



Minutes of the Full Governing Body Meeting  
Held On Wednesday 17<sup>th</sup> October 2018 at 5 pm (Term 1)

Note: Please consider the items marked confidential before distributing minutes outside the Governing Body

Anyone who feels that they may have a conflict of interest with any item on the agenda should declare this at the appropriate time. The governor concerned will be asked to leave the room whilst the matter is discussed.

1. **Welcome by:** Leigh Timbrell (LT) (Chair of Governors) to:

Norma Mckemey (NM) (Vice Chair)  
Eirian Painter (EP) (Head Teacher)  
Alyssia Mepstead (AM)  
Ali Cotton (AC)  
Alan Mulrooney (AMul)  
Calvin Smith (CS)  
Bibi Akhtar (BA)  
Emma Conduit-Adams (ECA)  
Lorraine Walker (LW)  
Rushna Begum (RB) (Clerk)

**Approved Apologies:** Natasha Griffiths (NG) Dinah Beauchamp (DB) Phil Baylay (PB)

**Present by invitation:** Andrea Chapman (Assistant head SENCO) was invited in to go through the SEN policies.

2. **Record of conflicts of interest:**

The members were asked to declare any interests to any of the items on the agenda. No conflicts of interest were declared at meeting.

All current Governors introduced themselves to new Governors.

LT: Reminder; if Governor Challenge hasn't been recorded on the minutes, please raise this with the clerk.

**ACTION:** Rushna, please could you ensure all pages are numbered for the minutes.

### **3. Approval of minutes/Matters arising**

The minutes from the meeting on 04.07.18 were approved and signed by the chair.

#### **Matters arising:**

LT asked for update on a teacher who was on a support plan last year.

EP: The teacher is still here and is doing very well. We do informal drop in during class time and performance management is going well.

Update on third space learning;

Q: There was 20 spaces for third space learning, who was selected?

A: Year 5 and 6. However, more than 20 children have signed up just in case we get any absences. Selected children were those who needed to catch up to be at expected and are currently not or those who are expected but need to achieve greater depth.

### **4. Review of actions:**

#### **Governors to follow up attendance initiative:**

Q: What's the impact?

A: Phil Baylay hasn't been able to attend in the mornings however in the mornings SLT, including the Head Teacher have been opening the gates and greeting parents and children as they come in. We have seen a huge improvement in attendance; 97% excluding Nursery. The Government expects an attendance of 95% for all children of statutory age. When we include the Nursery, however, it changes the percentage massively - down to 94%. In November we have the Education Welfare Officer (EWO) completing an audit with Andrea Chapman and Eirian Painter to see if there's anything we can do differently to up our percentage in attendance.

NM: What happens if a child is off school?

A: Andrea explained the attendance policy and the negative response from parents.

When a child is off school, it is followed up with a phone call from Jayne along with a letter detailing the attendance percentage. If it continues, parents are called in for a first meeting with Jayne and if there's no progress they are called in for a second meeting with Andrea and the last step would be referring them to the EWO.

LT: Is Jayne chasing up those children who are late?

EP: Yes, Jayne is now in the Office and deals with all absences and late marks. She will be aware of the child's attendance history when making follow up calls to find out why the child's is always late/absent and to see if there is a pattern etc. Jayne focuses on attendance one week and punctuality the next. Ideally next term we hope Phil Baylay will be doing the role alongside Jayne. In addition we have been communicating to parents the importance of attendance on newsletters. Alongside that, teachers have been encouraging their class to come in school every day so their class can get 100% attendance which gives them the chance to play the monopoly in assembly (Classopoly).

Calvin: Do children get logged red, amber, and green for their attendance?

Andrea: Yes. There is a traffic light system of letters which are sent out to families according to their attendance percentage and whether letters have been sent out in the past. Jayne Peer is a deputy safeguarding lead, which she does alongside attendance. She can find out if there is anything else going on in the family which has an impact on attendance as well as behaviour.

Alan: Is there a breakdown for attendance by year group?

Andrea: We have looked at various groups, PPG, SEN, and age there is no pattern however boys are off school more than girls.

Alan: School is doing everything they can do providing all forms of support.

Andrea: Sally Arthur, our Achievement for All coach, stated recently that there was nothing we weren't doing to boost up attendance.

#### **LT to discuss necessity for behaviour link Governor:**

LT: Has behaviour policy been monitored?

A Mepstead: It is logged on Excel which I have responsibility for. New school rules have been put in place and staff have received training again as we noticed they weren't going through the steps of the behaviour policy. There is a board of recognition in each classes. Teachers are greeting children as they come in school which has a huge impact on their behaviour.

LT: You never said if you wanted a behaviour link governor

EP: I feel we don't need a link governor as we have seen positive improvement already. We have been focussing on attendance which has a big impact on behaviour.

#### **Phonics Packs:**

LT: Could the phonics pack be kept at home?

EP: We had no time to prepare the packs to reissue.

LT: Please could you keep that in mind for next year

LT: Are the year group meetings happening?

A Mepstead: Yes, teachers were provided with support and teachers have fed back.

LT: Do you look at evidence i.e. books?

A Mepstead: We didn't look through books this time but will in the future. The focus so far has been the data which the children entered the year in, the targets to achieve and then concerns over children reaching these targets, even if they are having an intervention. In Years 5 and 6 we also discussed the Third Space Learning 1:1 tuition. We spoke to teachers and discussed their actions.

EP: Children are receiving 1 hour of tuition on 3<sup>rd</sup> space learning 3.30-4pm.

LT: A Mepstead and Donna confirmed mobility was not an issue on last year's SATS.

A Mepstead questionnaire was not complete (improving achievement)

**A Mepstead to ACTION for next meeting**

## **5. School Highlights**

- X6 PPG children went to super weeks which was a summer holiday away in cities across Britain. They did different activities every day with a different theme
- Roald Dahl Day - Children dressed up as a Roald Dahl character and we invited parents to come in school to launch the Reading Logs.
- Maths day
- Year 4 trip to Avebury
- Sally Arthur came in to talk to parents and children. Parents who didn't attend was followed up with a phone call. Sally Arthur wanted to hear parents and wanted to let them know there is someone here to listen to them. Children also spoke honestly.
- Parents evening
- Prince William award for 2 Year 5 and 2 Year 6 children at Birmingham University
- Year 3 Ballet trip
- Nursery opened - but we are still waiting for an official opening after completing little snags. Hopefully this will be done after the half term.

## **6. Approval of Co-opted Governors and welcome Parent Governor**

The governors welcome Calvin Smith as a new Parent Governor.

Names of approved Co-opted Governors;

- Leigh Timbrell
- Alyssia Mepstead
- Bibi Akhtar
- Lorraine Walker
- Emma Conduit-Adams

## **7. Matters arising from committee, feedback on progress towards SDP targets**

A lot of time was spent on Finance. Nursery has a financial impact as we were led to believe that uptake of places would not be a problem. We had a look at Health and Safety policy. Also had a tour of the new kitchen and reviewed TOR staffing.

Curriculum: We've had a look through subject leader report - very focused. Thank you Ali, who asked for the report to be writing in a standard template.

There is one action teachers need to be clear on; is the difference between action and impact. This is being actioned by the curriculum committee.

Jess Baldry (Head of DT) completed a DT presentation which was very inspirational. It shows the school curriculum is broad. Going forward subject reports will be reviewed every other term.

## **8. Feedback from notes of visit, Chairs Report, training, link governors, governor visits to school**

Chairs report: I attended Power maths training and Maths Focus Meeting.

Alan and I attended a training for Headteacher performance management.

Rushna and I are working on minutes together to ensure governor challenge is captured.

Alan: I attended the EYs focus meeting.

Nursery children have a good ratio of adults however we do not have enough children enrolled. We are expecting x14 children to start with us in January. Nursery staff will be going to New College to advertise the new Nursery and the 30 hour free funding. We had a look at the number of children still wearing nappies which is higher than average which is taking a lot of staff time which could potentially have an effect when we have more children coming in. We are boy heavy. We have a large number in the mornings and a smaller number in the afternoon session.

Reception: Baseline is higher than last year. Ofsted didn't accept accuracy of our baseline. The school has now baselined with the 3 other primaries within the cluster to ensure consistency and accuracy. Last year, the school had a lot of EAL children who initially struggle with understanding, speaking and listening.

**Q: What has been put in place for those children?**

A: We have adults working with them. Looked at data; taking out EAL -18% uplift. Notable impact on EY. All development has already been identified and actions have been put in place.

Q: Is writing still an issue?

A: Children are supported on their physical development as they struggle to hold a pen. Jess Baldry is helping children with physical development which will then help with their writing. Speaking and language has a great impact on writing.

**Note of visit from Alison Lowe RB to upload on Governor Hub**

EP: Sarah Foulkes has arranged Alison (local leader of education) to come in and provide support to Lainesmead. The next date has been rearranged for after half term.

During TD day teachers went out visiting schools for professional development.

Norma: I met with Kate for our English Focus meeting. Kate mentioned a child can read fluently but can't understand what their reading. Cracking comprehension was introduced to children which will help with their vocabulary. The phonics data was excellent and above national last year.

LT: What was that down to?

EP: It has been steady progress made over the last 3 years. It went up to 76% in 2016 and then down to 71% in 2017, which was entirely cohort related. A detailed and thorough action plan was put into place for September 2017 which included visiting other schools and then we were also assigned to the Phonics Project. We did everything we could including making phonic packs for the children and only handing them out when we spoke to the parent. We had fun games in the pack which children spoke about when they were in school. Kate chased up 100% those parents who didn't attend. The phonic champion recognised Lainesmead was doing everything they could to raise attainment. All actions ensured that the attainment went up to 85%.

**ACTION EP:** Can we get a statement from Year 2 teachers to see if they recognize their children are coming into year 2 with phonic appropriate expectations.

Alan: Do you get a report back from the phonic champions?

EP: Only a hand written one by champion to say what's been covered and there is nothing else we can do.

Norma: Kate's been working hard on reading, I am impressed with her planning however the reading slots which have been put in place, I would strongly recommend you change it as other subjects are eating into it.

EP: As an SLT we had many discussion in SLT regarding the timing of reading.

A Mepstead: Thank you for your input. Teachers have already been asked to move the reading time to 9am.

## **9. Organisation of FGB**

Election of chair and vice chair: Ali nominated Leigh as Chair and Norma as vice chair.

### **Reaffirm link governors:**

LT asked Alan if he would be the chair of the pay panel including head teacher performance also safeguarding and SEN this will involve a move to the finance committee

Alan: Yes

PPG = Ali Cotton

English and e-safety = Norma

Maths = Leigh

Assessment = Natasha

Science = Dinah

Health and Safety = Phil

Emma: computing and finance

Bibi: curriculum

Calvin: Website

Lorraine EYFS & Finance

Can we have access to a room every Thursday in the mornings 9.00-12.30am starting term 2 for governor discussions/questions? And LT would be available at 10.30-12.30pm

EP: Yes, this will be the meeting room (previously the headteacher's office).

### **Approval of Scheme of delegations, governor handbook and code of conduct**

**ACTION: RB ensure new governors receive handbook and all checks/induction are carried out.**

Code of conduct completed by all Governors

Handbook - page 1 - Ofsted changes amendments were made and agreed by all governors

**RB ACTION to update handbook**

LT explained to new governors the importance of Scheme of delegation.

**RB ACTION: Update scheme of delegation**

Instrument of Governors amended and agreed

**RB to liaise with Anna Richardson**

**Confirmation of completion of all pecuniary interest forms.**

#### **10. Feedback from Academy Research**

EP: A couple of years ago, the then Education Secretary introduced a green paper which stated that there was an expectation that all schools became part of a Multi-Academy Trust by 2020. Since elections have taken place, this seems to have diminished in timescales. However, the message which is always pushed is that there is a likelihood that the government still expects schools to academies.

LT: As Governing body we did our research on different academies if that's the route we are going down.

EP: A lot of schools are going down that route

Norma: Is that the reason of once again considering becoming an academy?

EP: Partly. There is also a concern regarding the capacity of the LA to support with the amount of money that the Council have to save over the next 24 months. For example, when requesting financial support for the purchase of the maths scheme the response was "Swindon Challenge budget is largely allocated already. This is because we have had a reduction in the amount available, due to SBC financial pressures."

Norma: Would that have made a difference if we were MAT?

EP: No. We are currently in the process of writing a letter to the Challenge Board to request funding. However I feel their first priority is secondary schools due to the fact that there is an application form for secondary schools but not one for a primary school. If we were to decide that joining a MAT is the way forward, I would rather us look into it now and choose who to go with rather than be pushed into an organisation which would not be of our choosing.

LT: EP asked Govs to do a research, I have Dinah's. We can see if we interested in any of them and then we can get in touch.

**Ali presents Excalibur - please see attached document on the Hub.**

Norma: Most of the schools are rural and they seem to have a large Executive Board. How much of that is outside the school?

EP: The Executive Board are within the lead school of the MAT and then they will go out to other schools. In relation to the rural nature of the schools in this Mat, I know of a Swindon primary school and potentially secondary school who are looking into Excalibur.

LT: Did they say why they would like to join Excalibur?

EP: They felt that it was the organisation that most matched their school in terms of the vision and values that they are promoting.

Norma: When a school joins a MAT does it gradually lose control? If they come in, what could change?

EP: Term of reference - All schools have to agree

**Alan presents PARKS - Please see attached document on the Hub**

Norma: When did it start?

Alan: Very new, not sure when.

Calvin: Do they have bio pages

Alan: Yes

**Leigh presents Blue Kite - Please see attached document on the Hub**

LT questioned the increased level of leaders/managers and that she is not comfortable with that.

**EP Presents Royal Wootton Bassett (RWB)**

As the school is part of the Challenge Partners Hub, run by RWBA, the leadership team within the primary cluster met with the CEO George Croxford to informally discuss what joining the MAT would look like. George is inspirational and he is very focused on the values of the school and MAT and the children in school. George is more focused about being the CEO rather than trying to run the school as another headteacher. He provides the support when needed. When we met, a number of headteachers asked whether the children from the school would then be able to attend RWBA. His response was that they won't need to as the vision for Lawn Manor is that it will be the best secondary school in Swindon. Change is clearly happening as a result of joining the MAT as results are improving rapidly. Their challenge partner review is also good. There are a number of other primary school who are also showing their interest in joining the RWBA MAT.

LT: You can see the evidence with them

Bibi: As a parent in Lawn Manor, I know they got rid of their councillors. They could be progressing academically - there is too much focus on data and not the wellbeing of children.

LT: I feel this is a very valid point to be noted.

Calvin: Can we invite them in for a meeting and tell them what we want

EP: Yes, absolutely. It's something we need to review.

#### **EP: Inspire Partnership**

We have a Quality Assurance Review every year as a result of being part of Challenge Partners. We have to commit to reviewing other school as well. One of the schools I completed a review for, in Medway, had recently joined the Inspire Partnership. It was very much a MAT which believed in collaboration with all, regardless of whether you are part of the MAT or not. The Executive Board provided intense support for this particular school as it was in danger of being placed in Special Measures. However, the changes had been rapid and sustained. The Executive Board would then only have 'keep in touch' days with the Senior Leadership of the school to ensure the improvements were continuing.

#### **11. EP Presents Headteacher report Verbal: Please find attached report on the hub.**

As you are aware we have Rapid Action Plans (RAPS) for the key areas of improvement from Ofsted. These action plan were very detailed in Term 1 and as an SLT, when we have RAG rated them, have realised that not all actions were possible to complete due to the capacity of the leadership team. In Term 2 we will be making them far more manageable

EP then presented the RAG rating of each of the areas.

Attendance: No questions

**ACTION EP: LT can link Governors access the RAPS termly when reviewed**

EP: Yes, we can upload them on to the Governor Hub.

Early Years:

**LT: The red highlight (Teacher and TA meetings) seems important for it not to be happening.**

A: They have done it, but not set up as we didn't have enough meetings. Staff are going to L'after club once the children go home.

Q: How many staff help in L'after club?

A: It is on rota, it's hard getting everybody together.

EY - did twilights, not able to meet regularly. Principle - staff knows the gaps in children's learning. Other year groups get assembly time where they can discuss gaps of children but EYs don't.

Ali: Phonics look really good

LT: how would you rate EYFS?

EP: Good

LT: What do you need for it to be outstanding?

EP ACTION: I would need time to research it however we do need resources to improve the physical development of the children which has a direct impact on their ability to write. We are currently awaiting a grant application for some Climbing/learning equipment which is planted, made of wood /plastic for EYs which will cost £14,000. We are holding money from summer fete and will be holding the money from Christmas fete. Currently we have £3000.

Ali: Parent workshops, how are we going to reach them?

EP: The uptake of these has been disappointing this year with around a maximum of 20 parents attending but some weeks it has been as low as 8. In the future we are going to instigate an 'Invite from the headteacher' approach to make it seem more important! We have been standing at the gate and encouraging EYFS parents to attend.

## Maths

LT: Drop-in observation - were they done?

EP: No. As teachers were still getting used to the Power Maths scheme it has not been appropriate to drop-in. However this is being done during the first 2 weeks back after half term.

LT: If a child misses class what happens?

A: This is a discussion we have recently had as, with the Power Maths Practice Books, it is very obvious when children have missed work. This is something that we need to return to.

LT: Pupil voice - positive attitude.

EP: Yes, the children liked the challenge however Sally Arthur said the younger children were struggling. I think it's just getting used to.

## Leadership:

**Q: Are the Year Group Leaders managing to act on the monitoring?**

A: Yes, due to set up of their release time.

A Mepstead: No body is coming out not doing what they should be doing, we have no concerns.

**Areas on HT not covered by School Improvement Plan:**

Parents' evenings - we had a friendly, supportive conversation with parents where parents showed their input. It was a flowing informal conversation rather than bombarding parents with information.

LT: How serious was bullying?

A Mepstead: Not serious, a year 2 child, I don't think he realised what he said. I think it should be okay once I discussed this with the child in my office.

LT: Who was it reported by?

A Mepstead: Parent

Post Ofsted action plan is a working report. It is currently updated by hand but will be electronically updated.

**12. PPG RAP (AM)**

PPG Wrap - please see attached document on Hub.

- Staff meeting held week 1 of term 1. Teachers looked at data - profiles and barriers
- AFA targeted - no new children added anyone
- An EYFS TA has been identified and AFA training given - building relationship with parent
- Survey to parents completed but with a different focus - what to our parents know about PP and identifying anyone not registered.
- Identifying more for PPG - We have 10 new potentials. I am chasing them up with personal phone calls - several applications complete. Text messages are being sent out.

Numbers of PPG and dropping, particularly in KS1, due to universal FSM. In the past we sent out letters which were obviously not read. Our new strategy is to send small info and sent them out via email and text.

Next term parents are invited in to join their PP children for a lesson on Tuesday and Wednesday of the first week back. They will also be offered a reading workshop with Helen. We don't want to bombard parents with too much info so the reading workshop will be sent out nearer the end of term.

Parents are getting confused applying for PPG as we have to do it through the FSM application. We can't redesign the form however this is being communicated to the parents.

Teachers reading at the end of the day is being monitored.

Breakfast club intake has increased by +2

Presentation expectation monitoring has been done.

Mind-set conversation we all staff as we believe all children can do it. EP explained to teachers how teachers already made their mind up that certain children can't achieve. It's not the right mentality to have, you need to change your mind-set. Believe in all your students.

EP set example, if your child was assumed in September by their teacher they won't meet expected, how would that make you feel? Which opened their way of thinking and teachers walked away with a positive mind set.

Teachers have been trained to identify barriers to learning- what's stopping them learning in the classroom. Previously teachers have focused on lack of support from home

LT: Can you give an example of a barrier to learning?

A Mepstead: Confidence - So what are the 3 things you are going to do?

Losing concentration, how are you going to help them?

Year group leader training - change of mind set.

How can you improve rather than this needs improving?

TAs are normally working with LA children and sitting watching for parts of the lesson. Focus on 5 children, come up with a plan. Everyone should know that.

It would be good to hear about the new way of working with TAs and target tables in the next FGB meeting

Q: Do teachers find it daunting?

A: Year group leaders fed back to observers. Impact was good. 2 pages and quality work in 1 lesson.

### **13. SEN Annual Report**

Andrea: report annually

Assessment cycle.

SEN and PPG - need more help.

We use most of our money on staffing.

What's the difference between the two reports?

One's an information report for parents which consists of any questions they may have and the other one is for Governor.

Essay one

Numbers raising/ Why? LT questioned.

Falling below baseline.

We are not taking them off the register as they tend to slip back due to no focus being given.

Q: Reading will be our key area, what will be different for our SEN?

A: 1:1 reading will be provided to SEN by teacher.

X2 reading expert - reading intervention, supported teachers and volunteers.

Q: Action reflects on Jon's meeting

New action from Jon (Section 7)

Q: Prioritise - what will make a difference?

A: SLT will be allocated

Ofsted said TAs used well. Inclusion experts - old school.

LT: Good that year 1 has another TA - Year 2 TA is away.

Impact column

Andrea: No statutory requirement - what do you want as governors?

Policy and SEN: Andrea presented SEN annual report and accompanying policies

LT asked for impact column to be included in SEN annual report next year

AC explained the increase in SEN numbers, governors agreed to email comments about all policies by 25 October 2018.

#### 14. Policy

Governors approved: SEND annual report, SEND policy and SEND information report, Medical needs in school policy and the accessibility policy & plan.

#### Meeting closed

The meeting closed at 8.15pm. The date of the next meeting is 12<sup>th</sup> December 2018 at 5pm.

Signature ..... Date .....

Chair of Governors