



Minutes of the Full Governing Body Meeting Term 2
Held On Wednesday 10th December, 2025 at 5pm in Australia class

1. Record of conflict of interests:

The members were asked to declare any interests to any of the items on the agenda.

Csm will leave the room during the confidential items on the agenda.

Welcome by: Alan Mulrooney (AMul), Chair of Governors to:

Lorraine Walker (LW), Clerk to Governors
Alyssia Mepstead (AMep), Head Teacher
Caz Smith (CS), Staff Governor
Craig Sunley (CSun), Co-opted Governor
Dani Crouch (DCr), Deputy Head – Co-opted Governor
Sarah Ellison (SE), Business Manager
Sarah Newton (SN), Co-opted Governor
Daniel Clack (DCI), Parent Governor
Andrew Lowson (AL), Co-opted Governor (joined by Teams)
Sam Eatwell (SEa), Reading & Spelling Lead
Jo Olden (JO), EYFS Lead
Kate Bees (KB), Assistant Head Teacher

Apologies: Esther Hogg (EH), LA Appointed Governor – currently on maternity leave.

Is the meeting quorate? Are apologies accepted?

The meeting is quorate. Apologies were accepted.

2. Governor focus –

Norma McKemey resigned on 21.11.25. Heather Noble resigned on 1.12.25.

New Governor Recruitment posters being delivered by DCr and School Parliament week commencing 15.12.25.

Chair of Curriculum Committee – Craig Sunley.

HT Review panel – Sarah Newton.

Vice Chair of Governors – SN and DCI will support AMul as required.

Safeguarding/Child Protection – AMul

Finance – DCI

SEND – AMul

Attendance + Behaviour – DCI

E-Safety – CSun

Performance Management – AMul

H&S – AL

The Compass Group are looking to organise governor networking with other schools within the group. Details will follow when available.

3. OPAL presentation:

OPAL will become part of the school day as from January 2026, and will happen every lunchtime. The children will be able to choose what they want to play with, they might choose to be creative, to use their imagination, to sit quietly and read or take part in physical play. They might make up games, explore using the school grounds and develop independence. They will be outside every lunch time, as much as possible, even if it's raining. This whole project will take up to 18 months to be completely set up and running smoothly.

To date, the team has been established, which includes the lead, play co-ordinators and champions. 2 teaching assistants will be responsible for organising the resources on a daily basis. Kate Bees, the Lead, has met with the OPAL mentor Rachel and all staff have undertaken training. A policy for play has been sent to Governors for approval, the OPAL team have visited other OPAL schools to see how it operates in practice, baseline information has been collected via pupil voice, a wish list of resources has been shared with parents and the local community, assemblies have taken place at school to explain to the children what OPAL is and what it looks like and donations have been collected. The Walcot Community Shop in Sussex Square has been very helpful with donations.

A map of the school grounds has been created with mid-day supervisors allocated a specific area to supervise. No risk activities are the first that will be adopted, ie. small world (animals, dinosaurs, cars), music, art/craft, playground chalks, junk modelling and sand.

CHALLENGE: How will staff know where the youngest children in the school are, ie. early years children.

Early Years children will be visible at all times, they always wear a high-vis waistcoat.

The activities will be spread out. Evidence has shown that there will, hopefully, be less first aid incidents and the behaviour on the playground will be more positive because the children will be engaged and busy playing what they have decided to play.

Resources will constantly need to be collected, with regular posters being sent out to parents, activities will be added to, adapted or changed as necessary and regular communication will be sent home setting out expectations and explaining the children will be outside in all weathers.

Storage needs to be organised/located close to where the activity is happening on the playground, communication will be translated into different languages to reach many of our families and a large sandpit will be built in the spring with funding received, The Friends of Lainesmead have donated £200 to buy consumables (glue, sellotape, pens, pencils, crayons, etc.) ready for the launch in January.

Phase 2 of the project will need to be risk assessed, ie. bikes, scooters, den building and larger equipment.

An Open Day in 2026 will be organised to enable parents/carers to come and see what the new lunchtime play looks like.

There will be a constant supply of different sized tyres from Cross Street Motors.

CHALLENGE: What is the budget for OPAL?

The initial set up costs are in the region of £5,000, with ongoing costs of £200 - £300 each term for consumables.

CHALLENGE: What will happen if children are not prepared for inclement weather?

There are a number of spare coats and wellies already collected. Forest Schools have a supply of waterproof trousers and coats that can be used, if necessary. Children want to be outside playing, they do not want to be stuck inside for 'wet play'. All staff have had training, it will just be a case of getting used to the new way of playing.

CHALLENGE: How will children be regulated when coming back into school after lunchtime?

There will be a short calming down period at the end of lunchtime where the children will be expected to tidy up what resources they have been using. The children will then line up in their classes and be ready, as usual, to return to school.

CHALLENGE: What are the impacts you are hoping to see?

Hopefully, there will be less behavioural issues because the children will be more focused on what they are playing and the activities are more spaced out around the school and attendance should go up as children will be excited to come to school for a more engaging playtime.

CHALLENGE: Are there any links between OPAL and academic progress?

Hopefully, the children will have had a better, more positive experience at playtime and will be in a better frame of mind for learning.

This will all be monitored throughout the year and reported back.

4. SDP: Transition KS1 – KS2 and EYFS2 – KS1:

The reason for a SDP focus on transition is due to the data drop from Y2 to Y3. Mrs Purves (JP) was moved from Y2 to Y3 in September to aid with the transition process. Baseline children in Y2 were identified for intervention in Y3 and bridging activities were put in place. These additional activities were added to the morning activity and to the start of English. Teachers have seen a significant improvement with the AP1 (assessment point 1) data.

In reading, the expectations are a lot higher in Y3. In Y2, a question follows a few sentences of text, whereas, in Y3, there is a separate reading booklet followed by a booklet of questions. Children are given SATS style questions on a regular basis to prepare them.

Due to the extra morning tasks and tasks at the start of English, the SPAG (spelling and grammar) scores are also showing a significant improvement.

The next steps for transition from KS1 – KS2 includes: evaluation of AP1 data, updating of lesson plans for Y3 term 3, visiting another school to look at their SPAG approach and to begin to focus on maths.

CHALLENGE: Why is there a drop in data from Y2 to Y3?

It is a national problem. The expectations from Y2 to Y3 are greater, the content is greater and the techniques needed are different. Children will practice looking at past papers and learning the skills to find the answers.

Moving forward a Y2 teacher will always move up with the children to Y3 and then back to Y2 the following year. They know the children and this continuity will hopefully help with the drop in data.

CHALLENGE: How will you know if this strategy of moving the teacher has helped with driving improvement or whether it is something else?

We will not know for certain as we are trying several things at once. However, this year with 1 teacher who has moved up with them and one who hasn't we will be able to compare the data from the two classes to see if there is an impact.

CHALLENGE: How do the children feel about the new style of papers?

A pupil voice will need to be conducted to find the answer to that question.

Subject knowledge is also a focus in EYFS. Lots of children across the whole school are working at EYFS levels, but subject leads are not familiar with the way that EYFS pupils learn. A day in the life of a 3 or 4 year old is very different to the rest of the school. Several subject leads have visited EYFS to monitor their particular subject, how it is taught in EYFS and how the children learn. In T1 – 3 out of 4 included EYFS in their monitoring and in T2 – 2 out of 2. It is important that staff understand the principles of 'play' in EYFS. JO has also held staff drop-ins after school to help other staff build confidence in EYFS. It is also important that all progression documents include EYFS.

CHALLENGE: How many children across the rest of the school are working at an EYFS level?

It is above average for SEND children.

CHALLENGE: How do the children learn differently in EYFS compared to the rest of the school?

In EYFS the children learn through play, this is not so easy to achieve in Y2/Y3. Sometimes children from other years groups are brought to EYFS to 'play', this also takes the pressure off the class teachers.

All staff recognise the importance of EYFS1/2, it is the bedrock of everything that Lainesmead does. With a solid foundation, the children of Lainesmead will have a solid start to their school life. Covid still has an effect on children, especially their mental health and social skills. They did not develop certain skills; they missed EYFS and so were not as 'school ready.' Being able to listen or to sit down or to take turns had to be started from scratch.

CHALLENGE: What plans do you have to get more staff to engage with EYFS?

It is important to encourage all teachers, especially those that have never taught in EYFS, to visit and watch how their own particular subject is taught.

CHALLENGE: How many EYFS1 children are now in our EYFS2 class?

22 children came from our Nursery into EYFS2 and most then maintain their journey through into KS1.

As Lainesmead children progress through the school from Nursery, a positive impact in data should be seen.

CHALLENGE: If EYFS staff are off sick, are there certain other staff members available to cover?

Yes, all 3 of our HLTAs have experience in EYFS.

5. Review actions/approval of minutes dated 14.10.25:

Minutes dated 14.10.25 approved. To be put on the school website.

ACTION: Governor responsibilities to be discussed in T2 meeting. Agenda item. ACTION COMPLETE.

ACTION: Contact to be made with LA to see about more school governors. Email sent 4.11.25, no reply. No further action to be taken. ACTION COMPLETE.

ACTION: KCSiE to be read by AL, DCI, SN and NM. All now complete. ACTION COMPLETE.

ACTION: T1 Minutes to be uploaded to the website. ACTION COMPLETE.

ACTION: AL to complete Cyber Security and Prevent training. Pending.

ACTION: HN to complete Safeguarding training. HN has since resigned. ACTION COMPLETE.

ACTION: Data dashboards to be uploaded to the Hub after each APP. Ongoing action.

ACTION: Update on racism findings. Agenda item. ACTION COMPLETE.

ACTION: Wrap Around Care update in T2. Included in SBM report. ACTION COMPLETE.

ACTION: Accessibility policy moved to T2. Agenda item. ACTION COMPLETE.

ACTION: LA training dates to be re-sent to all Governors. Done. ACTION COMPLETE.

ACTION: Governors to let LW know when they want to attend for Christmas dinner. ACTION COMPLETE.

6. Policies for approval:

Accessibility policy (statutory) – approved.

Teachers Pay policy (statutory) – approved.

Health & Safety policy (statutory) – approved.

CHALLENGE: Do Governors still carry out H&S walk rounds of the school in support of this policy?

The last walk around by a Governor was summer 2024.

CHALLENGE: Should the policy make reference to investigations of near miss and incident reports to ensure that and lessons can be learned?

This can be added to the policy.

CHALLENGE: Are records kept of the weekly fire alarm testing?

Yes, they are recorded by Mr Kyson on his compliance management records.

CHALLENGE: Are the daily registers held as paper copies so that they are available for evacuations?

Yes

CHALLENGE: How many staff & pupils need assistance in case of evacuation?

Personal Emergency Evacuation Plans are in place for 1 member of staff and 20 pupils across the school.

CHALLENGE: Have risk assessments been updated recently to check they still reflect the staff/pupils who need assistance in case of evacuation?

Yes, All PEEPs are revisited every September, updated and, circulated to Teachers who are required to sign off the PEEP documents for their class.

CHALLENGE: How often is the school premises checked for compliance with hazardous labelling/storage rules?

This is part of the LA's annual H&S Audit

This is in progress, all relevant staff have been issued with the assessment documents, most have now been returned but the SBM is chasing a few returns

CHALLENGE: Have any adaptations been required from the last set of assessments?

1x new desk chair required/Arm and forearm support needed/ new keyboard – existing did not tilt.

CHALLENGE: Is the testing register up to date?

Yes, all tests are up-to-date.

ECT policy – approved.

CHALLENGE: Section 3.1 uses the word unreasonable in 2 points. As this word could be interpreted in different ways by a member of staff and the school, I wonder if this leaves us open to disputes!

The word 'unreasonable' comes directly from the DFE's statutory guidance, so we need to keep it to stay compliant. However, to make it clear we could add a short note in brackets, ie. 'unreasonable' – beyond what would be normally be expected of an ECT. This would keep the statutory phrasing intact while reducing any room for misinterpretation.

Leave of Absence (staff) policy – approved.

CHALLENGE: Will this policy be affected and need a review earlier than November, 2026, due to the 'Day one leave rights' update to the Employment Bill planned for April 2026?

When this comes into effect in April, SBC will update the master policy and then we will adopt it.

CHALLENGE: There is no mention of mental health. Given the sensitivity around mental health and well-being, should it be captured in this document for transparency for all staff?

Mental health is covered in the Wellbeing policy.

E-Safety (website and AI) policy – approved.

Disclosure and Whistleblowing policy – approved.

Recruitment policy (statutory) – approved.

Grievance policy – approved.

Accessibility Plan – approved.

CHALLENGE: Which of the actions require most attention based on feedback?

Ensuring staff are confident in differentiating and adapting lessons for pupils with SEND and disabilities. Why this needs the greatest focus: we have 30% SEND, significantly above National (17%); we have high numbers of pupil with complex needs, including 13 EHCPs, 8 ongoing assessments and 6 overdue statutory cases; we have rising diagnosis of autism, ADHD, SEMH and high sensory profiles across the school. This is the highest priority area because the needs across the school are increasing, complex and

above national levels – and high quality adaptive teaching is the biggest factor that directly affects day-to-day access to learning.

CHALLENGE: Which action will be the most challenging to achieve based on resources needed?

Developing additional quiet, low stimulation sensory/regulation spaces across key stages. Why is this the most resource challenging – financial constraints? Creating multiple calm/sensory spaces requires furniture, flooring, sensory resources, lighting and environmental control; the school already has funding pressures, including 1:1 staffing costs (£19K+ per child in high need cases); EHCP funding gaps (eg. £5k to £6k shortfalls); no additional capital budget for building modifications. Providing more quiet/sensory spaces is essential but remains the most challenging action because it requires funding, room availability and staffing (including specialist trained) that are currently stretched due to high SEND numbers and complex needs.

7. Head Teacher report T2:

CHALLENGE: In regards to the Teacher Training plans, what are the impacts on the learning in those classes/year groups at the moment and, if necessary, are measures planned/in place to provide further support to these groups?

Teacher training plans are in place to improve the teaching and make it even better. We will review data at AP1 to look for any measurable impact.

CHALLENGE: How is behaviour in these groups? Is there a link between behavioural incidents noted in the report and any specific class/year groups where a training plan is in place?

No, none of the training plans are for behavioural management.

CHALLENGE: Staff survey engagement is low, do you understand the reasons for this and what actions have been taken to encourage further engagement?

Support staff have commented that they did not know how to answer some of the questions. T2 is always a very busy term. The survey was shared in staff briefing, which takes place every Friday morning, and CSM (staff governor) reminds staff to complete the survey.

CHALLENGE: Do Governors want to do the staff survey twice each academic year, 1 direct from SLT and 1 from Governors? Would the response be higher if it came directly from Governors?

The questions will be made more inclusive for all staff. The survey is always followed up by You Said:We Did.

CHALLENGE: It would be good to know how this is positioned to staff (in person from Head/Line Manager, via email). How is it then followed up to ensure participation before the survey closes?

ACTION: DCI will share ideas with AMep to see if the response to surveys can be increased.

The staff survey is sent out twice each academic year. The questions are different each time, with T2 being more general and about wellbeing and T4 being Ofsted bases question.

CHALLENGE: Could The Compass Group do a survey and report back on answers received from Lainesmead staff?

ACTION: AMep will take this idea to Compass Heads and feedback to Governors.

CHALLENGE: Could the questions be multiple choice?

These would definitely not 'identify' the staff member.

ACTION: Staff Surveys will be brought to the Strategy Day for discussion. AMep to add this to the agenda for the day.

ACTION: CSM will speak with staff to ask what they would like to share with Governors in the form of a survey.

8. SBM T2 report to Governors:

CHALLENGE: What will be done to generate the increase in wrap around care numbers to hit the targets?

In the first instance, Young Carers and children with attendance issues will be targeted. Sophie Jarrett and Sarah Mann will invite these children first, at a reduced cost, and see how they get on.

CHALLENGE: With an increase in the PAN to 45 in September 2026, will we need to employ another teacher?

No, there will be 2 x Y6 classes leaving and only 1 x EYFS class starting, so no extra teaching staff will be required as things stand at the moment.

CHALLENGE: Could you share a link to the 5 year plan so that new Governors can take a look in response to the SFVS?

Yes, I can send a view only link to share the 5 year plan, this is absolutely appropriate and sits within your strategic oversight role.

CHALLENGE: Could you also share the Business Continuity and Disaster plans.

Yes, I will share the Governor appropriate versions that contain no sensitive operational information. This will be done in T3 due to operational pressures.

ACTION: SE to share a view only 5 year plan and the Business Continuity and Disaster plans for new Governors in T3.

9. Staff Voice:

ACTION: AMep will, in future, put the survey reports/results on the Hub for Governors to read prior to the meeting.

CHALLENGE: What are your thoughts about the staff voice?

It is more negative than expected. Lainesmead is a very busy school during T2, and nothing can be done about internal pressures. It is very challenging, especially for support staff at the moment. We want staff to be honest. There are certain things that happen during the year that staff do not like, ie. Unannounced observations. Staff have to show what they do on a day to day basis, not what they can do when they know someone is coming to watch them. Staff Voice is always followed up with You Said:We Did. On the TD day on 5th January, we have a focus on wellbeing.

CONCLUSION:

T4 survey – as planned.

DCI will share good practice examples with AMep.

CSM will speak to staff for their ideas.

Strategy Day – how will we survey, what questions will be asked (to enable patterns to show) – hopefully this will help find a more effective way to survey staff.

10. Racism report update:

Following the analysis of a pupil voice, it was noted that children felt racism was an issue at Lainesmead. Positive steps were taken to follow up these concerns. It was felt that racism happened in the playground at lunchtimes and during sporting activities. Since then it has been formally logged, with 11 incidents since September. There were only 3 logged at the same time last year. Children now feel confident to speak out

and report their concerns and are confident that it will be dealt with. Patterns are also being tracked. Both the victim and the perpetrator are listened to, valued and supported. Behaviour training has been done with staff so they know what a racist incident is, there have been 2 sessions to date with a 3rd in T3. Scenario based training will be done with TAs to broaden their expertise. TAs were not confident in dealing with these situations head on but are now more confident and understand that it is a behavioural issue and not playground fun. Lesson plans have been written for all children from Nursery to Y6. There is more to racism than skin colour, children are lashing out about religion and headwear, anything that is physically different about someone else. PSHE and Thrive will also help to cover racism topics. A pupil and staff voice with the same questions will pinpoint if the answers are mirrored. School Parliament are working on an Anti-Racism Charter. Children do not always think that comments made are racist, they lash out at someone when their emotions are heightened not realising that their comments are very hurtful. DCr has reached out to the local PCSO and to Swindon Town and their Kick It Out campaign, she has not had any response yet. We always have a wide range of visitors to Lainesmead from a range of backgrounds which act as positive role models. At Lainesmead we adapt a Zero Tolerance towards racism and we are a very diverse school. The next steps are: scenario training in T3, School Parliament adopting an Anti-Racism Charter and a staff/pupil voice.

CHALLENGE: What are the usual repercussions of a racist incident?

Both child and parents are spoken to and the behaviour policy is followed depending on the child and the comment used.

CHALLENGE: Are there any year groups that are more challenging than others?

We have a sport heavy group of boys who are very passionate about the games they play and do get frustrated. The intent is not to be racist, they just want to lash out and hurt someone's feelings.

CHALLENGE: How frequent are racism assemblies?

They happen once each term through our Values assemblies.

CHALLENGE: Where do you think children are hearing these racist phrases/words?

Nowhere specific, they do not always know that the words/phrases they are repeating are racist.

CSm left the meeting at 7.14pm and returned at 7.25pm.

11. **Confidential:** please see attached Confidential minutes.

12. AOB:

Home Visits – a detailed discussion regarding home visits by school staff was had. It is not the responsibility of school staff to carry out home visits, it is the responsibility of the LA. Staff would have to visit in pairs and our staff are not trained to do home visits. The LA are putting more pressure on schools to carry them out.

ACTION: This item will be added to the agenda for T3 FGB, for a full discussion and decision on the way forward.

Meeting closed at 7.48pm.

The date of the next FGB meeting is Wednesday 11th February, 2026 at 5pm in Australia class.

Signed Date
Chair of Governors

