



Minutes of the Full Governing Body Meeting Term 5
Held On Wednesday 21st May, 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. No conflicts of interest were declared at the meeting.

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

Mel Hay (MH), Vice Chair
Lorraine Walker (LW), Clerk to Governors
Andrew Lowson (AL)), Co-opted Governor
Caz Smith (CS), Staff Governor
Craig Sunley (CSun), Co-opted Governor
Dani Crouch (DC), Deputy Head – Co-opted Governor
Sarah Ellison (SE), Business Manager
Natasha Pidgeon (NP) – guest speaker
Adam Skill (AS) – guest speaker
Jen Olden (JO) – guest speaker

Apologies: Heather Noble (HN), Co-opted Governor
Esther Hogg (EH) – on maternity leave
Alyssia Mepstead (AMep), Head Teacher
Sam Eatwll (SEa) – guest speaker

Is the meeting quorate? Are apologies accepted?

The meeting is quorate. Apologies are accepted.

2. Governor focus – Middle Leaders:

During a meeting had with Emma, a previous head teacher, the priorities to achieve for our individual lead subjects were identified.

The SPRINT cycle was developed collaboratively between leaders at all levels. Clear measurable actions were identified, these are reviewed every week as a team. We discuss what has been done during that week, what is being done the next week and if there are any barriers. Every large term,

so 3 times each academic year, we each review our own actions and present to the rest of the team, thinking about the impact they have had.

BRIYM training has helped to build resilience to enable leaders to have difficult conversations, these may be on their own, with DC or with AMep.

All of the leaders were involved in the QAR.

JO – has a small team in EYFS. She particularly found the difficult conversations training useful, it helped her to understand the feelings of the parents. She feels progress has been made and changes are happening.

CSm – has received support from both AMep and MH. She has attended the PPG Conference and is finding other training courses on the National College to enhance her skills and knowledge. She finds the collaboration with other leaders helpful and supportive and is developing more confidence with PPG as a whole.

NP – is putting the BRIYM coaching/mentoring into practice. She found the training with Emma very useful, helping her to have a clear picture of the direction she wants to go and what she wants to achieve each week. She wants to see impact, especially with the effective use of visualisers, and wants to see them being used across the school.

AS – found the BRIYM training very beneficial and feels that his engagement with AMep is more positive. He is encouraged to think autonomously and manage decision making.

The Middle Leaders will hold subject specific progress meetings, will hold curriculum updates for staff, will offer support/ideas to give a clear strategy and direction when upskilling is needed and will continue to carry out difficult conversations, in particular with challenging colleagues.

CHALLENGE: How has belonging to Compass helped you with what you are doing?

It helps us to know that we are doing a good job, it offers subject leader networking, we understand what is working well and what to do next.

CHALLENGE: What next?

We need to focus on PPG parents attending parents' evenings, we still have some that are not attending. We need to go back to the teachers concerned and hold them to account, our aim is to capture 100% of PPG parents. As PPG Lead, I need to think about what to do next and improve on the attendance rate for the next academic year. The connection between school and the PPG Lead needs to be developed, perhaps a coffee morning, or something similar.

CHALLENGE: If weakness is identified within the school, how is this addressed?

The next step to take comes with experience, as a Team, we work together, help each other and will hold teachers to account.

CHALLENGE: With difficult conversations, what is the next step?

It is important to empower others. Teachers speak with their own TAs. In EYFS TAs are comfortable speaking with parents, but this may not be the case further up the school. If it's a serious issue, then it would be the teacher to have that conversation and not the TA.

CHALLENGE: With the SPRINT process, why might something not be resolved?

It may be due to workload, absence or a barrier that needs to be overcome. To date there have been no major barriers, we all work together as a Team to solve them.

CHALLENGE: Do you think there is an opportunity to work smarter not harder?

It would be beneficial to be present at progress meetings. Also to work more collaboratively to develop/share actions. Leading staff meetings as a group would also be beneficial.

CHALLENGE: What would the impact on teaching time if you were to take part in progress meetings?

It could be done during leadership time. It would only be a small time away for a meeting with a particular teacher/year group.

CHALLENGE: What could SLT do to support you with release from the classroom?

As a school, we are very fortunate that we have weekly release. Beyond SLT, we have shared TD days with other schools within Compass and visited other settings.

CHALLENGE: Do you feel there has been positive growth at Lainesmead as a result of our partnership with Compass.

We definitely give more to the group that take from it. We are all proud to work at Lainesmead, we do a good job that is manageable, achievable and has a positive impact. We attend subject specific cluster meetings, disseminate good practice and pick up good ideas from other schools to apply at Lainesmead and also help to improve our practice.

3. SDP focus – SEND:

Nursery:

EHCPs = 0

SS = 7

EHCP applications planned = 2

3 applications completed – currently at statutory assessment.

Reception:

EHCPs = 1

SS = 7

EHCPs applications planned = 1

1 application completed – currently at statutory assessment.

2 children are currently under statutory assessment and awaiting draft EHCPs with parents requesting specialist provision, they are both high needs, are not coping well full so on part time timetables, there is no provision available at present in Swindon, although we have received funding for one of these children.

Year 1:

EHCPs = 2

SS = 6

2 children are currently under statutory assessment.

1 EHCP has been issued, awaiting draft for the other child. 1 set of parents requesting specialist provision for SEMH.

Year 2:

EHCPs = 0

SS = 13

This is a small YG, they have low S&L skills.

All TAs are put where they are needed.

Year 3:

EHCPs = 4

SS = 10

1 child is currently under statutory assessment. This child has very high needs and we are awaiting a specialist provision placement. The child has 2:1 support for the 30 minutes they attend school each day. The child struggles to access any learning.

Year 4:

EHCPs = 3

SS = 9

1 child is currently under statutory assessment.

1 further EHCP application is planned for this current academic year.

Year 5:

EHCPs = 1

SS = 9

EHCP applications planned = 4

1 application complete. 1 application planned for T5. The other 2 applications may need to be made during 25/26 due to work capacity.

Year 6:

EHCPs = 2

SS = 13

EHCP application planned.

1 application complete. This child needs 2:1 and sometimes 3:1 adult supervision.

National figures 2024:

SS = 14%

EHCP = 5%

Lainesmead current figures 2024:

SS = 16%

EHCP = 3%

Good progress has been made with EHCP applications for this 2024/2025 year.

Current EHCPs:

13 existing, 4 are waiting for specialist provision and 10 are at statutory assessment stage (LA carrying out assessments).

Projected EHCPs:

EHCPs = 23 = 6.5% (this is higher than national). Also, current statutory assessment may result in more children requiring specialist provision, SENCO estimates 4/15 applications may meet this criteria.)

Band 1 funding doesn't cover the cost of TA support.

3 children have been given additional funding for days at the ARC.

EHCP applications planned for 25/26:

Y3 – 1

Y4 – 2

Y5 – 3

Y6 – 2

CHALLENGE: How do the LA decide on the Band payments for each individual child?

NDW informs the LA how much money will be needed to meet the needs of a particular child. The LA sometimes acknowledge that a child needs extra funding. The Banding payments may be increased and are currently being discussed. The LA is willing to engage in conversations.

CHALLENGE: Are we able to support parents while they are waiting for specialist provision?

Some parents have a good understanding of what is available in the local community to help support their child and are willing to explore what is out there.

CHALLENGE: How does Lainesmead help with the high level of needs with some children?

We have a small number of children with extreme behaviours. Neuro-diversity is being talked about more openly with/between staff and children. If a child becomes dysregulated, it is sometimes easier to move the rest of the class away from the situation to keep them safe. Staff are resilient and start fresh every day, they handle the situations extremely well but are finding these situations very difficult to handle and staff wellbeing is on a decline, children also find these situations distressing and are often scared.

CHALLENGE: Lainesmead is an inclusive school, but do we ever consider permanent exclusion due to the impact on our other children?

If a child is permanently excluded (PEX) the LA are forced to find an appropriate setting for them, controversially this is sometimes the quickest way to get them the education setting that is appropriate. We have a duty of care to our staff and during these difficult situations Lainesmead must be in defamation of this statutory right. At this stage, it is vital to gather evidence to show that PEX is the only option. Staff need to pull together and do not always understand why a child is excluded this time and not the last. Parents also need to understand why a particular child is still in school when they have hurt a teacher or another child.

ACTION: LW to resend the email to Heidi Alexander.

4. Review actions/approval of minutes dated 2.4.25:

Minutes dated 2.4.25 approved.

ACTION: SEND update in T5. Item 3 on the T5 Agenda. ACTION COMPLETE.

ACTION: Racism findings to be reported to Governors in T5. Item 7 on the T5 Agenda. ACTION COMPLETE.

ACTION: CSun to complete Cyber Security training on the NC. ACTION COMPLETE.

ACTION: AL to also complete the Cyber Security training on the NC.

ACTION: Check if HN has any appropriate Governor training. Prevent training certificate receive. Safeguarding training to be completed on the NC.

ACTION: Catering equipment/boiler services due April '25. Services complete Apr/May '25. ACTION COMPLETE.

ACTION: Amended Prevent Statement uploaded to the Hub, all Governors to approve (apart from CSun, CSm).

ACTION: AMep to update GB regarding the DC/NDW class cover.

ACTION: GB to read and approve the BBC Wiltshire statement. No longer required. ACTION COMPLETE.

ACTION: Communication to parents to be uploaded to the Hub for Governors to read prior to FGB. Letter discussed at FGB. CSun to edit/summarise and upload suggestions to the Hub.

ACTION: AMep/MH to organise a finance focus meeting. To be arranged.

5. Policies for approval:

Capability of Staff – approved.

CHALLENGE: Is this procedure fairly standard in primary education or do we deviate in any significant way?

This is a standard policy with a small number of additions.

CHALLENGE: How widely is the policy understood and do Line Managers feel confident is implementing it?

I want to do some work with leaders to ensure it is fully understood. This is the next step once the policy is approved.

Charging and Remissions (statutory) – approved.

CHALLENGE: The GB no longer has a S&F Committee but does have a finance link.

SE confirmed this will be amended.

Anti-bullying and Anti-Harassment – approved.

CHALLENGE: Could you add a short description explaining what Young Minds 2025 is on p3?

Young Minds is a mental health charity for children and has been added to the policy.

CHALLENGE: Where is the definition of Cyber Bullying from and can it be referenced?

The definition is from the NSPCC (2025) and has been referenced in the policy.

The amended policy has been updated to the Hub.

Abusive & Threatening Behaviour – approved.

CHALLENGE: Could you make some of the terms consistent, eg. in places you say visitors, parents, carers, families. I assume the policy is relevant to anyone who isn't staff. Could you make that clear at the start of the policy, then refer to them as visitors, for example, throughout? In places the policy says face-to-face, in person, over the phone, telephone, email, online. Could you use one, eg. in person, by phone, online?

Minor amendments have been made to ensure greater clarity and consistency in terminology. A definition of 'visitor' has been added to clarify that it includes any non-staff individual, such as parents, carers, family members and external professionals.

The description of unacceptable conduct has been aligned with this terminology and now reads: abusive, threatening or aggressive behaviour – whether in person, by telephone or online – will not be tolerated.

These edits do not change the intent or scope of the policy, but enhance its readability.

Parental Code of Conduct – approved.

CHALLENGE: On p2 should it say 'speak calmly and respectfully to staff, other parents and children at all times'?

Yes, this will be amended.

6. Head Teacher report:

CHALLENGE: What further support can SLT access or need in the current circumstances?

I continued to review the Deputy Head's diary weekly, even while working remotely, to help identify and prioritise key areas. Now that I am back in school, this support has continued in person to ensure leadership time is used as strategically and sustainably as possible.

We have arranged additional release time for both the DHT and SENDCo during Science/Computing weeks and Art week, which will coincide with progress meetings and key SEND responsibilities. I am also due to meet with the SENDCo to review her diary and overall workload to ensure Term 6 is as manageable and focussed as possible, particularly given the volume of statutory work.

Our Assistant HT and Business Manager have both provided invaluable support during this period – their flexibility, problem-solving and proactive communication have been instrumental in keeping core operations and improvement on track.

I'm incredibly proud of how the SLT have navigated a challenging term with professionalism. Resilience and strong collaboration. While the situation remains demanding, we continue to review leadership capacity closely and are taking steps to ensure key staff have the support they need to lead effectively and sustainably.

CHALLENGE: With regards to parking, have we had any formal complaints from residents and are you aware of any more near misses?

Yes, we have received verbal complaints from residents, primarily regarding blocked driveways and unsafe turning practices. These concerns have been raised directly with the school office. While we have not received any formal written complaints, we recently had an incident where a parent drove into a staff member's car due to congestion and poor parking from others. This highlights the increasing risk caused by traffic volume and unsafe behaviour during drop-off and pick-up times.

We escalated the matter to the PCSO and patrols have since started near the nursery and main entrance, which has had a short-term positive impact.

To support a longer-term solution, I've also asked Kate Bees to explore options as part of the Living Streets audit of the local area, which is taking place this term. Their report will provide a comprehensive assessment of the situation, which we can then submit to the Local Authority. This may provide us with stronger evidence to request support for safer street design or enforcement measures around the school.

CHALLENGE: What has the impact of the PCSO, etc. been?

The involvement of the PCSO and Traffic Warden has had a noticeable, though limited, early impact on parking behaviours and safety awareness.

- Increased deterrence: parent behaviour is more cautious during times when they can visibly see the PCSO or Traffic warden. Unfortunately, this improvement tends to be short-lived outside of those periods.
- Raised visibility: the presence of external officers has helped to highlight the risks associated with unsafe parking, both to parents and the wider community.
- Partnership-building: the situation has opened up productive dialogue with local services, which could support future initiatives such as road safety workshops or joint communications to reinforce safer behaviours.

While the immediate impact has been mixed, these interventions have helped raise the profile of the issue and laid the groundwork for more strategic, longer-term solutions – such as those being explored through the Living Streets audit mentioned earlier.

CHALLENGE: Who are the 66 schools we are ranked against?

Our attendance data is benchmarked against all state-funded primary schools in England, as presented in the Department for Education's attendance comparison tool. This includes a wide range of schools across the country, not limited to our local area.

While the tool provides a national perspective, for local context, SBC overseas 66 primary schools, encompassing both maintained schools and academies. This local grouping is often used for internal comparisons and to understand our position within the immediate educational landscape.

CHALLENGE: 5x part-time timetables – are they long term and how do they affect our overall attendance?

Of the five pupils currently on part-time timetables:

- Three are short term – linked to reintegration following emotional or medical challenges. These include children who are undergoing statutory assessment, experiencing dysregulation due to sensory needs, or recovering from significant disruption (eg. family bereavement).
- Two are longer-term, with one attending a Pupil Referral Unit (PRU) and another with high-level SEND needs (including non-toileting and safety risks). Both timetables are agreed with parents and external professionals, and are underpinned by multi-agency awareness and involvement.

These part-time arrangements are not taken lightly. Each one:

- Is fully risk assessed,
- Reviewed every 2 – 4 weeks, and
- Has a clear transition plan aiming toward a full-time education when appropriate to do so.

Impact on attendance:

These reduced timetables are coded as authorised absences for unallocated hours. As such, they do contribute to a lower overall attendance percentage, though they reflect responsible safeguarding and inclusive practice rather than disengagement or lack of provision.

- Where appropriate, we code attendance to reflect approved educational activities (eg. PRU sessions), and we regularly liaise with the LA and external specialists to ensure compliance and support for each child's needs.

CHALLENGE: Can we have some context around the neglect logs?

Between 17th March and 7th May 2025, we logged 26 safeguarding concerns under the 'neglect related' category. As explained in the previous meeting, staff have now been explicitly enabled and encouraged to use this category following recent safeguarding training. This change reflects our desire to accurately capture all concerns, including low-level indicators, in order to build a clear and cumulative safeguarding for each child.

The incidents logged vary in severity, but common themes include:

- Lack of supervision or unsafe handovers – eg. young children left to walk alone to school or left in the care of older siblings.
- Inadequate clothing, hygiene or nutrition – repeated lack of uniform, headlice, unwashed clothes, hunger or dehydration.
- Home concerns shared in Thrive sessions – mice in the house, children stating they were left alone while parents attended football.
- Medical or toileting neglect – eg. ongoing accidents without follow-up, visible health issues or lack of access to GP.
- Emotional withdrawal or regression – noted by staff who know the children well, eg. children no longer able to express emotions, communicating only with toys.

Each log is followed up appropriately – either through contact with parents, escalation to Early Help, family support workers, or referrals to MASH or external services as needed. Many of the children involved are already known to services, and these logs help reinforce ongoing multi-agency involvement.

We believe logging early signs of neglect is vital, even when threshold is not met for statutory intervention. It ensures that we maintain accurate records, notice patterns and advocate effectively for families and children when further support or intervention is required.

7. Racism findings:

Assemblies have taken place. Thrive is an ongoing support. Posters have been put up around the school. Pupil Voice will be sent out in T6.

Often we find that pupils have heard things on You Tube and repeat them not knowing/understanding what they mean.

By the end of T6, there will be a clear plan of where to start in September.

ACTION: DC to share the plan at T6 FGB.

8. Staff voice:

Support Staff –

89% feel able to approach a member of SLT to discuss a concern.

44% feel that communication from SLT has improved this year.

33% receive constructive feedback that helps improve their practice.

78% are unsure if there are clear pathways for career progression within the school.

56% feel valued and supported in their role within the school community.

77% find their current workload manageable.

56% feel that the school supports staff wellbeing well.

77% feel a valued member of the Lainesmead team.

44% are aware of the role the governing board plays in school life.

78% do not feel they have had the opportunity to engage directly with members of the GB.

Support staff feel less connected to the school. After school drop in sessions/meet and greet do not tempt support staff to stay behind and engage directly with the GB.

Teachers:

100% feel able to approach a member of SLT to discuss a concern.

57% feel that communication from SLT has improved this year.

50% regularly receive constructive feedback that helps improve their practice.

58% feel there are clear pathways for career progression within the school.

75% feel valued and supported in their role within the school community.

58% find their current workload manageable.

58% feel that the school supports staff wellbeing well.

75% feel a valued member of the Lainesmead team.

75% are aware of the role the governing board plays in school life.

83% feel they have had the opportunity to engage directly with members of the GB.

Suggestions:

Termly contact letter from the GB to include things such as highlights, the strategic direction of the school, appreciate members of staff and the importance of their roles within the school, positive comments of events that governors have attended at school and introduce members of the GB so staff know who we are and what our roles are.

ACTION: AMul to prepare the first termly letter and for it to be sent out ASAP.

9. Standing items:

Cashflow and bank statements – to be approved on the Hub.

ACTION: SE to upload bank statements to the Hub for Governor approval.

Friends of Lainesmead account – to be approved on the Hub.

ACTION: SE to upload the Friends account to the Hub for Governor approval.

Update on financial position – the June tranche has been brought forward to enable the May payroll to be met. The budget is tracked daily to ensure everything is kept to plan. The Licensed Deficit Loan has not yet been received. The wording on the agreement is being worked on. SE is currently working on the 2025/2026 budget, which is nearly finalised. It will need to be approved by AMul by

30.6.25. A 5 year forecast has been produced and sent to the LA. SE and MH are to meet to discuss the budget and to understand where we are and where we are going.

ACTION: SE/MH to meet to discuss the budget.

10. Communication to parents regarding the financial position:

CHALLENGE: As a parent I am speed reading to see if there is some major change coming, such as the school is going to close? It might be good to say up front that no major changes are coming and the quality of education your children receives remains your highest priority. The purpose of this letter is to be open, honest and transparent about the finances education.

CHALLENGE: A suggestion for the end of paragraph 2 – this, for me, anyway is a bit easier for a non-finance person and I wasn't sure about the fat trimming. 'This funding shortfall affects the day to day running of the school and how we deliver education. Like many other schools, we are having to make every pound go further. Education leaders across the country have warned that many schools are already making difficult cuts just to stay afloat. We have worked hard to shield classroom learning from these pressures but the reality is that there is very little left to cut without impacting what happens in the classroom.'

CHALLENGE: Not sure I understand 'instruction in the classroom remains our highest priority', are you saying 'teaching in the classroom and your children's education remains our highest priority.'

CHALLENGE: Do you want to invite suggestions? Do you have the time to reply to suggestions?

CHALLENGE: I think some will read this and their first reaction will be, I want to help. Could you give some practical ways people can be more involved and support the school, chat GPT gave me a nice list; volunteer your time, join or support the Friends of Lainesmead, advocate for the school, help fundraise or donate, share your skills, stay informed and engaged.

After a discussion it was thought the letter was too long, important points need to be highlighted, it needs to be pitched correctly. Perhaps start with a brief summary and attach the full letter with full details. It would be a good idea to send to Swindon Advertiser ourselves instead of one of the parents sending it to them. It may be a good idea to turn off comments when the letter is posted on Facebook. But the main priority is that Lainesmead is transparent.

ACTION: CSun to re-edit the letter and summarise. Letter to be sent to SE.

ACTION: Letter to be sent to all parents/carers and The Swindon Advertiser the first week of T6 when approved.

ACTION: LW to email Bibi to get a copy of the staff Amazon wish list.

ACTION: DC to email staff to find out their top 5 wants for the classroom.

ACTION: DC and LW will liaise and check the top 5 wants are on the Amazon wish list.

11. Premises update:

Boilers have been updated during the Easter holidays.

Quotes have been received to repair the perimeter fence at the front of the school. Ray Kyson is meeting with the chosen contractor.

KS2 toilets are being refurbished, money is from the capital budget. This is as a request from the School Parliament and from comments in the pupil voice.

New server is also required at a cost of £6,000.

H&S Matrix:

CHALLENGE: When will the Business Continuity Plan be updated?

ACTION: SE to respond to this question.

12. Staffing/Confidential:

Please refer to the attached minutes.

13. AOB:

The term of office for MH (parent governor) has expired.

AMul nominated MH to continue in the role of parent governor.

DC seconded this vote.

Prevent Risk Assessment:

The Prevent Risk Assessment has been updated to include a scoring system for identified local risks, specifically addressing knife crime and unsupervised internet access. A new local risk assessment table has been added on p11, which outlines the likelihood, impact, overall risk score and mitigating actions the school has in place to manage these risks. This addition ensures a more robust and measurable approach to local context within our Prevent Strategy. The updated document has now been uploaded to Governor approval.

ACTION: All Governors to approve the Prevent Risk Assessment by Friday 13th June, if not already done so.

Science NoV:

CHALLENGE: Could you combine what you are doing on jobs to bring in some people who work in STEM roles? This would help with the understanding of what is science and the importance of science in real life situation.

KB is to investigate with Primary Futures and where visitors with STEM expertise/roles can be invited to Lainesmead.

CSM, KB and AMep are working together to revise science lessons to ensure that each topic includes a famous scientist for each YG to study.

Safeguarding Solutions:

CHALLENGE: For children in Y5/Y6 do we provide any specific guidance or signposting on getting a child their first mobile phone, and a reminder on the school policy about phones in school?

For children in Y5/Y6 – no not currently, but this is a good idea. I will ask Sam Eatwell to produce something and bring to our next E-Safety committee meeting.

Meeting closed at 7.17pm.

The date of the next FGB meeting is Wednesday 16th July, 2025 at 5pm in Australia classroom.

Signed Date
Chair of Governors

