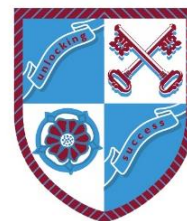


Warblington  
School

**Meeting Minutes  
from a  
Full Governing Body Meeting  
Tuesday 3<sup>rd</sup> October 2023**



Warblington  
School

Date	Start Time	End Time
3rd October 2023	5:25pm	7:35pm
Present	Apologies for Absence	In Attendance
Colin Swettenham ( <i>Chair of Governors</i> )	Cher Jeffery	Gemma Harvey ( <i>LA Clerk</i> )
Mike Hartnell ( <i>Headteacher</i> )		Fran Lansley
Andrew Chapman		Jane Fletcher
Stephan Muller		Cara Gregory
Jane Burrows		
Michelle Dennis		
Kelly Duncan		
Louise Elvy ( <i>Staff Governor</i> )		
Mark Goulty		
David James		
		Absent
		Chris Pengelly

Item	Subject	Action Lead
1.	<p><b>Welcome and apologies for absence</b></p> <p>All Governors and staff were welcomed to the meeting. Apologies were received and accepted from Cher and it was agreed she would be absent from the FGB for 6 months. Chis was noted as absent.</p>	
2.	<b>Declaration of conflict/interest</b>	

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

	<p>There were no declarations of pecuniary interest relating to items on the agenda. Governors were reminded to complete the annual declaration on Governorhub and declare any business or personal interests.</p> <p><b>Action – Make annual self-declaration</b></p> <p>Added post – meeting from The Key:</p> <p><i>It's not possible to provide an exhaustive list of what constitutes a conflict of interest, but some examples include where:</i></p> <ul style="list-style-type: none"> <li>• <i>Governors work for companies that provide, or have the potential to provide, services to the school</i></li> <li>• <i>A governor owns their own business, and sometimes does work for the school</i></li> <li>• <i>A governor is in a relationship with a member of staff</i></li> <li>• <i>A governor also sits on the governing board of another school or trust</i></li> <li>• <i>The class teacher of a parent governor's child is subject to a disciplinary hearing</i></li> </ul>	ALL						
3.	<p><b>Election of Chair and Vice Chair</b></p> <p>Colin is re-elected as Chair of the Governors and Stephan as Vice-Chair</p> <p><b>Review minutes of meeting held 7<sup>th</sup> June 2023</b></p> <p>These are reviewed and agreed, it is noted the July FGB did not take place due to the Ofsted inspection visit.</p>							
4.	<p><b>Actions from above meeting</b></p> <ul style="list-style-type: none"> <li>- Discuss how linked subjects can be tracked</li> </ul> <p>Governors have chosen which link subject they will hold.</p> <ul style="list-style-type: none"> <li>- Review Governor roles and any training or guidance required</li> </ul> <p>Andrew in his role as Training Governor had distributed a tracker form to record training undertaken and also to list suggested and compulsory training per role on the Governing Board.</p> <p>Link roles are allocated:</p> <table border="1" data-bbox="272 1727 1185 1915"> <thead> <tr> <th data-bbox="272 1727 748 1794">Subject</th> <th data-bbox="748 1727 1185 1794">Governor</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 1794 748 1854">Arts</td> <td data-bbox="748 1794 1185 1854">Mark Goulty</td> </tr> <tr> <td data-bbox="272 1854 748 1915">Development and Training Governor</td> <td data-bbox="748 1854 1185 1915">Andrew Chapman</td> </tr> </tbody> </table>	Subject	Governor	Arts	Mark Goulty	Development and Training Governor	Andrew Chapman	
Subject	Governor							
Arts	Mark Goulty							
Development and Training Governor	Andrew Chapman							

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

	<table border="1"> <tr> <td>E-Safety</td> <td>Andrew Chapman</td> </tr> <tr> <td>English</td> <td>Kelly Duncan</td> </tr> <tr> <td>Health and Safety</td> <td></td> </tr> <tr> <td>Health and Wellbeing</td> <td>Cher Jeffery/ Colin Swettenham</td> </tr> <tr> <td>I.T.</td> <td>Andrew Chapman</td> </tr> <tr> <td>Inclusion</td> <td>Jane Burrows</td> </tr> <tr> <td>Maths</td> <td>David James</td> </tr> <tr> <td>P.E.</td> <td>Chris Pengelly</td> </tr> <tr> <td>Pupil Premium</td> <td></td> </tr> <tr> <td>Safeguarding</td> <td>Jane Burrows</td> </tr> <tr> <td>Science</td> <td>Stephan Muller</td> </tr> <tr> <td>SEND</td> <td>Cher Jeffery/Colin Swettenham</td> </tr> </table> <p>A new folder in the Governor area will be set up to store Governor visit reports recorded on a new form introduced by Colin. Governors will contact their link role in school this term via Fran if required. Suggested topics are strengths and weaknesses of a subject, exam results, PPE outcomes, pupil progress, staffing and areas for improvement.</p> <p><b>Action – Training email will be re-sent by email for Governors to review.</b></p> <p><b>Action – Set up visits report folder in the Governors area.</b></p> <p><b>Action – Governors plan introductory visit with the school link.</b></p> <ul style="list-style-type: none"> <li>- Safeguarding knowledge and awareness checks for mid-year joiners</li> </ul> <p>As it is a new academic year, Safeguarding updates will be regularly provided in FGB meetings.</p> <p><b>Actions from earlier meetings:</b></p> <p>None</p> <p>The Governors are asked to consider if two parents currently banned from school site should remain as banned and further background details are provide. The Governors support this decision.</p> <p><b>Action – Re-review at a future FGB</b></p>	E-Safety	Andrew Chapman	English	Kelly Duncan	Health and Safety		Health and Wellbeing	Cher Jeffery/ Colin Swettenham	I.T.	Andrew Chapman	Inclusion	Jane Burrows	Maths	David James	P.E.	Chris Pengelly	Pupil Premium		Safeguarding	Jane Burrows	Science	Stephan Muller	SEND	Cher Jeffery/Colin Swettenham	<p>AC/ALL</p> <p>GH/CS</p> <p>ALL</p> <p>CS/GH</p>
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5.	<p><b>Presentation by Head of Science</b></p> <p>An update was provided since the last presentation made to the Governors:</p> <ul style="list-style-type: none"> <li>- The students have been re-grouped according to the progress they have made.</li> <li>- The most experienced teachers have now been allocated the lower performing students.</li> </ul>																									

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- Classes have been re-organised into two halves for the single sciences groups, there is a class for GCSE predicted grade 9-6, one for the grade below and another mixed with the triple science groups.
- We have use predicted papers for revision and will continue this for 2023/24, there have been walking/talking mocks where a paper is discussed over two lessons.
- PPE results are entered to a database and this produces revision for individuals and also for class learning.
- The top group of most able students who are studying the separate sciences will receive three GCSEs in science and the rest of the year study the combined science and will receive two GCSEs in science.
- This variance in GCSEs taken does skew the data when taken as a combined result.
- In the combined sciences the average point score has increased 0.1%, grade 4 and above has decreased 3%, grade 5 and above has increased 3% and grade 7 and above has increased 2%.
- In biology the average point score has increased 0.7%, grade 4 and above has increased 12%, grade 5 and above has increased 20% and grade 7 and above has decreased 1%.
- In chemistry the average point score has increased 1%, grade 4 and above has increased 26%, grade 5 and above has increased 24% and grade 7 and above has increased 7%. The outcome in grade 4 and above is now above the result nationally and also in Hampshire. This is a great result in a previous weak area.
- In physics the average point score has increased 0.6%, grade 4 and above has increased 6%, grade 5 and above has increased 10% and grade 7 and above has decreased 6%. The outcome in grade 4 and above is now above the result nationally and also in Hampshire by 7-8%.
- When looking at the comparison in outcomes it also needs to be considered the starting point at intake so the progress may vary, and also in other schools if less students are entered for the triple science this will increase the result in grade 7 and above and also above 4 and 5.

Q – Do we make good progress from the entry to school level?

A – This is good but as of next year we will be missing KS2 SATS outcomes so this is significant and we may need to use an app to predict outcomes.

Q – Do we have enough teaching staff for the GCSE predicted grade 8/9 students?

A – The more experienced teaching staff are enough to currently cover the most able students, there is more risk of teaching staff not fulfilling the needs of those who are not achieving.

- It can be seen the team is improving and comparing the outcomes of 2021/22 to 2022/23 is not accurate as this included teacher assessed grades and some of this may have been cautiously graded.

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	<ul style="list-style-type: none"> <li>- Although the grade outcome is becoming comparable to other subjects the higher grade outcomes in science is still less.</li> <li>- There are trends and factors in groups which have not achieved so well in outcomes, for combined science this is students in the SEND group or FSM, for biology and chemistry this is students who are female, high attainers and those with EAL and in physics female, autumn term students and middle attainers.</li> </ul> <p>Q – Are there any comparisons to teachers being male or female, could this be a factor?</p> <p>A – The highest group were taught by female staff last year and now this a male teacher, so it is mixed.</p> <ul style="list-style-type: none"> <li>- Physics has always been the lowest subject and hardest to teach, but teacher knowledge is being improved in this subject.</li> <li>- There have been five students moved from the separate science to the combined science group and a few more advised they are on a watch list, which has actually increased their progress already, so this will be re-reviewed at the end of term.</li> </ul> <p>Q -What happens to the timetable time if a GCSE is dropped and change from the separate science to the combined?</p> <p>A – It is the same time timetabled if taking the triple or combined science.</p> <ul style="list-style-type: none"> <li>- The classes are now smaller groups and there is another experienced teacher on the team.</li> <li>- There are three LSA's in science to assist with students with an EHCP or SEND but they cover 4-6 classes so are assisting more than their allocated students.</li> <li>- The Tassomai app plugs the retrieval hole in revision by planning bespoke homework and providing rich feedback.</li> </ul> <p>Q How is teacher capacity and experience V expertise, what can be added to physics and chemistry?</p> <p>A – There is continuous CPD, help from STEM organisations, there have been physics experts coming into school, in my opinion the longer standing teachers are the most expert ones and the staff with the best pedagogical techniques teach the higher ability groups which has now increased to double the amount of students in the past.</p> <ul style="list-style-type: none"> <li>- For the future we also need to focus on those with the lower grades to see which need the teacher time or help with homework, in class one week we focus on exam preparation and the next week on revision techniques.</li> </ul> <p>The Chair and Governors give thanks for the update and presentation and improvements in outcomes.</p> <p><b>Presentation by Head of Maths</b></p> <p>The new department head is introduced to the Governors:</p> <ul style="list-style-type: none"> <li>- Handouts are provided on exam analysis, 2023 year 11 initiatives, and a GCSE data snapshot.</li> </ul>	
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	<ul style="list-style-type: none"> <li>- GCSE result 2023 grade 4 and above outcome was 73%, grade 5 was 53% and grade 7 was 20% across 111 students. This is above national and Hampshire outcomes of 2019.</li> <li>- FFT 20 data is a national database and shows our added value as -0.1, this means one student in ten is a grade short based on their KS2 data, it is a way of comparing like for like data and groups eg. FSM, boys, summer born.</li> <li>- Trends have been evaluated and boys have over-achieved in every paper they sat and at every tier, the best marks were received on the non-calculator papers and low attaining students have scored above national results for the same groups.</li> <li>- We are now checking all students are ably using calculators in lessons and this skill is understood.</li> <li>- We look at where to start as “the why”, all need to know the mission for maths statement in staff and students.</li> <li>- As a team we produced the vision for the department “our vision is to create and maintain a strong, positive, encouraging mathematical culture where all students are challenged with opportunity to explore, reason, problem solve and experience ambitious numerical success both now and in the future”.</li> <li>- Department meetings are held which includes easy win CPD learnings, information is well shared in the team by trackers, whiteboards and highlighters in all rooms so all teachers know all the data across all the years.</li> <li>- Everyone is made to feel welcome with an open door policy where it is encouraged to raise concerns and also provide praise.</li> <li>- There has been structural change with the move in GCSE exam board to OCR from September 2022, this has provided a lower literacy level in exams, notation has been removed, more marks are given for working out and alternative papers are provided to be used in class as worked examples.</li> <li>- As well as creating an emergency SOW for the previous year 11, each class now has their own personalised SOW based on the previous gaps in syllabus and teaching.</li> <li>- We provide homework and after school revision clubs, and structured revision plans using central resources.</li> <li>- PPE is now sat in the autumn term so there is more time to fill the gaps and exam techniques and past questions used in every class.</li> <li>- The PIXL maths app is personalised so each student can pick up on their own area of weakness, it is accompanied by online videos and notes so provides focus for all.</li> <li>- Homework has been centralised onto the mathswatch system and completion rates have improved from 10% to 85% completed on time.</li> <li>- If students are absent from lessons there is work sent home and contact made to them and their parents when possible.</li> <li>- There is an introduction of pedagogy initiatives in the assessment and exam technique.</li> </ul>	
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	<ul style="list-style-type: none"> <li>- High expectations and positivity is a huge focus in the team, there has been a high amount of positive calls made to parent, there are points awarded for attendance and uniform, there is a raffle ticket win tin incentive which all contribute to the maths area being a safe place in school.</li> <li>- The build-up to the summer exams bought much support and tutoring which was subsidised, there were exam energisers with music and food alongside structured revision and walking talking mocks with alternative papers available for homework.</li> <li>- The missed opportunities which will be learnt from this year have been the earlier PPEs, and splitting the current year 11 to allow more intervention, the analysis of the exam results has enabled the best CPD and there has been in-house detentions in maths for non-completion of homework.</li> <li>- In KS3 the lessons learnt are being implemented, including support for those who need it, ways to catch up the gaps against the national curriculum and classes spilt into clear ability groups.</li> <li>- For the next year the aims will be to fully embed the SOW at KS3 &amp; 4 to ensure there is challenge and consistency, to develop pedagogy within the team for the higher tiers and also for the areas of weakness, and to maintain the positivity and enthusiasm in the environment.</li> </ul> <p>Q – Is the curriculum in math and physics aligned throughout the year?</p> <p>A – We are trying to be cross curricular focused but this will be further developed to link subjects through the curriculum. The culture of belonging and encouragement in the maths department can be seen across the school so hope this can be fully embedded.</p> <p>Q – How can we support parents to support the students?</p> <p>A – We will build on the classroom foundations with the bonus of the PIXL app and the videos and notes, we will work to build relationships with the positive calls and encouraging for homework completion.</p> <p>The Governors highly praise the energy and detail provided in the presentation.</p>	
<p><b>6.</b></p>	<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• Confirm membership of Pay committee and HTPRP</li> </ul> <p>Pay committee – Kelly, David, Colin and Cher.</p> <p>HTPRP – Stephan, Mark and Jane.</p> <p><b>Action – E-learning or courses to be attended.</b></p> <ul style="list-style-type: none"> <li>• Confirm adoption of Policies and procedures within the Manual of Personnel Practice</li> </ul> <p>This is approved by the Governors.</p> <ul style="list-style-type: none"> <li>• Plans for Offsite visits agree</li> </ul>	<p>KD,DJ,JB</p>

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	<p>This is postponed to next month's FGB due to complexity.</p> <p><b>Action – Add offsite visits plan to November FGB.</b></p> <ul style="list-style-type: none"> <li>• Subject connections update Reports from visits</li> </ul> <p>No visits, but Governor link roles have been allocated and visits will be arranged.</p> <ul style="list-style-type: none"> <li>• Safeguarding KCSiE update and Knowledge check</li> </ul> <p>Governors are reminded there is a new KCSiE to be read and understood, at the next FGB there will be a Safeguarding quiz.</p> <p><b>Action – Confirm KCSiE understating on GovernorHub or with the Clerk</b></p> <ul style="list-style-type: none"> <li>• Annual safeguarding audit (due 30/09/2023)</li> </ul> <p>This was checked with the Chair before submission before the due date. The audit can be viewed and it is advised any new sections have been highlighted and there are action its and focus areas at the end of the report for ongoing review.</p> <ul style="list-style-type: none"> <li>• Governance check of the school website</li> </ul> <p>This has been check and minor updates have been actioned.</p> <ul style="list-style-type: none"> <li>• Confirm Governor meeting attendance for 2022/23</li> </ul> <p>This has been shared and agreed so will be sent to Will or IT support for adding to the website.</p>	<p>GH/CS</p> <p>ALL</p>
<p><b>7.</b></p>	<p><b>Headteachers report</b></p> <p><u>Exam Results</u></p> <p>Discussed in detail for Science and Maths in the Head of Department presentations, other results available in the Headteacher report.</p> <p><u>Ofsted Report</u></p> <p>An update on the process of appeals and complaints is provided. The report has not been published but the result was given at the recent new intake meeting but there were not many concerns.</p> <p><u>HIAS Reports, LLPR and Subject</u></p> <p>None for this term</p>	
<p><b>8.</b></p>	<p><b>Business cycle</b></p>	

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	<p><u>Budget update</u></p> <ul style="list-style-type: none"> <li>- There is a predicted in year deficit of approximately £60,000 and this will be reviewed in November.</li> <li>- Forecasts estimate the school budget should be out of deficit in two years' time.</li> <li>- The increase of numbers on role will greatly assist with the improvement in budget.</li> <li>- A 6.5% pay increase has been awarded to teachers and this will include Government funding to bridge the gap from the expected pay rise.</li> <li>- Support staff pay increase has been included on the proposed rate.</li> </ul>	
9.	<p><b>Policies</b></p> <ul style="list-style-type: none"> <li>• Pay Policy and Performance Management policy</li> </ul> <p>This will be added to the next FGB.</p> <p>Action – Add pay policy to the November FGB agenda</p> <ul style="list-style-type: none"> <li>• Agree Governors code of conduct</li> </ul> <p>This is agreed.</p> <ul style="list-style-type: none"> <li>• All safeguarding policies</li> </ul> <p>These have been reviewed and updated.</p> <ul style="list-style-type: none"> <li>• Instrument of Governance</li> </ul> <p>This is agreed by the Governors.</p>	GH/CS
10.	<p><b>Next Meeting(s):</b></p> <p>Pay committee – 20<sup>th</sup> October 2023 10am  FGB 7<sup>th</sup> November 2023</p> <p>Provisional Agenda -  Presentation by HOD English and MFL  Budget update  Safeguarding update</p>	
11.	<p><b>Close</b></p> <p>The Chair of Governors closed the meeting at 7.30pm</p>	

Signed: \_\_\_\_\_

Date: \_\_\_\_\_