



Minutes of the Full Governing Body Meeting Term 6
Held On Wednesday 16th July, 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. Staff members will leave the meeting during item 13 – confidential/staffing is discussed.

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

Mel Hay (MH), Vice Chair

Lorraine Walker (LW), Clerk to Governors

Alyssia Mepstead (AMep), Head Teacher

Andrew Lowson (AL)), Co-opted Governor (via Teams – left the meeting at 7pm)

Caz Smith (CS), Staff Governor

Craig Sunley (CSun), Co-opted Governor

Dani Crouch (DC), Deputy Head – Co-opted Governor

Sarah Ellison (SE), Business Manager

Heather Noble (HN), Co-opted Governor

Kate Bees (KB), Assistant Head, Eco Schools Lead (via Teams)

Natasha Pidgeon (NP), English Lead

Jen Olden (JO), EYFS Lead

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

Is the meeting quorate? Are apologies accepted?

The meeting is quorate. Apology was accepted.

2. Governor focus – English showcase:

Objectives:

1. To increase outcomes in writing to be in line (or better than) National – at least 71%
2. At least 5% GDS writers in each class.

Success criteria:

Writing across the school is at least in line with national at 72%.

Action 1:

- To review the Lainesmead writing process and planning for different text types, this is being trialled in Y5.
- To work with Y3 and Y4 to improve writing attainment.
- English lead to develop knowledge of early writing.

Action 1:

The new process includes a 1st draft piece with no input of skills, the practice new skills, reflection on the 1st draft to improve, to include more drama and performance, until children are ready to write their final piece.

There are many improvements made from the 1st draft to the final piece of writing. These include writing for stamina – more pages written, the structure is correct for the purpose of the writing, skills taught are accurately being used in independent writing, a wide range of additional skills are being used and lots more assessment ticks are given.

6 children (29%) made more than expected progress at AP3 in Y4 and 19 (50%) children made more than expected progress at AP3 in Y5.

At AP3, 50% of the current Y5 children are working at ARE or above whereas when in Y4 there were only 33%. At AP3, there are 2 children currently working at GDS whereas when in Y4 there were not any.

Support was given to Y3 and Y4 staff to improve their writing attainment. They were shown how to make more accurate assessment judgements and what to look for in assessment check lists. Teachers are now more confident.

NP, English Lead, visited KS1 to develop knowledge of an early writing lesson. Following her observation she felt she was more understanding of early writing.

NP now understands that the expectation for the end of Early Years is to independently write a sentence, this does not need to have finger spaces, full stops or capital letters.

NP now understands that by the end of Y1, children are expected to write a sentence independently using the correct punctuation, should be able to use 'and' or 'because' to extend their sentence and for stamina should be able to write more than 1 sentence.

NP now understands by the end of Y2, children should be able to write a number of sentences accurately punctuated and using simple conjunctions (and, but, so, because). They should also be able to use a range of sentence starters.

Impact on Data:

End of KS1 – National 60%

Y2 are working above national at 70% and Y1 are working at 57%.

End of KS2 – National 72%

Y3 – 38%, Y4 – 39%, Y5 – 50% and Y6 – 68%.

CHALLENGE: Lots of work has been done with Y3, has this impacted on their results?

There has been an increase in knowledge with the Y3 staff. NP works weekly with a small number of the children. Hopefully, the transition project that SE is undertaking will benefit those children moving from KS1 to KS2. NP to support SE with the project, this will in turn support the children.

CHALLENGE: Has your work with KS1 helped you understand what to work on next as a whole?

Now that I have visited KS1 and assessed the writing being taught, I feel confident to say 'this is what you need to do next'.

3. Focus – EYFS showcase:

Objective – GLD outcomes at least in line with national 67.7%.

Actions:

1. Ensure there is impact from S&L intervention and classroom teaching EYFS1 – Nursery.
2. Ensure there is impact from catch up intervention for children who are close to GLD.
3. Ensure there is impact from fine motor interventions EYFS2 – Reception.

July milestones:

Children's vocabulary has increased and being used in their play. 67% of EYFS2 children are reaching the ELG for C&L and L, 50% of EYFS1 children are reaching ARE in C&L.

Action 1: between 3 and 7 jumps of progress have been made at AP3.

Governors watched several videos of children playing and talking with an adult. A vast improvement was seen. The child can now talk in full sentences and a full and detailed conversation had with the adult.

Action 2: children can say a sound for each letter in the alphabet and at least 10 digraphs, can read words consistent with their phonic knowledge by blending and read aloud simple sentences. They can write recognisable letters, most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or letters and can write simple phrases and sentences that can be read by others.

Action 3: children can now hold a pencil ready for writing, have good pencil control, concentration and determination. This is following 5/10 minutes of fine motor skills practice each day.

Children's vocabulary has increased and being used in their play. 67% of EYFS2 children are reaching the ELG for C&L and L.

50% of EYFS1 children are reaching ARE in C&L.

Success criteria of Objective –

Action 1 – Ensure there is impact from S&L intervention and classroom teaching EYFS1 – Nursery.

Action 2 – Ensure there is impact from catch up interventions for children who are close to GLD.

Action 3 – Ensure there is impact from fine motor skills interventions (EYFS2).

CHALLENGE: It is great to physically see the progress made in the videos, seeing where children start, the confidence they develop and where they end up is really good work.

We value the children for who they are, so thank you so much.

CHALLENGE: In EYFS2, boys are behind girls, is this a national issue or just Lainesmead?

EYFS2 has been a girl heavy cohort. In EYFS2 boys in general don't want to write, we try and encourage them by crazy writing. Our SEN and EAL are mainly boys. Children are monitored throughout the year on data days from baseline to now. There is only 1 class, so each child represents a bigger %.

4. Focus – PPG showcase:

Objective: increase outcomes in PP to be in line (or better than) national.

Action 1: to ensure there is impact from Lexia for PPG.

Action 2: to ensure gaps in data are closing.

Action 3: to ensure there is impact from APGARS for PPG.

Action 1: all children are making EXS or MT EXS progress in reading.

34/43 PPG children using Lexia over the past academic year have made expected or more than expected progress = 79%. 9 of these have made less than expected progress = 21%. However, 4 of these 9 children are SEN, so that equates to 5 children = 12% have made less than expected progress.

Action 2: teachers and YGL will be clear of target percentage needed to be achieved by the end of the year in each subject. PPG lead and teachers are aware of children who are not making expected progress or slipping. Interventions/extra support can be put in place for those children identified.

Y2, Y5 and Y6 are year groups where there has been a positive impact and change from AP1 to AP3.

Action 3: PPG children have made progress in all areas on the APGARs.

50% of classes have had no children fall back in any area on the APGAR. 6 classes had only 1 or 2 children fall back, however, when diving into the children deeper they had only fallen back in one area (these were different for each child) and it highlighted issues that were out of the children's control, ie. attendance, child protection, issues outside of school.

During move-up Friday, all PPG children will be discussed with the new teacher.

Success criteria:

PPG data across the school is at least in line with National.

Future direction:

- Closely monitor all areas in new Y3/Y4.
- Closely monitor reading in new Y6.
- Monitor children highlighted from data as falling back.
- Monitor children that didn't pass the phonics screening check (KB has planned interventions)
- Monitor children that have fallen back on APGARs and highlight this to new teachers to discuss at move-up.

As PPG Lead CSM will closely monitor on data days, at PPG meetings and by talking to teachers. Non-negotiables will be set for teachers moving forward and they will be held to account. CSM will support teachers that need it.

CHALLENGE: Are all non-negotiables currently being met?

Yes, and I will remind all staff that this needs to be addressed right from the first day back at school in September. It needs to be at the forefront of their minds.

CHALLENGE: How confident are staff about closing the PPG gaps?

Teachers are confident, I am not so sure about TAs. It is important that they also know who all the PPG children are in their new year group. I have a slot on TD day, so everybody will be reminded.

CHALLENGE: I know we are limited to how many children can use Lexia because of the licence agreement, and that it is used where it is best needed. Who decides which children should use Lexia and who might make more progress?

DC makes those decisions. On a data day, DC analyses the most recent data and will move children on or off Lexia accordingly. A lot of thought goes into this decision when reviewing.

5. Q&A Focus – Eco Schools:

In conjunction with the Wiltshire Wildlife Trust and SBC our Eco-Warriors took part in a fruit tree planting initiative on the playing field just outside Lainesmead. They are growing well.

Our biggest aim is to get more children walking to school safely. We are working in partnership with Living Streets, which is fully funded for 2 years. The Warriors received some initial training from Cynthia from Living Streets on how to use the Let's Walk to School website. Each day the travel tracker is completed and children are rewarded with badges if they walk. Over the last 2 months Lainesmead has been the most improved school in the scheme, with more children walking.

A survey was sent to all parents of Lainesmead, only 21 replied. Of those replies, 85% walk to school every day. Reasons for not walking include being too far, the weather, safety, age of child and prefer to go in the car. Parents are saying the roads around the school are too dangerous and the area is too congested with traffic. 65% of parents thought the idea of a Park and Stride was good and would consider using it. This will be looked at in September and suggested locations contacted. 54% of families live within a 5 minute drive of school, these will be our target area in September.

Other comments raised by parents include: people parking on the pavement or double yellow lines, people driving too fast, too many cars around the school, dangerous parking, difficulty in crossing the roads, cars blocking driveways, cars stopping directly outside school on the yellow zigzag lines to drop their children off and parents not following the rules.

Suggestions to encourage more of the school community to walk/cycle to school every day include: more cycle sheds, making the area around the school no parking within a 5 minute walk, send a map out showing the 5 minute walk zone, safer cycling routes, designated places for Park and Stride and rewarding children for walking/cycling to school.

Living Streets have recently undertaken a school safety audit and will report on safer routes for walking to school.

Future actions:

- Analyse the Living Streets report and make an action plan.
- Send the action plan to the relevant people on the council.
- Think in more detail about the Park and Stride plan.
- Write a job description for the Eco Warriors ready for September.
- Arrange training for new Eco Warriors with Living Streets.

CHALLENGE: Were there any surprises in your survey feedback?

It was disappointing that only 21 people took part. It will be sent out again and feedback analysed again.

We will look at the Park and Stride initiative and think about where cars could park to enable families to walk the last 5/10 minutes.

Encourage families who come on the bus to perhaps get off at an earlier stop and walk the last 5/10 minutes.

Eco Warriors will do some surveys in September to see the number of cars that drop children off.

There are several alternatives for Park and Stride – Working Mens Club at the start of Dudmore Road, Polish Church car park at the start of Whitbourne Avenue, Upham Road Church car park (but this is also used by Holy Family) and Sussex Square car park.

CHALLENGE: On a broader issue, parking around the school in general is not good. Is there scope to join forces with Lawn Manor, Holy Family and other residents in the immediate vicinity to see what can be done?

Living Streets is expanding its area over the summer by 50%, so hopefully we can involve more people/schools.

CHALLENGE: Is the situation getting better/getting worse/staying the same?

It has always been a problem, there seems to be more of an impact on the local community – people parking across driveways.

6. Review actions/approval of minutes dated 21.5.25:

Minutes dated 21.5.25 approved.

ACTION: LW to resend email to Heidi Alexander. Resent, standard reply received. ACTION COMPLETE.

ACTION: AL to complete Cyber Security training. CSun to send AL the link.

ACTION: HN to complete safeguarding training through the National College.

ACTION: Amended Prevent Statement to be approved by all Governors. ACTION COMPLETE

ACTION: Communication to be sent to parents reference financial position of Lainesmead. Letter sent 16.6.25. ACTION COMPLETE

ACTION: Communication to be sent to The Adver reference financial position of Lainesmead. Letter sent. ACTION COMPLETE.

ACTION: MH/AMep to organise a finance focus meeting. ACTION COMPLETE.

ACTION: DC to share racism findings at T6 FGB meeting. Item 10 on the agenda. ACTION COMPLETE.

ACTION: AMul to send first termly staff letter. Sent. ACTION COMPLETE.

ACTION: T5 bank statements to be uploaded to the Hub. SE gave to AMul for signing at T6 meeting. ACTION COMPLETE.

ACTION: T5 Friends account to be uploaded to the Hub for approval. Account up to 9.7.25 uploaded. ACTION COMPLETE.

ACTION: SE/MH to organise budget meeting. ACTION COMPLETE.

ACTION: Staff wish list to be created. ACTION COMPLETE.

ACTION: When will the Business Continuity Plan be updated? In Term 1. ACTION COMPLETE.

7. Policies for approval:

Acceptable Behaviour in the Workplace (stat) – approved.

Appraisal and Appraisal Booklet (stat) – approved.

Wellbeing & Attendance (Staff) – approved.

CHALLENGE: After 2.1.2, change to 'Head Teacher in their absence.'

Amended.

CHALLENGE: Do we need to give a specific time frame for non-teaching staff to advise of absence instead of 'before shift starts'?

Amended to say – at least one hour prior to the start of their shift.

CHALLENGE: Can we put a link to the online sickness self-certification form?

Link will be added when the form is available.

CHALLENGE: How does the school monitor and record patterns of absence?

All staff absences are recorded and logged daily on a spreadsheet by the SBM. Patterns of absence are monitored for individual staff members, as well as across the staff groupings, such as office staff and teachers. This enables the SLT to identify any emerging trends or group-wide factors that may require further investigation.

CHALLENGE: 5.2 mentions continuous working days of sickness absence relating to a psychological issue, such as stress/depression, alleged work-related issue or a muscular-skeletal condition as a trigger point but doesn't say how many days.

This would be after 7 days, when the employee should be certified by a GP.

Intimate Care – reviewed in February 2025.

8. Governor focus – performance data:

CHALLENGE: Would be interesting to know more about writing in Y3 and Y4, attainment at above expected and EYFS2 attainment for boys.

The above question was answered by the specific Leads within their showcase, seen at the start of the meeting.

9. Head Teacher report:

ACTION: Y6 Data to be uploaded to the Hub for Governors to read.

ACTION: Data Dashboards to be uploaded to the Hub after each APP.

CHALLENGE: Whilst attendance has long been an issue and a lot of work has been done over the years, the school still remains in a poor position. I wonder if you could share your thoughts around this and whether all potential avenues have been explored fully, or is there anything that could be revisited?

Attendance is on the SDP currently being developed. At the attendance review meeting it was discussed whether to reduce persistent absence to 15%, although this is an ambitious target. SJ will check for re-emerging attendance issues early in September. The attendance policy will be refreshed and a letter sent out to inform parents. There are ½ termly review meetings where attendance is monitored/assessed closely. A parent friendly leaflet will be produced. All children will be looked at, including SEN and PPG, to see if there are any trends happening. Meetings will be arranged with parents as soon as a problem comes to light. 100% celebration assemblies will take place, also the most improved attendee will be rewarded.

HN has been nominated to become Attendance Governor, she will be sent a mid-year report to view.

CHALLENGE: 22 cases of neglect seems quite a lot, could we get a bit more information on what is behind so many cases.

Through ongoing safeguarding training, the profile of how to categorise incidents has been raised, hence the numbers.

10. Pupil Voice – Racism findings:

A pupil voice was carried out with Y4, Y5 and Y6 children to clarify their views and findings on racism at Lainesmead.

62 pupils - 43% reported that they had seen or heard something they considered racist at school this year. These incidents were most frequently reported to have occurred outside on the playground or the field. Only 24 of those children had told an adult. 17 of those children felt the issue was resolved properly. Some pupils felt unsure whether adults believed them or took appropriate action, highlighting inconsistency in adult response.

127 pupils – 88% said they would feel confident telling an adult, 80 pupils – 56% felt that racism is always taken seriously. Pupils felt confident speaking to their teacher, TA or senior leaders, such as Mrs Crouch, Mrs Mepstead and Mr Kyson.

Suggestions for future activities:

- More time to talk about racism in Thrive.
- More learning about it.
- Kick it Out campaign.
- Weekly reflection time.

More could definitely be done to empower pupils with practical strategies.

Priorities for 2025-2026:

- Improve adults consistency and visibility – training.
- Strengthen pupil reporting confidence – safe ways to report concerns anonymously, nominated adults in each KS that pupils know who to go to. Pupils need to be confident to report incidents.
- Raise the profile an anti-racism work – embed racism themes within PSHE and Thrive, assemblies, displays and pupil voice (different children each time).
- Empower pupils with language and actions – oracy and role play opportunities, create a pupil-led anti-racism charter/pledge.
- Monitor and review – continue to gather pupil voice termly, analyse incident logs to assess trends and improvements that can be made.

Racism is not only about skin colour, it could also be a person's religion. Pupils do not necessarily fully understand the term racism. It appears to be more boys than girls.

If an incident is reported, the pupil's parents are spoken with to explain that being racist is not acceptable. Often, it happens in the heat of the moment, ie. during a game of football, the intent is to be unkind not necessarily racist, pupils often say the first thing that comes into their heads.

The Kick It Out campaign would be a good campaign to adopt, we could ask STFC if some of their multicultural players could come in to Lainesmead and speak with pupils. They are people to look up to. If there are any Club footballers at Lainesmead, racism should not be happening.

We always arrange a wide diverse and multicultural mix of visitors when thinking about Career Paths.

Adults don't see racism as an issue, but pupils do!

ACTION: DC to report to Governors again in T2.

11. Standing Items:

Cash Flow and bank statements: signed off by AMul to be filed with the minutes.

Friends of Lainesmead account, approved.

Update on financial position: Licensed Deficit Loan agreement read by Governors.

CHALLENGE: How come 26/27 and 27/28 are showing in year deficits? I see the income dropping from pupil numbers but expenditure (particularly on staff) doesn't reduce with this until 29/30.

The pupil survey by SBC is carried out in October every year. The money received in the budget is paid the following April based on the number of children on role at the time of the survey.

The PAN is, hopefully, increasing back to 60. 25/26 – 30. 26/27 – 45. We are hoping that 27/28 we will return to a PAN of 60. There is a meeting in September to discuss this issue.

CHALLENGE: How come educational supplies and services increases 26/27 and 27/28?

We are coming to the end of 3 year fixed contracts.

Premises Update:

The short-term, spare classroom, has already been allocated.

ACTION: SE to report to Governors in T2 regarding Wrap Round Care.

The premises update report for T6 was read by Governors. The refurbishment of KS1 toilets is being undertaken by Ray Kyson and should be complete by the end of T6. The KS2 toilets will be refurbished during the summer break. The costs will be charged against the school's capital expenditure budget.

Ray Kyson, Site Manager, has raised concerns regarding the current condition of The Burrow. A lottery grant has been applied for to refurbish the building. Action will need to be taken in the coming year to ensure this building remains safe and fit for continued use.

Regarding the bungalow building, adjacent to the school, SE has contacted the land owner on several occasions regarding multiple concerns raised by parents; using the cycle path for vehicle access, inappropriate language and builders not wearing appropriate clothing. Since then, no further complaints have been received. Hopefully, work will continue over the summer holidays and we will be nearing the end of the development by the time school returns in September. SE will monitor the situation on return to school and if there continues to be a problem, she will contact the local councillor and ask them to intervene.

It was confirmed, that at some point, there will be building on the land that was once the caretaker's bungalow at the front of the school.

ACTION: Please pass on the Governors praise for the work that is carried out at Lainesmead for the good of the school by both Ray and Dalton Kyson. They are both well-loved members of staff.

ACTION: AL and CSun will need to complete the Prevent Training, uploaded to the Hub. Certificates are only valid for 2 years.

12. Confidential/Staffing:

Please see attached confidential/staffing minutes.

13. AOB:

It was decided that Governors attend Staff training days as a chance to get to know each other.

On both 6.10.25 and 5.1.26 Governors will arrive at 12ish for lunch, exact time to be confirmed.

Meeting closed at 7.48pm.

The date of the next FGB meeting is Wednesday 15th October, 2025, at 5pm in Australia classroom.

Signed Date
Chair of Governors