.	<p>Next meeting</p> <p>FGB 7th June 2023 to be held at school</p> <p>16.00 Shortened FGB</p> <p>17.30 FGB Training</p> <p><u>Provisional agenda</u> Pupil Premium Spend Curriculum 2023/24</p>	
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 7.40pm</p>	

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Date: _____

A. Excellent quality of Education	B. High expectation learning culture	C. Exemplary Ethos	D. High 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.



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