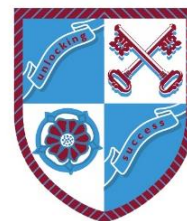


Warblington
School

**Meeting Minutes
from a
Full Governing Body Meeting
Tuesday 26th March 2024**



Warblington
School

Date	Start Time	End Time
26 th March 2024	5:15pm	7:40pm
Present	Apologies for Absence	In Attendance
Colin Swettenham (Chair of Governors)	Cher Jeffrey	Fran Lansley
Mike Hartnell (Headteacher)	Mark Goulty	Jane Fletcher
Stephan Muller	David James	Radhia Tarafder (cover clerk)
Andrew Chapman	Vanessa West (Staff)	
Michelle Dennis	Gemma Harvey (clerk)	
Jane Burrows		Absent
Chris Pengelly		
Alec Payne		
Kelly Duncan		

Item	Subject	Action Lead
	<p>Presentation 10 minute updates from English and Maths on progress</p> <p><u>Maths</u></p> <ul style="list-style-type: none"> - Aims for the year, ensure we learn from the lessons of last year, ensure we are looking for new opportunities to improve and ensure that every child is considered individually to maximise their potential. - Pushing the higher achievers to improve with the correct size classes - Keeping to the same vision statement, looking to maintain progress and performance 	

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- Year 11 October PPE result repeated in January with a decimal grade, e.g 3.2, grade boundaries nationally have increased so need a higher mark to achieve the next grade.
- Slight increases compared to January 2023 PPE results
- Year 11 predictions made for each child for June 2024, providing help to revise and expect similar to last year.
- Are a lower attaining year group, exam papers are more challenging
- 5 a day booklets for Year 9-11, focusing on retrieval skills which is working well so will start next year for Year 7-8
- Parent involvement has been positive, they are aware of grades for last two PPE and final exam grade prediction plus ways to improve
- Absenteeism and reduced timetable pupils have been reviewed and offered private tutoring
- Intervention programme is now for 11 pupils to achieve grade 8/9
- Similar programmes for grade 7 and grade 4/5 and 3/4 groups, there is good attendance for these groups
- Using Mathswatch as well as PIXL for revision
- External revision sessions
- Pearson number and measure award will be entered for a small amount of pupils who will pass a grade 1-2 as an alternative qualification
- Knowledge gaps in current Year 10, have moved classes where required and looking for best outcomes and ways of working
- New scheme of work for KS3, progress is now being seen
- Pupils want to achieve and are working well ready for the summer exams.

Q – Sustainability of high energy approach, contingency for staff illness, what is the key focus?

A – Need to maintain the culture of children feel seen and included and able to approach any teacher to raise concerns. 5 a day has most impact at the moment. Different approach for each year as missed different years doing Covid disruptions.

English

- This includes updates on English, MFL
- Building on grade boundaries and per question makings, so interventions can be better focused and appropriate.
- Pupils grouped by those who were a whole grade away from their expected result and those half a grade, this is communicated to all staff
- The focus and support will vary depending on needs in these groups.
- An impact form is being used for work in the different interventions and methods
- Progress monitoring forms are reviewed and discuss attendance, attitudes to learning and if changes in approach are required, this will be further defined into the next year.

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	<ul style="list-style-type: none"> - Homework has changed with revision packs including quotes, context, analysis and a quiz. - Revision trip for Pupil Premium students to watch a play - Improvements in parents interaction by letters and parents evening, and revision advice - Trialling different equipment to see what is preferred and look to choose the best pens for their exams - Will refine and embed all these improved practices with staff for the next year - Working together as a faculty for consistency including for moderation <p>Q – Now PPE results are in for Year 11, how does this compare to last year</p> <p>A – There has been progress, for language some are marginal gains, and some already are better than the final exam marks for last year, better understanding which questions require the most focus. For literature it is not as quite as positive but extra revision and intervention time been used to share best practice, exam technique and essay planning.</p> <p>Q – Improvements on last years grades?</p> <p>A – Yes but we are still very cautious, prediction data appears to show we will be closer to national average and small pupil numbers to get to the next grade to make these differences.</p> <p>Q - The 26 Feb report suggests that English has lost some of the initial momentum. I am concerned that year 10 are suffering because of the efforts with year 11 in danger of being crisis managers and wait till it's a crisis(Year 11) and then manage it. Are we any closer to having the plan to progress the students from Year 7 through to Year 11 that I asked for at the subject briefing earlier in the school year?</p> <p>A – Year 10 development happens sooner and building the strategies in KS3 so can move across to KS4. Monitoring and feedback is clearer and provided sooner and looking at the best ways pupils learn and remain engaged.</p> <p>Q – Without the app data like is available in Maths, how do you assess revision and understating?</p> <p>A – Teacher knowledge and expectation of certain questions is more relied on but this is used for teaching action plans, skills can be assessed of the class as well.</p>	
<p>1.</p>	<p>Welcome and apologies for absence</p> <p>All Governors and staff were welcomed to the meeting being. Apologies were received and accepted from</p>	

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2.	<p>Declaration of conflict/interest</p> <p>There were no declarations of pecuniary interest relating to items on the agenda.</p>	
3.	<p>Review minutes of meeting held 6th February 2024</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> <p>Slides from the presentation by Carl to be shared. ONGOING</p> <p>Sign off fire safety check by next FGB. CLOSED</p> <p>Add to the weekly shout out thanks from the Governors on the PPE progress already made. CLOSED</p>	
5.	<p>Governance</p> <p><u>Sign off SFVS</u></p> <p>On TEAMS, Governors have reviewed the work the business manager has completed and agree the statement.</p> <p><u>Governor Training update</u></p> <ul style="list-style-type: none"> - Moving from Governorhub to Hampshire Governor service database, the training dashboard was reviewed - Governors are requested to continue to book training and certain skills or roles have been highlighted so training recommendations can be made. - Mandatory courses are communicated. - DTG course has been attended and now better understanding of this Governor role and how best to advise Governors to get the best from courses. - Feedback to be submitted as a priority and to share with other Governors. - Induction pack, terms of refence and handbook are being reviewed and updated. <p><u>Health and safety update</u></p> <ul style="list-style-type: none"> - The site manager and Chair of Governors have completed a walk around the school, there are restrictions as a grade 2 listed building. Internally there are no concerns, externally an area has been sectioned 	

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	<p>off as slabs have moved so need to assess what because of this is as a trip hazard.</p> <ul style="list-style-type: none"> - Some doors need maintenance but these are known and reported awaiting repair and assessment, these are all logged with a job reference number. - Main concern overall for the local authority is the fire manual, this has now been updated and checked and approved, staff training still required for the updated. Evacuations have taken place in good time with records made. - Policies and procedures updated and reviews, a sample will be checked by a couple of Governors. <p><u>Reports of Governor visits</u> Colin – H&S site visit, SEN</p> <p>Action – Complete the proforma after a visit, for next steps and feedback.</p>	
6.	<p>Headteachers report</p> <p><u>Ofsted monitoring handbook</u></p> <ul style="list-style-type: none"> - Available on TEAMS <p><u>KS3 progress and intervention</u></p> <p>Action – Small group of Governors to assess data and report back to the FGB</p> <p><u>Quality of education update</u></p> <ul style="list-style-type: none"> - Staff can opt to lead a session, share best practice on areas of responsibilities - Encourage staff to complete professional development courses - ECT programme for three staff in their first year and three in their second year, there are observations, mentoring, and reviews - Teaching apprentices - Performance management and growth model looks at staff having two targets the same across school and one personalised target if on the upper pay scale - Looking at the monitoring and following up from the key areas of SLT - Staff and pupils are used to having visitors in class for observations - Evidence of normal practices in classrooms - Impact of work is known which is linked to the SIP and consistent approaches are seen - Increase student attendance at intervention and period 6 groups including pupil premium groups - Parent engagement is improving - Joint observations between SLT and subject leaders - Pairing staff with strengths and weaknesses for mentoring <p>Q - What else can be done to eliminate the inconsistencies, 8 months on this is still a concern on the one valid point raised by OFSTED?</p>	

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	<p>The 24 Jan report suggests that there is still some way to go in science (although some pleasing progress) will HIAS visits continue, is there anything else that can be done?</p> <p>A – Improvements in observation of teaching and personalising their intervention to improve now we have two terms of data has been a key tool.</p> <p><u>LLPR monitoring visit report and action</u></p> <ul style="list-style-type: none"> - Much better observations of teaching - Suspensions are reduced and behaviour is improving - Attendance is improving - SEND is the biggest concern and risk, this is being tightly monitored and seeking that needs are met in class properly <p><u>RAG exercise against Ofsted criteria for Governors from evidence presented</u></p> <ul style="list-style-type: none"> - This is a self-evaluation form for Governors to complete and will be reviewed at future FGB meetings. <p><u>HIAS Visit notes</u></p> <p>These are on the Governors site for review, questions are invited:</p> <p>Q – How is attendance?</p> <p>A – 87%, national is 90%, ours is improving and national is decreasing, so soon should be meeting national. Looking for them o focus weeks to encourage attendance e.g world book day was a good day for attendance.</p>	
<p>7.</p>	<p>Business cycle</p> <p><u>Budget update 2024/25</u></p> <p>Budget update</p> <p>As per the previous update, we have managed to save a few more pennies as we head to the final year end. The O-code is currently predicted to have a £40,794 surplus at the end of the year. This is key as it means we have managed to maintain an in year surplus whilst growing. Much of that was down to the restructuring of staff implemented for Sept 2023. Whilst it has made a minor chip at the deficit, this will always be challenging all the time our roll is increasing and the lag in funding that goes with that. (Students join in September, but we don't receive the additional funding until the following April. We are currently (very tentatively) showing as coming out of deficit overall for 2023-24, but this is a close call and move either way.</p> <p>Another point to note is around SEN and the pressures surrounding this area. You will be aware that this is a national problem which requires national solutions with schools and LAs all trying to do their best to meet a national policy requirement with insufficient funding (revenue and capital), rising</p>	

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	<p>demand, increasing costs and recruitment and retention difficulties. Issues are being raised by the LA and many others however, no easy solutions.</p> <p>This is made from</p> <p>O-code -£385,085</p> <p>Y-code £392,398</p> <p>H Code £4,850</p> <p>OVERALL £12,163</p> <p>First Draft of 2024-25 Budget</p> <p>First draft completed for 2024/25 some (educated) estimates included, this is a guide only I'm sure there will be changes.</p> <p>Significant uncertainty around income and expenditure inflation therefore assumptions need to be based on best estimates and balance of risk. Expectation that budgets will need to be monitored regularly with adjustments made to assumptions as more information becomes available.</p> <p>Working on the outcomes from February outturn deficit recovery plan including the carry forward.</p> <p>Income</p> <ul style="list-style-type: none"> - High needs (further EHCPs coming in Sep 2024) Not had full allocation for this year yet. - Pupil Premiums (230 x £1050) - Teacher pension grant (based on 4% of this year's cost) <p>Expenditure</p> <ul style="list-style-type: none"> - Cleaning - Contract to start in September. No figures to work on at present. Estimated Agency for 5 months. - SIMs / Weduc /Classcharts to Arbour/CPOMs switch, firmer figures pending. <p>Q – Projection of numbers on roll going forwards?</p> <p>A – Full with a waiting list, midyear applications, strong on behaviour expectations.</p>	
<p>8.</p>	<p>Policies</p> <p><u>Child Protection</u> Jane/Vanessa – to be reviewed.</p> <p><u>Data Protection</u> Andrew – to be reviewed</p>	

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	<p><u>Restrictive Physical Intervention</u> Stephan – comments added to documents, reduce repetition to improve consistency.</p> <p><u>SEND</u> Needs to be updated</p> <p><u>Facility Charges 24-25</u> David – to compare to previous and review.</p> <p><u>Conditions of Hire</u> Kelly – to be reviewed</p> <p><u>Resolving workplace issues</u> Updating after school incidences and to provide clarity.</p> <p>Action – exclusions policy to be reviewed</p>	
9.	<p>Future events</p> <p>Check school calendar online</p>	
10.	<p>Next meeting</p> <p>FGB 7th May 2024</p> <p><u>Provisional agenda</u></p> <p>Presentation by humanities and short update by science.</p> <p>Student wellbeing</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> 	

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12.	<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.
6. **Evaluation** to monitor and improve the quality and impact of governance.

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