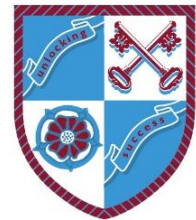


Warblington
School

**Meeting Minutes
from a
Full Governing Body Meeting
Tuesday 7th May 2024**



Warblington
School

Date	Start Time	End Time
7th 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)	Michelle Dennis	Fran Lansley
Stephan Muller	Alec Payne	Jane Fletcher
Andrew Chapman		Cara Gregory
Kelly Duncan		Absent
David James		Mark Goulty
Chris Pengelly		Vanessa West
Jane Burrows		

Item	Subject	Action Lead
	<p>Subject presentations</p> <p><u>Humanities</u></p> <ul style="list-style-type: none"> - This role has been in place for a year and the faculty includes History, Geography and RE. - All three subjects are now consistent in approach including for homework, lessons and monitoring - A new teacher was added to the team in September 2024 and they join with experience in the faculty subjects and also prior work with other exam boards - Key focuses are spelling, keywords knowledge and guided reading - Lesson observations undertaken by subject lead and also senior leaders including monitoring book clicks - In geography the outcome is 4 + = 57% (LY 56%), 5 + = 39% (LY 34%) and 7 + = 6% (LY 10%) - There are multiple strategies to make improvements in geography; the students have been regrouped to maximise lesson time, students who missed work have 	

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been identified, period 6 revision takes place on alternate Mondays, revision sessions will be planned for the May half term, and we have completed walking talking mocks.

- The introduction of Tassomai which is an online revision platform has enabled bespoke learning needs to be identified and looks at strengths or developments and is a well-used and liked online tool
- In History the outcome is 4 + = 47% (LY 33%), 5 + = 22% (LY 28%) and 7 + = 6% (LY 8%)
- Similarly strategies for this subject include the walking talking mocks the use of Tassomai, a revision booklet and period 6 revision

Q - What are walking talking mocks?

A - These are were we go through an exam paper in a lesson modelling answers with the structure and plan, we provide the skills to answer with the best exam technique and build on the knowledge revised from Tassomai.

Q - What percentage of students are using Tassomai?

A - I do not know for sure a definite figure but it is very high, we also offer alternative provisions for revision which can be used in school, Tassomai is user friendly and unthreatening and is a familiar system as used in more than one subject.

Q - How is RE performing has there been an increase in grades for this subject?

A - There is no current year 11 group studying RE so no previous data, Tassomai is not available for RE so we use revision guides instead.

Q - Can the improvements inconsistency be seen across the subjects now working as a faculty?

A - Yes this is better with clear improved expectations.

Science

- This presentation will look at year 11 results, interventions of the groups which need help to progress, what works well and improvement still to be undertaken
- Results and predictions for combined science

	MEG	PPE 1	Prediction	PPE 2
4+	83%	23%	54%	58%
5+	42%	6%	22%	34%
7+	2%	0%	0%	3%

Q - What is MEG and how is this calculated?

A - Minimum expected grade and set by the school and we are aiming to be in the 20% of top schools

- We need to push the expected grade 3 students to achieve a grade 4
- If students are under or over achieving we will change the tier they are studying for between the higher and foundation levels

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- We conduct walking talking mocks with questions we expect the feature in the exams
- In the single sciences, chemistry is where the least amount of students are achieving although we have previously dedicated a lot of time to improve results in physics
- There are intervention groups, lunchtime revision sessions and also walking talking mocks

Q - Which sciences are the skills of the teachers?

A - We are all biologists so are making links with teacher skills from an outside teacher

- There are 23 students studying the separate sciences and improvements can be seen between the PPE results from sittings 1 and 2
- We also have the option to switch between higher to foundation depending what works well so each student
- Improvements are being made in the primary focus of consistency with a framework and strategy and there is now a clear lesson purpose and a cycle of learning.
- The lesson structures are consistent with all having the same expectations and a retrieval session at the start of a lesson
- There is more consistency in book use looking at key facts, notes and summaries
- We have adopted a toolkit where we check for listening, check for understanding and then enable independent practise.
- The improvements in structures allow accountability of teaching staff
- in November 2023 we had a rollout of Tassomai used across the years 7 till 11, over the last six months we have achieved 4858 revision hours across all of these years and there has been 1.5 million questions answered although achieving this just takes a few minutes add a task a day

Q - Is this the first year of using Tassomai for year 11 revision?

A - Yes so there is no verified data yet on the effectiveness of this

Q – Is Tassomai used to provide prior knowledge?

A - Teachers can now switch off subjects which makes learning more effective for retrieval and limits the scope where further questions can be generated.

- The cost of purchasing Tassomai versus the cost of printing revision resources maybe similar but the routine of using the new system will have longer and wider effects including that students can see their own progress and what they have achieved.

Q - Can a teacher show the start point and the current point of the knowledge of a student

A - I will check on this by student can also see their own tree of knowledge develop move in the system

Q – When can Tassomai extend to other subjects?

A - We have used this in some subjects where available but some subjects already have their established apps for example maths are really secure in their use of Pixl.

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	<ul style="list-style-type: none"> - Areas for development will be improving the consistent language, embedding rehearsal strategies, these have changed from a teach, test, move on approach to now a teach, practise and test approach. - Two members of staff will visit an outstanding school and hopefully take away some key best practises - We need to consider if it is right to deliver separate sciences or just offer the combined sciences, we will look at the reduction in teacher time to teach the combined sciences and also the effect this may have on future college entry requirements, we may offer giving up an option to allocate more time to study the single sciences, this may only affect a small amount of students now but as we progress with larger cohorts this would have more impact. <p>Q - Are there plans in place if there are not enough numbers choosing the single sciences and how you would overcome this?</p> <p>A - We could create a class of higher ability students and look at student capabilities we need to look ahead at the entry requirements for colleges and if teaching the triple science in the same time as combined sciences is always achievable.</p> <ul style="list-style-type: none"> - The support and guidance received via the HIAS support has been transformational, their expertise has enabled changes to be implemented sooner than planned and they have been used a mentor to the head of department whilst sharing their pedagogy and approaches in research 	
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, Alec and Michelle. Mark and Vanessa were absent.</p>	
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 26th March 2024</p> <p>The minutes of the FGB meeting had not been received yet, due to a cover clerk, Governors will be notified once available and ready for review.</p>	
4.	<p>Outstanding issues</p> <p><u>Windows remedial work</u> Further changes will be required to rectify the issues and plans will continue to be made.</p> <p><u>H&S termly update</u> The update for the summer term had been submitted it included details on legionella procedures, risk assessments, and food safety.</p>	
5.	<p>Governance</p>	

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Attendance Data review

Presented by Jane:

- A booklet of school expectations has been provided to parents, so now staff, tutors, students should all be working to the same approaches.
- Attendance will be embedded as a school behaviour
- The results for attendance for Spring 2 have not been as good as Spring 1, although this term has shown an improvement
- The significance of the time of day a medical appointment is taken will have an effect on attendance so this data will be analysed at the end of term
- School attendance is compared to national figures weekly and the school appears to be similar, although the amount of holidays taken has increased.
- In Year 8 males there is the highest absence so this will be investigated further for possible factors or reasons
- The absence in the SEND group is very variable although part time timetables in this group will affect the figures
- Attendance per house and tutor group is highlighted and support provided where required in different strategies
- There are phased approaches to support and different levels
- Letters are sent to parents when the trigger point to persistence absence is being reached

Q – Are fines issued to parents when holidays are taken in term time?

A – Yes, but the financial cost is not always enough to prevent this

Governor Training update Report from Governor Services on last meeting.

The report from Sarah Speller had been available for review before the meeting including comments/responses from the Chair of governors.

Reports of Governor visits

None

Identify 2 governors to meet with FLY to review KS3 progress.

Chris and David will meet with Fran

Training update

Whole Governing Body Training options are discussed, it is decided the course ‘move the school forward to good’ will be beneficial to the governors.

The self-evaluation chart will be discussed at the next FGB

6. Headteachers report

Update on LLPR monitoring visit Report & Actions

Available for review

HIAS Visit notes

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	<p>A familiarisation visit had taken place looking at the school main outcomes of attendance and quality of education. Support dates had been provided for the financial year 2023/24 including subject support sessions, coaching and meeting with the governors and feedback from all the sessions was in the report.</p> <p><u>Support 24/25</u></p> <p>The agreed support plan in addition to the annual LLPR and coaching time package was available for Governors to view,</p> <p><u>Staffing Update / Staffing structure for next year</u></p> <p>There are a few teaching vacancies in subjects and if these can't be recruited there is a contingency plan.</p> <p>Further updates will be provided at the next FGB.</p>	
<p>7.</p>	<p>Business cycle</p> <p><u>Budget Documents</u></p> <ul style="list-style-type: none"> • Review Outturn for last financial year <ul style="list-style-type: none"> - The school has managed to come out of deficit over the cumulative budget O, Y and H, this means the deficit is slowly reduced in the O code and on track for an overall surplus by 2026/27. - The increase in numbers on roll have put the school in a stronger position, although costs invested in SEND are more than budgeted, although there is a contingency budget for this. - Grants received have been higher than estimated so this has assisted the budget. • Approve 3 year Budget plan <p>This is reviewed and approved by all the Governors</p> <ul style="list-style-type: none"> • Approve Capital Spend <p>This is reviewed and approved by all the Governors</p> <ul style="list-style-type: none"> - Expenditure will be required from the Y budget for equipment in the computer suite, CCTV and a digital music suite, it has previously been agreed the surplus in this code is for school enhancements. <p>Q – Is there an option to increase the income in lettings?</p> <p>A - We look at staff costs versus the potential profit received but have to factor when the rooms may be required for exams or other reasons.</p> <p>Q – Is litter clearance planned for the back alley to the school?</p> <p>A – There is discussion on ownership of the land and maintenance responsibilities.</p> <ul style="list-style-type: none"> • Are SLA's Value for money 	

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	<p>This is reviewed and approved by all the Governors as they have been reviewed and confirm all still provide value for money and have been well used in previous years, for example staff absence insurance or property services.</p>	
8.	<p>Policies</p> <p><u>GDPR</u></p> <p>This policy has been reviewed by the governors and agreed.</p> <p><u>Off site visits</u></p> <p>This policy has been reviewed by the governors and agreed.</p>	
9.	<p>Future events</p> <p>Check the school calendar which is available online.</p>	
10.	<p>Next meeting</p> <p>FGB 4th June 2024 to be held at school</p> <p><u>Provisional agenda</u></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 7.30pm</p>	

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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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Date: _____