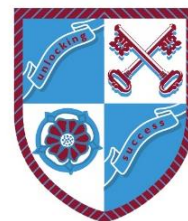


Warblington
School

Meeting Minutes
from a
Full Governing Body Meeting
Tuesday 4th June 2024



Warblington
School

Date	Start Time	End Time
4 th June 2024	5:20pm	7:30pm
Present	Apologies for Absence	In Attendance
Colin Swettenham(Chair of Governors)	Jane Burrows	Gemma Harvey (<i>LA Clerk</i>)
Mike Hartnell (Headteacher)		Fran Lansley
Michelle Dennis		Cara Gregory
Kelly Duncan		Jane Fletcher
Vanessa West (Staff)		
Cher Jeffrey		
Andrew Chapman		
Stefan Muller		
David James		
Alec Payne		
Chris Pengelly		
		Absent
		Mark Goult

Item	Subject	Action Lead
1.	<p>Welcome and apologies for absence</p> <p>All governors and staff were welcomed to the meeting. Apologies were received and accepted from Jane. Mark was noted as absent.</p>	
	<p>Reading review update from Hannah and Lou</p>	

Signed: _____

Date: _____

- GCSE's require having a reading age of 14 years and 6 months, so this will be required by Year 11
- Since we started testing the reading age across all school years has risen
- Feedback from Ofsted has been considered and actions put in place to provide CPD, to group pupils in reading age levels, to make best use of the school library serving, to work with the federation reading group, use of the PIXL hub and a scheme of work trial
- There are now five strands to our strategy
 1. Data, progress and groups
 2. Training opportunities
 3. Consistency
 4. Reading for pleasure
 5. Monitoring and evaluation

1. Data

- We have changed how testing takes place and we will retest next in early July so we can plan early for the next year interventions
- We will provide to the teachers the level of the pupil and their needs, this is colour coded for their ability
- Needs may include phonics, fluency or comprehension for example
- The intervention groups take place in STAR time

Q – The data you presented is useful broken down into specific groups and needs, but could we have data for those who do not fall into a specific group or need?

A – We can provide data specifically for the non-disadvantaged groups.

Q – So pupils are making approximately 6 months progress in a year?

A – This is a snapshot and is not a full year plus a new way of testing.

2. CPD

- There have been three sessions for staff
- Staff are monitored in their delivery and lessons
- We are looking at evidence based information and will include other experts such as TA's or the library staff who will be interacting with the pupils

3. Consistency

- We are checking this across the school
- Looking at guided reading or explicit vocabulary for example
- There are shared resources
- This includes the early stages of reciprocal reading
- We look at predict, clarify, question then summarise as a model

4. Reading for pleasure

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Date: _____

	<ul style="list-style-type: none"> - This is where it can be extended to what a pupil likes to read - They sit together and read (STAR) in a 20 minute dedicated slot daily in the timetable 4 times a week - There has been share a story day - Use of the school library service - New library in school <p>5. Monitor and evaluate</p> <ul style="list-style-type: none"> - There have been head of house learning walks - There have been review meetings with head of houses - There is a teacher forum with the TA's - There is in-year testing of pupils with SEN - The student voice complete feedback forms on the scheme - There has been focus on the lowest 5% of readers <p>Q - How has the student voice feedback been?</p> <p>A - The amount of completed forms has now raised to over 50% and the pupils could see themselves they have made progress and like the new strategies.</p> <ul style="list-style-type: none"> - Moving forward there has been an action plan made which looks at the connection of progress in reading and how this can be seen in writing, there will be leadership opportunities for the pupils and we are looking at reading support for the less able for example introducing 'Little Wandle scheme' for year 7 and helping to improve their reading habits <p>Q - Do you have links to Little Wandle being used in primary school?</p> <p>A - Not sure how much this is used in our local area, a governor comments this is used at Southbourne primary school.</p> <p>Q - Do other subjects such as history and geography also use these reading strategies?</p> <p>A - Yes this extends across other subjects</p> <p>Q – Are the interventions for subgroups suitable for all?</p> <p>A - These are based on reading age so all pupils are applicable if required.</p> <p>Q - What would you class as the one big thing that has made most difference?</p> <p>A - Reading for pleasure has lifted the academic levels and increased the passion and drive to read, I have a full time member of staff in the library would be really beneficial to help pupils guide their choices.</p> <ul style="list-style-type: none"> - There has been an additional strategy which identified the bottom at 20% of readers, of the group 50 pupils had SEND. - We have placed twenty pupils on a scheme called 'abracadabra' which identifies specific pupil needs and how to improve these 	
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	<ul style="list-style-type: none"> - Abracadabra is an online and interactive visual tool for engagement which uses sound and voice over - These are pupils who are significantly below their reading age and may find comprehension difficult - They will also be below their age for vocabulary and grammar - We track the progress of this group and from September we will introduce a new trial package <p>Q - Do you have any progress and results to share?</p> <p>A - The next test we conduct should show the progress although this may look minimal for example the reading age of some of this group is currently age 6.</p> <p>Q - Do you feel we are using the right tool to gain progress?</p> <p>A - What we currently use is a free resource and has been recommended and also endorsed and works with federation support, any intervention we provide is a bonus as they may not have previously received any additional interventions and there may be other factors to consider such as trauma or disengagement with education, we aim to move this bottom 20% into the mainstream groups.</p> <p>Q - Are there age-related reading books available for this bottom 20%?</p> <p>A – The library service can provide these books as we need relevant text but also to suit ability levels.</p> <p>Q – With group which are in mainstream will they also need interventions</p> <p>A - The pupils can see that intervention has helped and we will continue to monitor, tutors will review and be aware of interventions and strategies and this will also increase pupil confidence for other subjects.</p> <p>Q – Why only the bottom 20 of pupils are in the trial?</p> <p>A – We have to consider availability of staffing and also the room so ideally yes we would like to extend this to a larger group and out of the bottom 20% which included 50 with SEND we were only able to take 20% to the trial although this is a new system so only a trial way of working.</p> <ul style="list-style-type: none"> - We need to develop expertise how to guide children of a much lower reading age as this is not expertise we have previously being required to hold for a senior school <p>Q -Has there previously been inconsistent approaches?</p> <p>A - In this group we have also identified pupils who can't access the curriculum due to their low reading levels so they have specific needs and require the interventions which they are receiving also in the classroom.</p> <ul style="list-style-type: none"> - Also within this bottom 20 there are pupils who have not been any in any other intervention so far and we use their 20 minutes STAR time for interventions so we're causing less disruption from other lessons 	
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	<ul style="list-style-type: none"> - Identifying the bottom 20% has equated to a whole year group so we have had to pick 20 pupils who are the ones with the most need - We are following guidance which is to provide targeted specific interventions <p>Q - Can the trial increase to include more children if you can see the impact over all subjects and are the current 20 involved enjoying the process and engaged with it?</p> <p>A - We are also looking for individual ways to increase engagement, for example a lot of children do not have access to books at home so this is a barrier so we are finding ways to provide books such as the library service and we have held a book amnesty for donations, we also re-home books we no longer use in our own library.</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 & 7th May 2024</p> <p>The minutes of the FGB meetings had been previously circulated.</p> <p>Governors agreed that the minutes were a true and accurate record of the meetings.</p>	
4.	<p>Actions from above meeting/Outstanding issues</p> <p>Slides from the presentation by Carl to be shared. ONGOING</p> <p>Complete the proforma after a Governor visit, for next steps and feedback. ONGOING</p> <p>Small group of Governors to assess KS3 data and report back to the FGB. ONGOING</p> <p>Exclusions policy to be reviewed. ONGOING</p>	
5.	<p>Governance</p> <p><u>Governor Training update</u></p> <ul style="list-style-type: none"> - Andrew asks governors to continue to provide feedback of courses attended and continue to seek courses which may extend their own knowledge and skills as a governor <p><u>Staffing and Curriculum model</u></p> <ul style="list-style-type: none"> - We have looked back to five years ago from spring 2019 where we expected in 2024 to have 675 pupils on roll from a figure of 268 children in primary school - In comparison we have 780 pupils planned for the next year alongside 266 possible children from primary school which was an accurate forecast 	

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- So this shows that the pupils in the area has not increased but the numbers on roll for our school has increased so we will continue to plan for 840 pupils on row for curriculum planning
- The number of pupils with SEN has increased and the number of pupils requiring an EHCP has had a huge increase, there has been an increase in children eligible for free school meals rising previously from 14% to the figure now of 31%, there has also been an increase in the amount of pupils with EAL

Q - Has there been a change locally or a change in criteria for those eligible for free school meals?

A - There are more families who are financially struggling but only some of these will be eligible for free school meals and this is a local and national increase with no specific year group showing an increase, also if Universal Credit has been claimed since 2019 these children will stay as eligible for free school meals.

Q – What do the different codes of SEND K&SEND E indicate?

A - This is to show the different groups with identified needs who do not receive funding and those granted an EHCP so they will have different interventions to the mainstream curriculum.

- FSM nationally is 24% compared to our school at 31%
- A key finding is that the local authority has an increase in the amount of edge EHCP's awarded
- We feel we are offering the correct curriculum which provides 48 lessons a fortnight with the structure being that years 7 and 8 are very similar and year 10 includes the option block and also a reduction in PE from this year with four lessons down to two
- We are national curriculum compliant although we do not offer RE in year 11 but this is included in other lessons
- All pupils will achieve 8 qualifications to meet attainment 8 but they may not achieve the Ebacc as we look at the skills children need for post 16 education and not just to achieve the Ebacc
- in 2019 10% of pupils would go on to study GCSE's at college but now this is down to 1% so this shows we are meeting the relevant qualifications more effectively
- Our school is above the local authority and national figure for Ebacc entry although we are less than national and local authority for the amount this school achieves
- We feel we offer a broad curriculum with a high level of staff teaching so we are able to coach across the school to improve teaching and learning

Reports of Governor visits

- None to discuss
- Governors are aware they should be fed back to FGB and reports available for review

Signed: _____

Date: _____

6. Headteachers report

Quality of Education

Self-evaluation is completed and the governors assess if they have enough information and evidence has been seen.

Q - Is the time range known for the Ofsted re-inspection?

A - This is currently 2 1/2 years but there could be a monitoring visit before this to check that the actions are being progressed.

Section	Governor comments
E1 - leaders adopt or construct a curriculum that is ambitious and designed to give all pupils the knowledge to succeed in life.	Amber - for the SEND department we understand the interventions and strategies in place, there is a new member of staff planned to start in September to assist with SEND and we have reviewed the time spent per subject Q - Do we have guidance how many hours should be provided per subject? A - Only for PE, RW and triple science over the course of KS3.
E3 - the schools curriculum is coherently planned and sequenced	Met
E4- the school teaches a broad range of subjects throughout years 7 - 9	Met
E2 - the curriculum may undergo necessary changes and certain aspects may be more developed than others	Met
E 13 - reading is prioritised to allow pupils to access the full curriculum offer	Amber - the school is early in their targeting interventions so required time to embed as we need more data and to be able to see the links to other subjects
E5 - the curriculum is successfully adapted, designed or	Amber - this links to E1 and more data and knowledge is required of the interventions, further details are required

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Date: _____

	developed to be ambitious and make the needs of pupils with SEND		
	E6 - the work given enables pupils to achieve the aims and missions of the curriculum	Met	
	E7 - teachers have good knowledge of the subject and course they teach	Met - external support has been sought in science to upscale this staff in this subject as they are biologists, subject leads have provided more monitoring across their subjects	
	E9 - over the course of study, teaching is designed to help pupils to remember long term the content they have been taught	<p>Met - still need to see PE and performing arts but we know designs are in place although it may take longer to see the full impact</p> <p>Q - Is English fulfilling this across all the years or is the high impact just seen in years 10 and 11 so far?</p> <p>A - Ofsted were happy with the progress in this subject and the strategic improvement partner can see strategies in place and teaching is a high level although the impact and results are not yet matching.</p> <p>Q – Will it be reviewed the design is having the correct effect?</p> <p>A - This will take further time to monitor</p>	
	E8 - teachers present subject matter clearly and promote appropriate discussion about the subject after being taught	Met - the local authority reports have been positive and the observations in lessons by governors show us the evidence.	
	E10 - any remote education is well integrated within course of study to support the wider implementation of the curriculum	<p>Amber - there has been discussion in our subject leader presentations about engagement when not in school and the use of apps as a support</p> <p>Q – Are long term school refusers included?</p> <p>A - We will provide better feedback so governors can see strategies are in place as there are good examples but this is not always consistent, also knowing how to tackle this is a national problem and concern area</p> <p>Q -Does this include blended learning?</p>	

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Date: _____

		A – Yes	
	E11 - teachers and leaders use self-assessment well	Met - difference in attitude of pupils from the mock exams show the correct support has been given to improve grades including use of apps	
	E20 - pupils read widely and often, with fluency and comprehension appropriate to their age	Amber - we need to wait until test results can be seen for reading later this term, we would grade this met for the mathematical knowledge and concepts	
	E12 - teachers create an environment that focuses on pupils	Amber- there has been flexibility in SLT methods, the use of past papers and apps	
	E14 - a rigorous and sequential approach to the reading curriculum develops pupils fluency, confidence and enjoyment in reading	Amber - wait until the evidence has been seen with data available	
	E15 - the sharp focus on ensuring that those at the early stages of reading game the phonics knowledge and language comprehension necessary to read	Amber - wait until the evidence has been seen with data available	
	E16 - teachers ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary world	Met - we have seen presentations, monitoring, appropriate teaching behaviour and observations and governors are reassured that SLT do ensure staff standards are high	
	E17 - pupils develop detailed knowledge and skills across the curriculum	Amber - we have seen an improvement but governors need to meet with children and see what they have learnt and this may be best achieved by grouping similar learners, also reviews within a faculty.	

Signed: _____

Date: _____

		Action - David, Michelle and Kelly volunteer so we need to pick a date and let SLT know so this can be arranged	
	E18 -where available, impact is reflected in results from national tests and examinations that meet government expectations or in the qualifications obtained	Amber - until the exam results are received although we know there has been a change and the impact seen with the effort in lessons can be seen including attitude, calmness and exam techniques. Due to the inclusive nature of the school, there will always be an impact to the overall P8 /A8 scores due to students remaining on roll and the school doing everything they can. In 2024 there are 3 students for whom this applies and supporting letters have been written by county. The school keeps case studies on these students.	
	E19 -pupils are ready for their next stage of education, employment training	Met	
7.	Business cycle Although attendance in school has been lower then hoped for at 89.3% this was above national at 87.1%.		
8.	Policies <u>Behaviour</u> This has been reviewed that will be extended for completion in September 2024 due to changes in the attendance policy Action – add to September FGB agenda <u>Ready to learn expectations</u> Reviewed by governors		
9.	Future events <u>School calendar</u> Available online <u>Dates of FGB for next year</u> These have been shared with the Governors and are agreed.		

Signed: _____

Date: _____

10.	<p>Next meeting FGB 2nd July 2024</p> <p>Provisional Agenda</p> <ul style="list-style-type: none"> • Headteacher Annual Report 	
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>	

Effective governance

Signed: _____

Date: _____

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.



Signed: _____

Date: _____