



Minutes of the Full Governing Body Meeting Term 2
Held On Wednesday 18th December, 2024, at 5pm in Mexico classroom

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: Mel Hay (MH), Vice Chair to:

Lorraine Walker (LW), Clerk to Governors
Alyssia Mepstead (AMep), Head Teacher
Andrew Lowson (AL)), Co-opted Governor
Caz Smith (CS), Staff Governor
Sarah Ellison (SE), Business Manager
Craig Sunley (CSun), Co-opted Governor
Dani Crouch (DC), Deputy Head, Co-opted Governor
Heather Noble (HN), Co-opted Governor
Liam Habbitts (LH), ECT guest speaker

Apologies: Alan Mulrooney (AMul), Chair Of Governors
Esther Hogg (EH), LA appointed Governor

Is the meeting quorate?

Yes, the meeting is quorate.

Are apologies accepted?

Apologies are accepted.

2. Q&A Focus: DC + ECT:

CHALLENGE: What are the biggest challenges you face as the member of the leadership team overseeing Early Career Teachers and how are you managing them?

KB is the day to day mentor for LH. They plan together for 1 hour and reflect on the week. KB brings any issues/concerns to the attention of DC. KB, DC and LH meeting together once each term. DC carries out 1 formal observation each half term. There is good communication between KB, DC and LH.

CHALLENGE: How does the school support ECTs induction process and provide you with the necessary resources?

The ECT programme, available through a dedicated provider, is discussed fully and made clear at the interview stage. ECTs are very well supported.

CHALLENGE: To what extent does our ECT induction programme go over and above the statutory minimum requirements? Why/why not?

Lainesmead goes over and above what is expected. Things are put in place for an ECT to observe experienced teachers. Time is given to meet with subject leaders and curriculum staff. There is a statutory 10% release time each week. This allows for 1 hour study time online and 1 hour with KB. Subject leaders meetings, which are in addition to the 10%, are prioritised dependent on the need of the ECT.

CHALLENGE: How do you ensure ECTs lesson plans align with the school curriculum and learning objectives?

NDW is the year group lead for Year 1 – LH and Miss Mullis. Mrs Kerley-Styles planned before she left for maternity leave. NDW has weekly meetings to discuss planning and puts together an agenda depending on the need. Moderation and book looks are carried out.

CHALLENGE: Are you able to find time to complete the compulsory training?

There is an Early Career Framework (ECF) and a timeline for each block of training, some are more time consuming than others. I find it really interesting and it is definitely not a burden. I always complete training in my own time, if necessary. An ECT completes training over 2 years, after completing a degree, the former NQT only 1 year. Lainesmead does not employ unqualified teachers, although we do support students while they are on their teaching degree.

CHALLENGE: Does Lainesmead only cater for teachers who already have a degree?

Yes, we are not in a position to develop our own teachers, this has a very high impact on the school.

CHALLENGE: Is there a minimum/maximum number of ECTs that Lainesmead can have at any one time?

No, they take part in the recruitment process, the same as already qualified teachers.

3. Governor Focus: Leadership – middle leaders (priority 6 – build leadership and staff capacity – implement a comprehensive training process for new leaders, ensuring they are equipped to contribute to school improvement):

CHALLENGE: How do you support staff with teaching, resources, planning and CPD?

JO – areas of need are identified throughout EYFS and supported through monitoring, planning and feedback.

SE – as reading and spelling leader, SEND reading is a focus, good examples are identified, scaffolding takes place and children have less writing tasks. Regular checks on the impact take place through monitoring.

AS – during the recent visit of Bill Jerman, teachers who need support have been identified and plans have been drawn up for support. AS has taken part in 2 x PD meetings with a focus on the vision for Maths at Lainesmead. The pace of the lesson needs to be consistent. Progression documents, vocabulary and stem sentences have been developed and shared with staff. Resources

are readily available. AS meets with every YGL to look at data, analyse assessments and to help identify strengths and weaknesses. This is having a positive impact on the data.

Csm – PPG lead is a new role so Csm is spending a large amount of time to familiarise herself with the role. She is meeting with staff to analyse assessment data and to discuss the individual PPG children.

Middle Leaders use staff meetings to support staff with any area of weakness or concern. Teachers say what their requirements are. Different groups of staff meet dependent on their individual needs, this is proving to be very effective.

CHALLENGE: How do you provide staff with feedback? What impact does this have?

Actions are discussed, with an agreement as to who is doing what. An email is sent to follow up, ie. this is what is expected/has been agreed on. Staff Voice is used for views and opinions.

Lainesmead is very supportive of career paths and progression. This current academic year Caz Smith (Csm) and Sam Eatwell (SE) have both been given extra responsibilities.

CHALLENGE: How is Lainesmead supporting pupils who are not on track? Do we know this support is working? How do we know?

There are day to day meetings. A data day is used to analyse assessments. Actions to follow are discussed. Targeted children are tracked to ensure they are making progress. Interventions are arranged and reviewed. In Y6, there have been 2 practice SATS. Following each assessment period, different children are identified, dependent on their need. Monitoring is ongoing. Each classroom has a target table, although there is fluidity within the classroom to enable more children to be supported.

CHALLENGE: How do you feel about roles, responsibilities, personalities, planning, taking on other roles to support the school and areas of focus?

There is a level of trust to make decisions regarding our roles and responsibilities and on our own subject areas. We are a good team, discuss points amongst ourselves, support each other and work extremely well together. In the case of emergencies, we are prepared to step up and take on extra responsibilities and willing and capable to help out where necessary.

CHALLENGE: How are roles and responsibilities aligned across the school?

Oracy is a good example. It is a whole school responsibility, across the whole curriculum. Discussions are held with SLT and everyone works collaboratively, we are not just told 'this is what is happening.' Suggestions are welcome from everyone as to how to overcome barriers. Everyone feels involved, voices are heard, it is a major improvement.

4. Review actions, approve minutes and matters arising:

Minutes dated 16.10.24 approved.

Safeguarding & Child Protection policy (statutory) – not approved at T1 FGB meeting. Updated policy uploaded to the Hub on 17.10.24 and now approved by Governors.

CHALLENGE: Are we confident all volunteers (including parents that help out on school trips) receive the information in this policy and safeguarding training?

Following this challenge, the Code of Conduct for Volunteers attending School Trips has also been updated.

CHALLENGE: Will volunteers need to sign this document once when they start volunteering or each time they volunteer?

Every time they volunteer.

ACTION: Bank statements – challenge made by AMul. SE to investigate. April, May, June, July and August statements uploaded to the Hub. Signed by AMul. ACTION COMPLETE.

ACTION: SE to upload GPR audits to the Hub for Governors to review.

ACTION: Updated Safeguarding and Child Protection policy to be approved on the Hub. Updated policy uploaded 17.10.24. Approved by Governors. ACTION COMPLETE.

ACTION: Head Teachers report to be uploaded to the Hub. Governors to add questions. Report uploaded. Questions raised. AMep to answer at the FGB. ACTION COMPLETE.

ACTION: Attendance policy – amendment to be made with regards to home visits. AMep added statement. ACTION COMPLETE.

ACTION: Contact to be made with land owner of the pumping station regarding the current building project. SE made contact and is awaiting a response.

CHALLENGE: What is the current state of the site? Is it attracting anti-social behaviour again or anything else detrimental to the school?

The site is well secured. There haven't been any issues as far as we are aware. Mr Kyson, Head of Premises, checks the site regularly as part of his site observations.

5. SDP Focus: Parental Communication –

Following parent voice the newsletter has been redesigned and is sent out every Friday. It is a marked improvement on the previous newsletter. It is shorter and all staff contribute. School trip letters have been made standard with all the key information. Lainesmead recognise the cost of living crisis, and give parents plenty of time to pay for school trips. All letters are reviewed by AMep. Posters are used to advertise events and give information as accurately and concise as possible. Whiteboards are used outside to give parents/carers relevant information, they are used particularly well in EYFS. Events happening are also publicised on Facebook and Schoop and are definitely improving. AMep is the only staff member to have access to the Lainesmead Facebook page – one voice – no confusion. Following a meeting with Lorraine Curtis, the emphasis on good communication was discussed. The main areas of communication are email and Schoop. AMep, DC, SE, LC, DK hold an office meeting once a term, everyone is made aware of what is going on. School trips information on Parent Pay is not happening as planned, but it is improving and developing. There is a shared online calendar and staff have been encouraged to get Schoop for the whole school to ensure they know what is happening within the school. DC is given a register of attendance for every parent meeting/workshop so that it can be analysed. There are still groups of parents Lainesmead is trying to reach and engage with.

6. Staff Voice:

10/18 teaching assistants completed the survey.

12/14 teachers completed the survey.

CHALLENGE: Is there another way to encourage more responses?

Regular reminders are sent. On a Friday afternoon, the TAs have a meeting/forum, perhaps they could be given this time to complete the survey.

CHALLENGE: How can we encourage more teachers to stay at Lainesmead and within the teaching profession generally?

If staff are ready and the opportunity arises, they can be given new responsibilities. If, as a school, we can't offer progression, we should support them fully to achieve their full potential. We should develop our staff as much as possible. There are lots of opportunities within the education sector, even if we do not have the right place/position for them at Lainesmead.

It is important for staff members to be open and honest about where they want to be in 1/2/5 years time. As a school we should all staff members to be/to do what they are hoping to achieve within their career.

7. Policies for approval:

Teachers Pay (statutory) – not approved. Move to T3 FGB. SBC have not yet updated the policy. It will be reviewed as soon as the updated version is published. Given the recent Government updates on performance related pay, SBC may be taking longer to finalise the policy. In order to give sufficient time to review, this policy will be moved to Term 3.

ACTION: Teachers Pay policy to be reviewed in Term 3.

Health & Safety (statutory) – approved.

Leave of Absence – approved.

CHALLENGE: Should the maternity section include information for people using a surrogate, it is rare, but might be useful to include?

This is a thoughtful and inclusive suggestion. The legal implications have been researched and the following will be added to the policy once approved by all Governors:

'Staff who intend to become parents in a surrogacy arrangement are eligible for statutory adoption leave and pay if they apply for a Parental Order, which transfers legal parenthood to them. The school will require proof of the Parental Order application to grant leave. Parents who intend to become parents through surrogacy are eligible for leave and benefits equivalent to maternity or adoption leave.

Disclosure (Whistleblowing) – approved.

CHALLENGE: I assume this policy is taken from a policy owned outside of the school and it might be that we are required to accept it as it is. However, in places it has information which doesn't seem relevant or could be confusing, eg. 'concerns relating to councillors will be treated under the relevant Code of Conduct.'. We don't have councillors. In a few places it mentions Academies. It also talks of the Monitoring Officer owning the policy and record of concerns, which if I understand is the Chief Legal Officer, is that correct or is the role of the policy owner and record keeper done locally in the school?

As per the above comments, sections 2.4, 2.6, 4.2 and 5.8 have been amended.

8. Head Teacher report:

CHALLENGE: Admission – is it the wrong YG stated as over PAN? It says Y3 but I think it should be EYFS2?

Yes, it is EYFS2.

CHALLENGE: Attendance – is it possible to have national and local primary year to date percentages to compare with the schools percentages?

Sophie Jarrett will look into the local percentages on the Government website.

CHALLENGE: What % of PPG children are persistently absent?

Persistent = lower than 90%

ACTION: Are PPG children more persistently absent than non PPG? AMep/SJ will analyse the data.

CHALLENGE: Are any children severely absent?

1 child, SJ has met with the parent. SJ knows every child on the absent list and why they are absent and what she is doing to support them all.

CHALLENGE: Have any students hit the 10 sessions unauthorised in 10 weeks? What actions are being taken? Is the LA providing any support? Have any fixed penalty notices been issued since the new legal system?

There are 3 children at Stage 2. 1 child in Y1 at 70%. SJ has met with dad and the child has been in school since the meeting. 1 parent has rebooked a meeting and the other parent is being chased.

CHALLENGE: Why is there a need for catch-up safeguarding training? Have these members of staff completed minimum requirements if in contact with children?

Yes they have, they didn't attend the original training.

CHALLENGE: I notice 2 fixed term exclusions and 4 cases of physical restraint used. How many individual children does this represent?

3 SEN children. 1 in EYFS2 and 2 in Y1.

CHALLENGE: What have you found to be the reason behind such a notable drop in attendance at the Nursery parent workshop compared to last term?

There are a few reasons. Advertising needs to be improved, and will be for the T3 workshop. The time of year, it's Term 2 and it is dark are also reasons. We have a new intake of 11 children into Nursery in January 2025.

CHALLENGE: How are staff at the moment? With a few parent incidents, high numbers of sickness and with others covering, I worry about burn out and stress. If this is a concern, could staff wellbeing be a focus in the New Year?

SE analyses the sickness levels and offers support, although this is a lot less than last year. 1 parent has been banned from the school site by AMul and collects their child from the school gate. They were reminded of the school rules by letter and email and a follow up call to ensure they understood. 1 parent has met with AMep and their behaviour has improved. Staff are always tolerant and understanding but all negative actions are taken seriously and parents need to be aware that actions have consequences.

CHALLENGE: As a Board, can we do more to help/support? Even if it is just a handwritten note or message from Governors in the newsletter to parents as a show of support towards the staff, how aggression towards them is not tolerated and a thank you for their hard work.

Staff are very effective at the management of the parents and the school. They are very capable of dealing with difficult situations.

9. Financial position:

Bank statements – statements from April, May, June, July and August have all been signed off by the Chair.

ACTION: The above statements to be given to LW for filing with the minutes.

CHALLENGE: Are all the 009XXX number cheque payments? What does the £42k cheque relate to?

£42,952 was paid on 25/4/24 to settle costs associated with the ICT procurement, WiFi connectivity improvement and future proofing project titled 'Connect to the Classroom.' This project was fully funded by the DfE with the funds paid directly to the school to manage and settle invoices. The LAs formal Record of Quotes and Tendering process was followed, ensuring compliance with procurement standards. The scrutiny and acceptance of the tender process was formally signed off by the CofG and HT, with the SBM serving as the originating officer.

The current financial management system is configured for cheque (009) payments, which is the primary method used for most transactions.

Implications of switching to BACS:

- Transitioning to BACS would require changing the type of account currently in use.
- Significant modifications to the financial management system would be necessary to integrate BACS payments.
- Limited capacity has prevented prioritization of this transaction.

Friends of Lainesmead account – **ACTION: EH to check the statement and report back to SE.**

Plan to the end of the financial year: please see attached confidential minutes.

10. Premises update:

Plumbing update – all work is complete and has been signed off.

H&S Matrix – approved by Governors.

Pumping Station update – see Actions on page 4 above.

11. SFVS – Value for Money/Protecting Public Money:

SE is trying a different format regarding Governor input to the SFVS. The document was uploaded by SE on 19.12.24.

ACTION: All Governors to read the SFVS and make comments and approve ready for T3 FGB meeting.

12. Teacher Performance Management: 2 UPS applications –

2 UPS applications emailed to Governors on 10.12.24 for review. Approved.

All Performance Management reviews viewed by Governors and approved.

13. Confidential and Staffing:

Please see attached confidential minutes.

14. AOB: LA charges for maintained schools –

The LA are looking to increase the charge to schools for each pupil from £22 to £47 = £17,500 extra per academic year.

HTs across the maintained schools within Swindon have met separately and agreed to challenge the increase in cost. They have requested clarification on the cost increase and are awaiting a response.

ACTION: AMep will report on any response from the LA with regards to the increased charge.

Meeting Close: 7.32pm.

The date of the next FGB meeting is Wednesday 12th February, 2025, at 5pm in the meeting room.

Signed Date
Chair of Governors