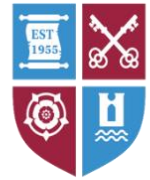


**WARBLINGTON
SCHOOL**

**Meeting Minutes from a
Full Governing Body Meeting
Tuesday 11th November 2025**



**WARBLINGTON
SCHOOL**

Date	Start Time	End Time
11 th November 2025	5:15pm	7:20pm
Present	Apologies for Absence	In Attendance
Colin Swettenham(Chair of Governors)	Fran Lansley	Jane Fletcher
Mike Hartnell (Headteacher)		Cara Gregory
David James		Gemma Harvey (<i>LA Clerk</i>)
Vanessa West		
Alec Payne		
Andrew Chapman		
Dan Hicks		
Chris Pengelly		
Kelly Duncan		
Blake Lobb		
		Absent
		Jane Burrows
		Michelle Dennis
		Mark Goulty

Item	Subject	Action Lead
1.	<p>Welcome and apologies for absence</p> <p>All governors were welcomed to the meeting. Apologies were received and accepted from Fran. Jane, Michelle and Mark were marked as absent.</p> <p>Blake Lobb was welcomed as a new co-opted Governor, he is a parent of a child at the school and also has an education services business,</p> <p>Action – Add to Governor services database.</p>	GH

2.	<p>Declaration of pecuniary interest</p> <p>There were no new declarations of pecuniary interest relating to items on the agenda.</p> <p>If Blake does take on any work for/with the school this will be declared.</p>	
3.	<p>Presentation by Head of MFL – provided as a written update.</p> <p>Action – Once read by Governors send any questions, comments or clarification to the Headteacher.</p> <p>Presentation by Head of Humanities – postponed.</p> <p>Both members of staff were not able to be present at the meeting.</p> <p>Verbal presentation will be shared once recorded or delivered at the next FGB.</p>	All/MH
4.	<p>Review minutes of meeting held 23rd September 2025</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 meetings.</p> <p>There were no actions from the above meeting or outstanding from previous meetings.</p> <p>Action - Governors to review the list of extracurricular activities and add their names to the events they are able to attend, ensuring coverage across the programme.</p> <p>Action - Compile a list for parents to gather their opinions on school life and strengthen parent engagement when attending parent events as a governor.</p>	All All
5.	<p>Governance <u>Safeguarding training</u></p> <p>At the start of term, all staff undertook safeguarding refresher training, which included updates to Keeping Children Safe in Education (KCSiE) and reinforced both staff and governor expectations and responsibilities. The session featured a short video emphasising the message that “it’s easy to miss something you’re not looking for,” reminding everyone of the importance of vigilance. Updates covered the categories of abuse, the need to maintain a safe culture, and the importance of accurate record keeping, with concerns now logged as low, medium, or high. Staff were also reminded to consider students’ lives in context, recognising the wider networks, impacts, and influences around them. Changes to the safeguarding software were introduced, enabling staff to log low-level concerns directly into the system, strengthening consistency and accountability.</p> <p>Q - Can the software recognise trends?</p>	

<p>A - Yes. It includes hundreds of categories and provides an intuitive way to report key areas. Individual concerns can be logged and roles/mapping allocated to track patterns.</p> <p>Q - Does the system provide detailed explanations or definitions of terminology?</p> <p>A - Entries can be allocated to the correct headings. Terminology can be generic but is editable to ensure the most appropriate title is used.</p> <p>Q - Does the software link to other electronic systems, e.g. Microsoft Teams?</p> <p>A - Not currently. However, integration could be added by the IT manager if flagged as a requirement.</p> <p>Safeguarding updates were presented using the FACTS approach – Factual, Analysis, Child’s voice, Timely, and Share.</p> <p>Staff were reminded that KCSiE will be updated further next year to align with wider legislative changes, with audio versions now available to support accessibility. New guidance this year focuses on tackling misinformation, disinformation, and conspiracy theories, with pupils encouraged to understand the differences and discuss them in class. Risks associated with online spaces will be added to the PHSE curriculum from the next academic year, building on the strong coverage already in place. Governors were asked to consider which three points or updates to prioritise, noting that the school will remain highly aware of the growing influence of AI.</p> <p>Q - What is the timeline for replying to a safeguarding response?</p> <p>A - Responses are constantly monitored. If urgent, one of the 12 DSLs receives an instant notification. Timelines may vary when external agencies are involved, depending on their workload. For low-level concerns, the typical timeframe is 48–72 hours for discussion. A recent lockdown response was completed in 100 minutes, demonstrating prompt action when the need is high. The IT system also provides an average response time for oversight.</p> <p>Q - Can the system flag if there are high concerns for one pupil?</p> <p>A - Yes. Concerns would be triaged in school, with increases in recording or multiple open cases highlighted. It is very rare for staff not to be aware of the wider situation within a school or class.</p> <p>Action - Send out an online confirmation request for governors to verify they have read the latest KCSiE guidance.</p> <p>Suggested Governor Monitoring – Safeguarding</p> <ul style="list-style-type: none"> • Monitor implementation of the new reporting system, including staff use of software to log low-level concerns directly and oversight of average response times. • Ensure safeguarding culture is embedded, with staff and governors consistently meeting expectations set out in KCSiE, including refresher training and awareness of categories of abuse, safe culture, and accurate record keeping. • Scrutinise accuracy of records and impact on pupil safety, ensuring concerns are categorised appropriately (low, medium, high) and triaged effectively. • Review safeguarding curriculum coverage, including mental health, online safety, tackling misinformation/disinformation, and risks associated with online spaces being added to PHSE. • Check governor compliance, confirming all governors have read KCSiE via online confirmation. 	<p>GH</p>
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	<ul style="list-style-type: none"> • Evaluate responsiveness and triage processes, ensuring urgent cases are acted on promptly by DSLs and trends across pupils are recognised. • Consider wider safeguarding context, including student voice, external agency involvement, and the school's preparedness for future updates (e.g. AI awareness, RSHE statutory guidance 2026). <p><u>Governor monitoring plan and reflection on WGBT</u> The governing body discussed whole-school training, with emphasis on linking governor visits to the School Improvement Plan (SIP) to demonstrate effectiveness. Governors noted the importance of improving consistency across subjects by applying the same approach, and reflecting on areas of the SIP that may be visible but not previously recognised. Staff will be made aware that specific strands will be referred to during monitoring. Feedback from the training course was considered valuable, particularly in relation to the new Ofsted framework, as it encouraged constructive conversation in the meeting and highlighted ways to make improvements.</p> <p>Action – Combine the currently used and liked form for governor monitoring to include inks to the SIP, share with the governors to discuss.</p> <p><u>Feedback on Governor visits/monitoring</u></p> <p>Science (Years 7 & 10)</p> <ul style="list-style-type: none"> • Consistency observed across teaching and use of correct subject language. • Follow-up visit booked. • SIP points are being actively discussed and evidenced in practice. <p>SEND</p> <ul style="list-style-type: none"> • Targets are being met in line with statutory requirements. • Paperwork is accurate and compliant. • Further development required; focus on inclusion planned for next FGB. • Area well managed by Cara. <p>Health & Safety</p> <ul style="list-style-type: none"> • A few points raised for follow-up, though most already reported or in progress. • Front-of-school safety remains a concern; governors discussed improving car access and exploring funding options. • Doors and fire exits checked and compliant. • Any concerns continue to be reported in line with statutory requirements. <p><u>Agree SEN information report</u></p> <p>Q - Should governors include inclusion as a check in monitoring, similar to safeguarding? A - Yes. Governors could review school admissions and consider whether lessons are suitable for the whole school community.</p> <p>Q - Is there an admissions policy? A - Yes. The policy exists and categories are listed in priority order.</p> <p>Q - Is there a waiting list? A - Yes, for all year groups except Year 11.</p> <p><u>Review emergency/disaster recovery plan</u></p>	CS
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	<p><u>Review Governor training</u></p> <ul style="list-style-type: none"> • A questionnaire on governors' Ofsted knowledge needs to be completed. • Discussion highlighted the importance of aligning governor training with the new Ofsted framework and federation priorities. <p>Action - Governors to complete the Ofsted knowledge questionnaire before the next FGB and bring results to the meeting</p> <p>Action - Andrew to be sent details of areas where training is required.</p> <p>Action - Gemma to send templates, forms, and other relevant resources from The Key for Governors where applicable.</p>	<p>All AC/All GH</p>
<p>6.</p>	<p>Headteachers report <u>SIP key check points match against OFSTED action points and progress</u></p> <p>Safeguarding – Met/Not Met standard; culture of safeguarding; statutory compliance. Inclusion – Expected Standard and above; effective support for disadvantaged and SEND pupils. Curriculum and Teaching – Ambitious curriculum, consistent high-quality teaching, assessment for learning. Attendance and Behaviour – Clear policies, consistent application, reducing persistent absence and suspensions. Personal Development – Well-structured programme, student wellbeing, SMSC, careers education. Leadership and Governance – Strategic oversight, challenge and support, impact on school improvement.</p> <p>To support governors in holding school leaders to account by focusing on key areas within the Headteacher's Report, aligned to the new Ofsted Inspection Framework (2025) a new format has been available for governors to review before the meeting. Some areas are further discussed and highlighted:</p> <p>1. Safeguarding</p> <ul style="list-style-type: none"> • Ofsted judgement remains binary (Met/Not Met). • Transition to new reporting system for Low Level Concerns (LLCs). • No LADO referrals; six LLCs resolved. • Safeguarding curriculum tracked across all year groups, with emphasis on mental health, online safety, and student voice. <p>Q - How is the new safeguarding reporting system improving the timeliness and quality of safeguarding responses? A - Migrated previous information, track more carefully to help staff, pastoral team, greater level of analysis, better identification of areas of concerns and patterns</p> <p>Q - What evidence demonstrates that the safeguarding culture is embedded and pupils feel safe? A - Student voice a big way to monitor, students feel safe, highly reported assurance reported back to lending partner, included reference to way lockdown was dealt with, students report to staff about themselves and each</p>	

other, followed up with pastoral staff, online and outside of school included, very embed in the ethos the school. Weekly report to show feelings from students, can show names so can provide pastoral support, also tracks patterns.

Q - Percentage participating?

A – The last one was 48, can go up to over 100.

Q - How do leaders assure themselves that all statutory safeguarding requirements, including SCR checks, are fully met and monitored?

A - Checked by SLT, actions amended and updated, Chair of Governors checks, all staff trained at start of year, all given KCSiE, complete KCSiE quiz, keep records of staff signing forms, governor visits, new staff inductions, DBS checks are coming back quicker, enhanced for all in school, County safeguarding audit next week.

2. Inclusion (PP, SEND, LAC)

- SEND numbers rising; 6.3% of pupils have EHCPs (above national average).
- SEND numbers rising; 6.3% of pupils have EHCPs (above national average). In July 2023 there were 21 students (3.4%), now there are 52 with a much higher level of need. Alongside a 25% increase in children on roll, this has resulted in at least one review required every week, compared to fortnightly previously.
- Pupil Premium strategy under review; focus on SEND and PPG planned for next FGB.
- Attendance for EHCP (71.7%) and LAC (75.3%) pupils remains a concern.
- Strong SEND leadership team, supported externally by HIAS.

3. Quality of Education (Curriculum & Teaching)

- Great Teaching Toolkit embedded; staff feedback positive.
- Challenges: limited peer observation, increased planning workload, timetable/policy changes.
- KS4 outcomes improving; KS3 engagement rising.
- Attendance and behaviour issues continue to affect some subjects.

Q - How is the GTT embedding monitored for consistency and impact on pupil progress?

A - We are seeing steady improvements in KS4 outcomes across most subjects, driven by the Great Teaching Toolkit (GTT). Internal data for Year 10 moving into Year 11 projects a significant jump in 2025, particularly in English, due to longer exposure to high-quality teaching, embedded curriculum changes, and established setting structures. The introduction of autumnal PPEs has also helped students better understand exam requirements. At KS3, progress is stronger, supported by robust assessment systems, “convince me” pupil progress meetings, and FFT tracking. These processes are expected to sustain improvements as pupils spend more time in classrooms with consistently strong teaching. The consistency of GTT practice is recognised as a whole-school strength, confirmed by LLPs and external visitors. Staff receive personalised coaching and termly one-to-one feedback against 51 elements of the toolkit, with data analysed at multiple levels to ensure impact. Alongside this, live monitoring is in place: senior leaders and Claire complete at least six

	<p>fortnightly pop-ins, plus two longer observations per faculty, ensuring personalised feedback and targeted CPD. Findings feed directly into SLT meetings for timely action.</p> <p>Staff feedback is highly positive: 75% report improved whole-class engagement. 70% say students have a clearer understanding of learning objectives. 86% feel more confident in knowing pupil progress, with 90% clearer on when to adapt lessons.</p> <p>Student voice (April 2025) confirms that AFL check-and-respond occurs in 100% of lessons, with 89% of pupils reporting misconceptions are regularly identified and addressed. Overall, the teaching and learning action plan is embedding well, with long-term impact expected to deliver the strongest KS4 outcomes to date in 2025.</p> <p>Q - What strategies address workload and support collaborative professional development? A - Middle leaders are empowered to work consistently with their teams, ensuring alignment across the school. SLT use staff well-being surveys to monitor pressures and adapt CPD or workload priorities accordingly. While current pressures are acknowledged, the focus remains on sustaining rapid improvement and preparing effectively for inspection. Faculty meetings are timetabled fortnightly, providing protected time within the school day, with briefing slots allocated for tutor or safeguarding checks. A coaching model supports collaborative development, enabling staff to learn and grow together. Engagement with the Havant Federation allows best practice to be shared and resources accessed from other local schools.</p> <p>Q - How are gaps caused by pupil absence being systematically addressed to maintain curriculum pace? A - Following CPD delivered by the LLP, a new student checklist has been introduced for all staff to ensure consistency in addressing gaps created by absence. A system is being developed where staff can efficiently set lessons based on daily learning objectives, enabling absent students to access missed work. Staff record absences and share responsibility with students to close gaps. Each classroom will have laminated cards for pupils to collect, providing a visual yet subtle communication method between staff and students to highlight gaps or misconceptions in learning.</p> <p>Q - How is staff work-life balance being supported? A - Departments hold fortnightly meetings for collaborative thinking to ease workload. SLT may be flexible with CPD timelines where appropriate, and staff are supported by coaches as well as federation assistance.</p> <p>Complaints to schools are increasing, with variance in trends noted across settings. Governors discussed the importance of understanding what constitutes a qualifying versus non-qualifying complaint for Ofsted. One recent complaint was deemed qualifying, prompting a safeguarding review to ensure compliance. While the complaints policy is being followed, this represents a growing workload concern.</p> <p>Achievement data shows that children in need are improving at double the rate of the national average, demonstrating strong progress. The school's disadvantaged white British pupil group is proportionally larger than the national picture, and remains a key focus for monitoring. Governors noted that</p>	
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achievement comparisons can be made on a like-for-like basis, supporting targeted evaluation.

4. Attendance and Behaviour

- Overall attendance improved to 91.3%, now in line with national/local averages.
- Dips noted in Years 10 and 11, with persistent gaps for disadvantaged, EHCP, and LAC pupils.
- Suspensions increased, linked to a vulnerable cohort.
- Behaviour management strengthened through *Ready to Learn* system and alternative provision.
- Escalations reduced compared to last year; 8% increase in pupils listening to instructions.
- Uniform standards improved.
- 30% of pupils out of lessons, mostly one or two times only.
- 11 pupils account for 30% of all removals; targeted work with this core group underway.
- Issues include in-year transfers, gaps in learning, and low self-esteem.
- Additional support via APEX and farm provision at Park School.
- Pupils increasingly recognise when behaviour is not acceptable.
- High-level or long-standing incidents managed via The Key.
- Detentions rearranged to improve consistency.
- Persistent absence improved by 3.8%, showing positive progress.
- Severe absence remains high, though this figure includes EHCP pupils.

Q - What targeted actions are in place to improve attendance in Years 10 and 11 and for vulnerable groups?

A - The KS4 lead is taking an active role, building on lessons learned from last year. SLT have been assigned smaller mentoring groups to provide a more personal touch and enable timely intervention in Year 11. The school has successfully led a federation bid for a project aimed at improving outcomes for pupils with a social worker or in kinship care. These groups were highlighted in Year 10 PPE data as underperforming compared to prior attainment.

Attendance data shows encouraging signs:

Double-disadvantaged pupils had attendance 6.9% above their peers last week, averaging 79% compared to a national figure of 80%.

In Year 10, attendance for the same group was 18.1% against a national 18.2%, showing parity with national trends.

Targeted messaging is having impact, with second-day phone calls and, where necessary, stronger action helping to improve engagement for these vulnerable groups.

Q - How is the school breaking negative peer group dynamics linked to high suspensions?

A - We have had to take some drastic action to try and break the cycle of this group with the cabin being used as a deterrent from this week and truanters placed in the cabin for the day thus stopping them from being in full view and creating a belonging to others. We will monitor the impact of this, but at this stage we need to do some intensive work with this group to help them re engage. Currently this small group account for over 40% of suspensions. Hampshire were running an in year admissions project as they were hearing that many schools, like ours, was struggling with this group, however there were only two schools signed up and therefore it will not be running.

Q - How is staff work-life balance being supported?
A - Departments hold fortnightly meetings for collaborative thinking to ease workload. SLT may be flexible with CPD timelines where appropriate, and staff are supported by coaches as well as federation assistance.

Q - How are gaps in absence addressed?
A - Efforts are made to reduce time away from school. Teachers add notes on what was missed and provide a welcome back to support reintegration.

Q - How is longer-term absence managed and how do pupils catch up?
A - Catch-up is more challenging. £8,000 has been spent on EHCP tutoring this term, and new support staff have been employed to strengthen provision.

Q - How are pupils on part-time timetables included?
A - These cases are often linked to emotional-based absence. Flexible school-based tutoring is offered to help pupils gradually reintegrate into full-time schooling

Q: Does a reduced timetable affect attendance?
A: Yes. Pupils on reduced timetables are hardly in school and only receive one mark per day, which impacts overall attendance figures.

Q: What is the tutor blueprint?
A: Tutors carry out daily and weekly checks, including uniform standards, role-modelling expectations, monitoring attendance streaks, and making positive contact with home. These are overseen by Heads of House.

Q: Is EHCP attendance consistent year on year?
A: No. Attendance has worsened, particularly in Year 10 where there has been an increase in EHCP pupils. Each case is reviewed individually, with possible outcomes explored to encourage attendance even when levels are very low. Case studies are prepared for external agencies to review, and there has been an increase in time off due to fines.

Q: How does attendance impact Ofsted?
A: Attendance is reviewed against expected standards in the Ofsted framework. The school works towards the framework but always prioritises the right outcomes for pupils. Adaptations are in place and recorded to demonstrate compliance and support.

5. Personal Development and Wellbeing

- Comprehensive curriculum covering RSHE, safeguarding, careers, and British values.
- High student participation in extracurricular activities; positive staff relationships reported.
- Tutor Blueprint showing early impact on attendance and support.
- Preparing for revised RSHE statutory guidance (Sept 2026).

Q - How does the tutor blueprint support vulnerable pupils' personal development and attendance?
A – We have seen our attendance improve this year for all groups compared to the previous year.

6. Leadership and Governance

- Leadership graded Requires Improvement; focus on embedding consistency in teaching, attendance, and behaviour.
- Performance management cycle being redefined; community engagement developing.

	<ul style="list-style-type: none"> • Governors actively engaged with safeguarding, SEND, and pupil premium strategies. • Budget deficit under control with clear three-year plan. <p>Q - How robust is the performance management system, especially for UPR staff, in improving teaching quality?</p> <p>A - The concentration over the last two years ensuring that everyone is at a high standard using the GTT, as I demonstrated to the pay committee, we have used our UPR teachers to work with, model the expectations and lead on CPD with staff. This has ensured we have the levels of consistency that we see. This fits with the Hampshire model of career stage expectations and how we now feel that this can be expanded and hence the settings of new targets when involves specific school impact targets relating to the SIP. For example, we have coaches, staff leading on STEM activities, homework leads, PSHE topic leads, cross curricula exam command word lead and all of which are an extension of the work we have done, but taking it to the next stage which is where we are at as a school</p> <p>Summary for Governors</p> <p>Governors should focus scrutiny on:</p> <ul style="list-style-type: none"> • Impact of leadership actions on pupil outcomes. • Safeguarding culture and effectiveness of new systems. • Inclusion, particularly SEND and disadvantaged pupils. • Behaviour management and attendance strategies. <p>Emphasis should be placed on evidence of progress, strategic planning, and how challenges are being addressed in line with the Ofsted framework.</p>	
7.	<p>Business cycle</p> <p><u>Budget update</u></p> <p>The Pay Committee met and confirmed that all pay decisions have been approved and remain within the allocated budget. This includes both teacher and support staff pay, ensuring that the school's financial planning is adhered to while recognising and rewarding staff appropriately. Governors noted that the process was carried out in line with policy and that oversight continues to ensure compliance and sustainability.</p> <p><u>Budget revision</u></p> <p>This is agreed by the Governors</p>	
8.	<p>Policies</p> <p><u>SEND policy and appendix</u></p>	

	<p>The SEND policy and information report remains ongoing. Work is scheduled to focus on this next week, with a draft prepared and awaiting discussion and approval at the next FGB meeting.</p> <p><u>Looked after children policy</u></p> <p><u>Behaviour Policy</u></p> <p>This has been updated and is ready to go.</p> <p><u>Attendance Policy</u></p> <p>This is also ready for implementation.</p> <p><u>RSE Policy</u></p> <p>This still requires checking before sign-off.</p> <p><u>E-Safety Policy</u></p> <p>This has been completed</p> <p>Action - Send policy updates to Governors. Reply to David and Colin with confirmation and any required details.</p>	CS/DJ
9.	<p>Future events</p> <p>The live link to the school calendar has been shared with all Governors</p>	
10.	<p>Next meeting</p> <p>FGB 9th December 5.15pm</p> <p>Items for the agenda</p> <ul style="list-style-type: none"> - SEND presentation 	
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> 	

	<p>5. Compliance: <i>Agenda Items: 3, 4, 5, 6, 7, 9</i></p> <p>6. Evaluation: <i>Agenda Items: 5, 10</i></p>	
12.	<p>Close</p> <p>The Chair of Governors closed the meeting at 7.10pm</p>	

Signed **Dated**

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.

