

LAWN PRIMARY AND NURSERY SCHOOL

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FGBM meeting

DATE: 06 th February 2024		TIME: 5pm Staff room
<u>PRESENT:-</u> Aaron Smith (AS) – Chair Sally Robins (SR) Russell Hall (RH) Leanne Lewis (LL) Emma Jelley (EJ) Polly Gillet (PG) David Hitchcock (DHI) Janet Busby (JB) Luisa Stokes (LS)		Russell Langdown (RL)
Invited Attendees: Charlie Berry		
No:		

No:	Minutes
1	<u>Welcomes, apologies, absences, quorum:</u> AS welcomed everyone to the meeting. Apologies from RL were accepted. A minimum attendance of 50% of governors in post is needed for the governing board to make any decisions. It was recorded the meeting was Quorate at the time that any decisions were made. <u>Declaration of Interests in agenda items or any pecuniary interests:</u> No interests declared. <u>Notification of AOB:</u> <u>Approval of Minutes from last FGB Committee meeting dated 16th January 2024</u> Minutes approved. <u>Matters arising.</u> None
2	Safeguarding and Pupil Welfare, Health & Safety, Equality & SEND <ul style="list-style-type: none"> To receive regular updates on any Safeguarding and Pupil Welfare, Health & Safety, Equality & SEND issues.- Contained in the HT Report Presentation of SEND Annual Report To receive H&S / Premises Update - (included in HT report) Governors are expected to have read the reports and submit questions via the clerk no later than 24 hours before the meeting

SEND Annual review

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AS introduced CB to the meeting.

Questions raised from the board;

Thank you CB for a fantastic report! The attainment tables providing reading, maths and writing data are percentages, but the overall numbers don't tally to 100. I presume the 40 who have reached higher standard are counted in the 76 reaching expected? So on this basis 24% are below expected for reading? In terms of writing, no SEND / EHCP pupil met the expected standard, some further commentary on this would be helpful.

Yes your presumption is correct. You meet the expected standard if you are greater depth so are included in both figures. If you are not at the expected standard then you are not included in the figures. Therefore 24% in reading, 29% in maths and 31% in writing did not meet the standard. In terms of EHCP children in this cohort, there were two so 50% is one child. It is correct that no SEND or EHCP children met the standard in writing - this is probably due to the fact that writing is a complex, multi-faceted activity with a large number of success criteria. It is a skill which comes at the end of a progression line which starts with talking, then reading and finally writing. Hence it is the last skills to be acquired and mastered. Writing is traditionally the hardest skill to master and if you are working at a level behind those of your peers then it is likely to be the area you are furthest behind in. In terms of the actual children - both EHCP children struggled to start writing tasks and needed support to do engage in recording their work on paper - preferring to record on the laptop, but were reluctant to edit their work. The SEND children were a range of needs but as stated writing would usually be the last skill to be mastered, plus it is teacher assessed and there is less opportunity to get a mark for a guessed answer or a simple question which could be right or wrong!

We discussed the kinds of intervention which children receive to support writing development, including Fresh Start, which is part of the Ruth Miskin Read Write Inc package but is aimed at older primary children with content which is better suited to their ages.

SEND funding gap is >£150,000 for resources and TAs. What extra funding may be available to plug this gap?

We are applying for more EHCP's which is the only additional source of funding available since the other avenues for emergency funding have been removed. There is the opportunity to apply for some additional funding for children in nursery with SEND needs and we have been successful with 3 children in the last 18months - however this money is a small amount and is a one-off process.

CB also advised that the school also pay for the sessions when some of the pupils go into alternative provision.

SR advised there is a growing number of voices of concern in schools in the local authority, as LA are stating a TA should cost £12 per hour, which isn't the case and against the law. Data is being collated and a group are checking the law and fact checking before going back to LA around this issue.

A Governor asked if the LA stance of £12 per hour is a Swindon LA approach or are other LA taking this view? SR advised that there have been similar issues in other authority's however it is about a full understanding of the legal side. EG The LA are responsible for ensuring that children have the access to an education.

Are you comfortable with TA and resource provision as enabling the school to meet EHCP needs?

At present we have a range of EHCP children. Some who are able to be integrated within class with a range of support and some independence. We have others who need support at all times just to ensure they are safe, changed and able to attend the school at all. The EHCP documents for all ranges of children are legal documents detailing lots of provision. We are doing our best to provide the support detailed but some children are not getting everything stated all of the time eg ELSA may be on a rota basis or some children share TA support. Generally the system is working and I have reviewed our provision against section F for all EHCP children.

Has parent feedback as part of EHCP reviews revealed any positive feedback or concerns regarding the school SEND provision? If concerns, what actions are being undertaken?

In terms of EHCP reviews, all feedback from parents has been very positive. The parents with very complex needs children are pleased with our provision (although I feel we have some improvements we can still

	<p>implement) and are very pleased with the TA support they receive and the relationship they have with them. They appear happy with the small steps of progress being made and have been open to what could be seen as difficult conversations regarding placement. Other parents too seem happy with the provision offered - a mix of support and encouraging independence, a mix of consistent adult and a variety to ensure that there is no reliance on one adult, and a mix of interventions in class and out of class.</p> <p>As there are higher numbers of SEN and EHCP boys than girls, how do you get confident that girls with additional needs are being correctly identified?</p> <p>That's an interesting question and is hard to say. I believe we look at each child on an individual basis and look at their needs. We suggest children are added onto the SEND register as soon as their additional needs are identified and give them support based on their need not their gender. Some people may argue that girls can hide their need a little more and can fit in with class expectations, but I believe our teachers are fairly good at identifying a range of needs, and many parents approach me if they have concerns.</p> <p>A Governor asked CB how to deal with SEND across the school strategically – how to support the daily role in the classrooms. CB explained that the daily demands of the SENDCo role to manage children and staffing, can mean that time for strategic working is limited, however our school leadership team believe that this presence and direct involvement is also beneficial and important. CB stated he is there daily, visible and will do daily checks on the classrooms. SR agreed it is about culture around the school which starts from leaders.</p> <p>The number of SEND pupils across the school equates to a whole year group to put it into context. The number of SEND children across the year groups as the years go up increases. CB confirmed this is typical, this comes as you get to know the pupils over the years, gathering data and observations. The time to get the EHCP through can take up to a year as well.</p> <p>AS asked SB to run through the SEND policy and any amendments. CB ran through the document which the Governors have oversight of for the previous week.</p> <p><u>SEND policy</u></p> <p>One Gov asked that when an EHCP is put forward to the LA approval board, that the Governing board are notified. SR outlined that individual cases were not notified to the FGB, however the SEND governor receives updates on the number of EHCP applications and those awaiting assessment.</p> <p>The policy was approved by the board subject to the amendment to the Governing Board reference.</p> <p>It was agreed that the SEND Report was approved to be shared on the website and a link to this shared via the school newsletter.</p> <p>Safeguarding;</p> <p>Questions</p> <p>Thank you for a comprehensive report that echoes the evidence within other papers provided in the agenda. The last page refers to a GDPR audit. I can't recall that this has been presented to the GB, so that we can understand how outstanding issues are being addressed.</p> <p>We are happy to share this report with Governors. We have made reference to it in previous meetings and discussed the % outcome but not looked at it in full.</p> <p>Aaron to look at implementing a GDPR link Governor within the roles and responsibilities. Provisionally this will be identified for the Finance Governor.</p>
3	<p>Staffing & Wellbeing</p> <ul style="list-style-type: none"> To receive regular updates on any staffing matters.(contained in HT report) Promoting Positive Communication policy <p>Governors are expected to have read the reports and submit questions via the clerk no later than 24 hours before the meeting</p> <p>No questions raised from the Governors around the reports</p>

	<p><u>Promoting Positive Communication policy</u></p> <p>Governors reviewed the policy ahead of the meeting and raised the following questions;</p> <p>Last bullet point in yellow references "Bringing any kind of weapon onto school grounds." Does this include both actual and imitation weapons? Yes, updated to clarify this in the policy</p> <p>Should riding e-scooters be banned using this policy? I'm not sure if this is the right place for this content as it isn't really an inappropriate communication or threatening behavior.</p> <p>It was discussed to make it clear on a policy that Escooters are banned from the school grounds and the ruling around this as advised from SBC from a legal stance.</p> <p>Stage 4 references Chair of Governors 'and' the Head Teacher, should this be 'or'? Altered</p> <p>Appendix A references 'violent incident' as triggering a temp ban from premises. There could be other reasons than a 'violent incident' and this Appendix should be updated to reflect the earlier document. I think that this should say 'significant/ violent incident' as referenced above but I am not sure how to edit this part of the document! Will look at how to do this.</p> <p>A Governor asked if each policy has values/vision on there ? As part of the open communication and ethos the school follows? It is on this policy but not on all the policies. It was discussed that this could be inserted on the policies and will ask LF to do this on the title page.</p> <p>Governors approved the policy.</p>
4	<p>Curriculum, Progress & Attainment To receive a Progress & Attainment Report (December drop).</p> <p>Governors read the reports 7 days prior to the meeting and raised the following questions;</p> <p>The reported numbers in brackets relate to "Summer 2023" but is that comparable on a like-for-like basis e.g. Summer 2023 for Year 2, is that the same cohort as Year 3 as reported in Autumn 2023? Yes</p> <p>As a general comment, I find this document quite difficult to read and understand. I am happy to offer some support & offer some suggestions around how the data may be better presented. What is the criteria for the RAG colour coding? Does the RAG status indicate a worsening / stable / improving situation? Why are the end of KS targets below national averages in many instances and some targets are lower than current levels in some cases? Where there are multiple scoring measures e.g. DCPro & PIRA, which one does the national average relate to? Some of the measures are providing some rather disparate results e.g. GDS Yr 3 Maths</p> <p>The data table is a format which has been used for many years so I think most staff and governors are probably used to it, however we would agree that it is not the most straightforward presentation and are all happy to consider other presentations. RAG is based on overall reflection against national/ attainment targets for this cohort and progress. Targets are based on what is expected for the current cohort taking into account their previous outcomes (not assuming that national expectations would be realistic for every cohort). This can mean that some groups will be below target and some ahead of target at a point in time. There are no national averages for PIRA, PUMA or DCPro, only for end of key stage assessment outcomes. SR spoke through various tests, assessments that form the picture of each pupil.</p>
5	<p>Budget & Finance · To review and monitor income and expenditure reports - general update · Current budget position (overview)</p> <p>Governors are expected to have read the reports and submit questions via the clerk no later than 24 hours before the meeting</p> <p>Will the proposed increases in hourly rates cover the nursery's actual costs to deliver these sessions for 2 and 3/ 4 year olds?</p>

	<p>We still have further analysis to do on this, we are in the process of calculating this and share with governors as part of the budget review and once the funding levels are agreed.</p> <p>How do the session costs at Lawn for nursery provision compare with benchmark equivalent settings in Swindon? Are other settings similarly increasing their session hourly rates?</p> <p>We will summarize this into a separate document and share on Ghub prior to the meeting.</p> <p>How do the session costs at Lawn for nursery provision compare with benchmark equivalent settings in Swindon? Are other settings similarly increasing their session hourly rates?</p> <p>We will summarize this into a separate document and share on Ghub prior to the meeting. LS had prepared and shared a document with information about local nursery offers which governors have access to on Governor Hub.</p> <p>A Governor asked should we be considering additional roles around HLTA to help with the cover issue and costs?</p> <p>SR responded it probably is something that should be considered vs costs of covering staff absences. The majority of cover comes from Nursery and 1:1 TA rather than teachers this year. It might be worth to look at a role which is part TA and part HLTA so can they can support different role gaps.</p> <p>Governor asked LS if the budget can be available to review for the next meeting on the 26th March?</p> <p>LS will do 2 versions like last year to present and will allocate 10% increase in salary.</p> <p>If the nursery closes at lunchtime, how many 2 or 3/4 year olds currently staying at lunchtime would be affected? Of those children, how many of those children are funded places?</p> <p>This is still at the review stage, we would only consider closing the 2 year old room for lunch or offering a payable lunch club.</p> <p>For the 3/4 year old room, we are looking at the option to offer payable lunch club from the September intake. We will share the analysis with governors.</p>
6	<p><u>Strategy & Overview</u></p> <ul style="list-style-type: none"> • To receive Term 3 Head Teacher Report. • To review School Self Evaluation Framework (SEF) • Organization of Parents Questionnaire (ready for Parents Evening in February) <p><u>HT report</u></p> <p>Governors are expected to have read the reports and submit questions via the clerk no later than 24 hours before the meeting</p> <p><u>Questions raised from the Governors</u></p> <p>Has LPNS adopted a target attendance level? (eg 95% attendance). Is there a DfE/national/local target for primary schools?</p> <p>Our target is 96% which would put us in line with National.</p> <p>How has attendance changed in terms of any trends during the current academic year and also compare to last year?</p> <p>There has been a general decline (nationally) in attitudes towards attendance post COVID and there is considerable variation in approaches to illness - which we have been trying to address with some of the messaging about winter illnesses etc.</p> <p>How does the current LPNS attendance data compare to other schools in Swindon and relevant benchmark schools nationally?</p> <p>Our target is 96% which would put us in line with National. We are able to track comparison to local comparable schools via the DfE attendance portal. As of last week we were ranked 41 out of 64 local comparable schools for overall attendance and overall absence. We ranked 38 out of 64 for unauthorized absence, but 58 out of 64 for severely absent.</p> <p>Are attendance levels across the school disproportionately affected by a small number of pupils being absent regularly?</p> <p>Yes, as some of the above comparative data indicates. We have higher severe absence than most comparable schools. This is a small number of families who have very complex circumstances and with whom we are working very closely and involving other agencies and professionals</p> <p><u>To review School Self Evaluation Framework (SEF)</u></p> <p>No questions raised. SR explained that this is now current and up to date as of the end of term 3 which will allow the interim team and LW clarity on current evaluation.</p>

	<p><u>Organization of Parents Questionnaire (ready for Parents Evening in February)</u></p> <p>SB to liase with KB to do the questionnaire which will take place on the parents evening. A QR code will be available to do on the evening and also emailed out. SR will add this to the newsletter.</p>
7	<p>AOB</p> <p>The Governing Board thanked both SR and CMH for their service to the school and wished them well in their future roles.</p>
	<p>Focus for next meeting</p> <p>AS ran through the next meetings agenda items</p> <ul style="list-style-type: none"> • It was discussed to Remove the s175 report out and put to after Easter • To review Sports Premium Grant report. – Invite RW to present • LOA policy review – add to agenda • It was discussed to hold the next meeting on the 19th March – RP to check Governors availability on this new date. RP to to LS to let LW know and invite RW

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RP to load minutes onto the website from the 16 th January	RP	
Aaron to look into implanting a GDPR Link Goveror	SR	
SB to liase with KB to do the questionnaire which will take place on the parents evening. A QR code will be available to do on the evening and also emailed out.	SB	
Board to follow up about a potential approach to the LA around the £12ph TA issue.	AS/ALL	
LS to ask LF to ensure the schools vision and values are on the header page of each policy	LS	
RP to invite RW to the next FGBM for a presentation of the sports premium	RP	