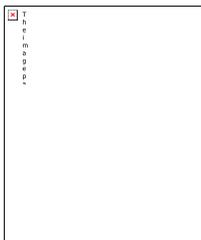


LAWN PRIMARY AND NURSERY SCHOOL

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FGBM meeting

DATE: 04TH February 2025		TIME:5pm Staff room
<u>PRESENT:-</u>		Leanne Lewis (LL)
Aaron Smith (AS) – Chair Lindsay Wood (Head) Russell Hall (RH) Emma Jelley (EJ) Luisa Stokes (LS)	Rachel Piper (Clerk) David Hitchcock (DH) Tayler Aitken (TA) Zak Watson (ZW) Charlie Berry (CB) (SENDco) Janet Busby (JB) Polly Gillet (PG)	
Invited Attendees: Luisa Stokes		
No:		

No:	Minutes
1	<p><u>Welcomes, apologies, absences, quorum:</u> AS welcomed everyone to the meeting .</p> <p>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.</p> <p><u>Declaration of Interests in agenda items or any pecuniary interests:</u> No interests declared.</p> <p><u>Notification of AOB:</u></p> <p><u>Approval of Minutes from last FGB Committee meeting dated 10th December 2024</u> Minutes approved.</p> <p><u>Matters arising.</u> AS updated the board on a Governors resignation. The governing board thanked Russell Langdown for his valuable inputs in his time as a Governor.</p>

2

Strategy and Overview

To review School Self Evaluation Framework (SEF)

Governors had the reports to review 7 days prior and raise any questions.

Questions from the board

What is SEF Grade 2? How does it compare / what are the parameters for SEF Grade 1 & Grade 3? How many grades are there?

SEF Grade 1 is Outstanding; SEF Grade 2 is Good; SEF Grade 3 is Requires Improvement and SEF Grade 4 is Inadequate Please see Inspection handbook - link attached

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#part-2>

You don't have to have a SEF as a school, it is a snapshot of the current frame and time.

Some feedback on this one: I'm unclear with some of the items listed in the "Key Issues/ Areas of development identified for the academic year" column - some of the items are not issues, some actually appear to be proposed solutions? Also, I find this document does not clarify the prioritisation of the issues and the impact we can expect to see as a result of solving them. Additionally, it does it clarify any proposed timescales for issue resolution and when the "moving forward" items will likely be implemented. All that said, I appreciate some of these issues are ongoing challenges i.e. there is no "silver bullet". Unless I am misunderstanding the scope & purpose of this document, I think it may require a bit of re-think in terms of content & format

Thanks, this is good feedback. The SEF is not a statutory document - it is supposed to be a snapshot in time and the SDP is the working document to drive the improvement, because of this in many schools, the lines between the SEF and the SDP do become blurred, and indeed, some schools no longer produce a separate SEF for this reason. The intention of this document was to be evaluative, similar to the SDP, and to highlight what has been achieved as well as the next steps for improvement.

In terms of content, I appreciate that some of the items listed in the "Key Issues/Areas of Development" column may appear to be more solution-focused rather than strictly issues. This is because the document aimed to reflect the actions already taken alongside the areas where further development is needed. However, I will ensure that there is clearer distinction between challenges and solutions in future iterations.

With regard to prioritisation and timescales, I understand that this document could be sharper and more aligned with the Ofsted framework, and I agree that adding more clarity around timelines and impact expectations would strengthen it. I will take on board your suggestion to highlight clearer priorities and anticipated outcomes from resolving these issues. The "moving forward" items will be reviewed to provide more specific implementation timelines.

Your observation that some issues are ongoing and do not have quick fixes is accurate, and we will aim to reflect the nature of these challenges in a more structured way, acknowledging that some areas will require sustained effort over time, but generally this is done through the SDP Reviews and HT Reports.

A Governor thanked LW for her time in completing the very detailed report.

To receive Term 3 Head Teacher Report Governors had the reports to review 7 days prior and raise any questions.

Questions from the board

Staffing relating to 1 member of staff being on informal capability. What is the expected duration of the informal capability and are there any impacts on teaching and learning, with respect to the children?

LW provided additional details regarding the detail behind this, the actions being taken, and the work currently under review.

A Governor asked for more detail around the suspension.

LW gave more information around the KS1 suspension, the background and context around the detail.

LW also updated the board on additional background details of previous suspensions and how those cases are progressing and actions/meetings that are taking place next week.

On the whole behaviour has improved around the school with a few isolated incidents.

Premises on page 6 of the report). With respect to the boiler and that SBC has gone out to tender, has SBC made a firm commitment in writing to fund and replace the boiler in April/May?

SBC never confirm anything in writing however this was the same for the Roof plan which happened. Initially this was going to happen in the summer break, however pushing for earlier and they will come back to us.

The Director for Education came out first week of term from SBC, aware that Lawn needed a boiler and has raised this upon his return .

LW also added in raised concerns around the carpets and also if SBC could cover the costs of 50% decorating where the roof was damaged, with school supporting with works internally also.

A governor asked is the Capital spending list that SBC have available for HT to view?

Not necessarily but the new Director is listening. They did listen to the feedback around the significant increase of £22 per pupil to £46 Education Function Charge concerns recently and this has been-reviewed and it will now only be a £2 increase per pupil for 25/26. He is listening to Maintained HTs, minutes are circulated but a lot of work to do from SBC and they are inviting more of the central team to speak to HTs regularly.

When is the next Lockdown drill?

It is on the agenda planned for next term and LW would like to put in the newsletter so parents are aware and can help prepare pupils, particularly the reception children for whom it will be new to.

Staff absence – How have you found this in the last year now you have completed a year?

EJ and LS are working relentlessly to help manage this and LW is used at the next stage. It is very time consuming with 16 meetings so far. It is about managing persistent absentees, ensuring the procedures and policy is being followed and explaining the wider impact that it has on the school operationally.

What are the general reasons ? Is there anything that the School can do to help?

Most of it is coughs, colds, bugs etc. A few have had operations which means they are off for over 4 weeks(long term sickness) being signed off.

The nature of the roles means it is predominantly women which means covering childcare when their own children are sick. There has been improvement but it is an ongoing issue.

It is about educating the staff about the policies and the process.

A Governor requested the following was noted that Lindsay's head teacher report referred to the recent date the SCR was last checked (end of Jan 2025 I think) and it was just to ensure that Governors noted this recent check, in accordance with the safeguarding policy and KCSIE.

LW in addition to the HT report updated the Governors to how the numbers are looking for September intake.

48 applied for Lawn in first choice with 162 applications that have Lawn as a choice on their overall application. However this is not final and there may well be late applications to process.

Organisation of Parents Questionnaire (ready for Parents Evening in February)

Taking place Thursday 03rd April. Will use the same questions as previously (OFSTED Parent and Pupil View) and set up a QR code for parents to scan and answer the questions. The questions haven't changed within Ofsted at the moment. LW to action

Blue Kite have sent the school this already populated in a Microsoft form to duplicate.

External overview of the school

Felt this wasn't required at this stage, lots of external oversight happening and looking to what Blue Kite can offer in the due diligence process.

MAT Update

AS gave an overview of actions to date including an Action plan that has been produced.

Blue Kite will be attending a Governance meeting on Monday.

LW has made the expressions of interest to the DFE, a Coordinator will contact the school and guide them through the stages as well as informing SBC, at this stage BKAT is not named. There will be a further form to complete. Timings may need to be amended within the action plan also.

A number of new schools have now officially joined BKAT, they are not all Swindon however it will not delay our application.

	<p>A parents consultation will take place which Aaron will present. Blue Kite will provide the presentation to run through – Date to be announced.</p> <p>A Governor asked if they could have an update on the action plan – of actions completed. LW will action this by RAG rating.</p> <p><i>A Governor has asked when is the best time to present to parents in the public forum – what needs to have been completed before the meeting happens?</i></p> <p>It was discussed how important it is for parents to understand how it impacts them directly – what does it mean to them as an individual? EG uniform, timings to the school day etc.</p> <p><i>LW asked Governors who have been through the process before what did they think?</i></p> <p>They confirmed the same, ensuring all the practical information is covered and why the school have made this decision and choosing the academisation that gets finalised.</p> <p>Blue Kite have already been really helpful holding various school training sessions for Lawn staff and inviting SLT to the upcoming Trust Development day etc. They are already involving Lawn in a lot of activities and events.</p> <p><i>A Governor asked – if BKAT say yes what is the biggest stumbling block?</i></p> <p>One Governor felt that SBC could slow the process down – legal due diligence on the school will be vast given the history, size of the school. All agreed and LW confirmed that Blue Kite will speak to SBC around the legalities and the staff/board will not have to be involved but will be kept updated on the progress.</p> <p><i>How long until you hear back from your Registration of interest</i></p> <p>5+10 working days – this was completed last Monday.</p> <p>AS asked the working group in addition to the BKAT slides – what information the board can put together on the slides.</p> <p><i>A Governor asked if this academisation didn't happen with Blue Kite for any reason along the due diligence process – how was this affect us from a professional approach?</i></p> <p>LW confirmed that Blue Kite would be utmost professional and Blue Kite are already very invested. There is previous history of LAWN PNS looking at academisation before – the other Trusts/Academies were not this interested and offering as much time and support as Blue Kite are already displaying.</p>
<p>3</p>	<p><u>Safeguarding and Pupil Welfare, Health & Safety, Equality & SEND</u></p> <p><u>Presentation of SEND Annual Report.</u></p> <p>The report was available for Governors to view 7 days prior and the Governors could raise any questions.</p>

Have any complaints regarding SEND provision been received from parents of SEND pupils, if so, the general nature of the complaints. What general actions have been taken to further understand the issues and address complaints?

On the whole there have been minimal complaints. Last term as reported to governors there were some complaints about SEND Pupils disrupting learning of others and concerns around safety, but reasonable adjustments and working with families and external agencies have improved this. If parents of pupils with SEND do have concerns they always contact CB and he will meet with them and join problem solve, often calling an early annual review where needed if the pupil has an EHCP and looking at working with the SEN Team and other external agencies.

Have any requests been made from pupils / parents concerning reasonable adaptations to meet disability needs? This question relates to the building and facilities, not teaching.

Presently none, however due to the increase in needs this was one of the reasons we made our resource rooms e.g. The Woodland Room is for use by non-verbal pupils and has more sensory resources.

SEND report to governors; there is a table on page 6 headed "EYFS Attainment for Year 2024" with headings in the columns "GLD", "Prime" and "Specific"; could you please explain these in relation to the EYFS?

The EYFS framework is designed to ensure that children develop a strong foundation in both the prime and specific areas of learning, with the prime areas providing the necessary basis for more formal learning in the specific areas. By focusing on these areas, practitioners in early years settings can track and support children's development, ensuring they reach a Good Level of Development (GLD) by the end of the Reception year, which prepares them for their transition into Key Stage 1. Prime Areas of Learning:

The Prime Areas are fundamental for igniting children's curiosity, enthusiasm for learning, and building their capacity to learn and thrive in their early development.

These areas are particularly crucial for young children as they form the basis for success in all other learning:

Personal, Social, and Emotional Development (PSED): Fostering relationships, managing feelings, and developing a positive self-image.

Communication and Language (CL): Speaking, listening, and understanding.

Physical Development (PD): Developing gross and fine motor skills, physical coordination, and health awareness.

These prime areas underpin the specific areas of learning.

Specific Areas of Learning:

The Specific Areas build upon the prime areas and are focused on more formal knowledge and skills as children grow older.

They include:

Literacy: Reading and writing.

Mathematics: Numbers, counting, shape, space, and measures.

Understanding the World: Exploring the environment, technology, people, and communities.

Expressive Arts and Design: Creative expression through art, music, movement, dance, role play, and design.

Is it possible to provide a benchmark for SEND pupils' attainment/progress in relation to average attainment for SEND pupils in Swindon and nationally?

Yes, it is possible to benchmark the attainment and progress of SEND (Special Educational Needs and Disabilities) pupils at your school against local (Swindon) averages. However, it requires access to specific data sources that track the performance of SEND pupils. To access this data, we can request specific data from Swindon Borough Council, this can be used to compare your LPNS' SEND performance, identifying where it aligns with or diverges from these benchmarks, allowing for targeted interventions or recognition of successes.

On 4th Dec 2024 the Government announced an additional £740m in SEND funding - are we now clearer on what this funding looks like and do we know how we can maximize this for Lawn?

There has been no further clarification or instruction from either Government or Local Authority. Swindon is proposing to provide more specialist places for pupils and liaise with school about Units and Resources within current schools. They are also about to work with HTs and SENDCos to look at the current banding scales.

CB spoke through the report to parents to the board.
The format has changed due to feedback from SBC – it was advised to be more visual and broken down into more detail.

A Governor asked if there has been any feedback from Parents about the SEND report?

CB advised there hasn't been, however it is a legal requirement and subject to approval will be loaded to the website.

SEND Policy

The policy was uploaded onto Governor Hub for the Governors to approve 7 days prior

CB advised the minor changes include an odd word:
DCPRO has been removed and replaced with Insight.
All very minor factual changes.

The board approved the SEND policy. RP to update LF.

AS thanked CB for attending the meetings, helping the board understand more and raising the profile.

To receive H&S / Premises Update.

All details in the report for Governors to review.

LS confirmed that all the equipment in the kitchen has to be reviewed annually. A lot of the big equipment is almost 18 years old and needs replacing.
LS working through with the kitchen team on the equipment, what needs replacing and prioritising jobs.

The Fridge Freezer has been replaced due to breaking down and also the dishwasher.

All equipment *has been regularly serviced and maintained and looked after.*

A Governor asked for an update on the Roof

	<p>LS confirmed they are working at the moment and are on the Nursery end and dealing with any ongoing leaks in addition.</p> <p><u>Budget and Finance</u></p> <p>LS apologised for the latest report not being available – she has been working with the accountant preparing for end of year and also next year’s preparation for the 25/26 budget.</p> <p>At the last meeting the school were looking at a £20k deficit and currently forecasting that the school will be flat.</p> <p>One reason is a grant was received to cover the Teachers pay rise, the grant was £39k. The pupil premium grant is £10k more than budgeted.</p> <p>EY Send funding has come in for around £5k.</p> <p>£3k was budgeted for private income (nursery provision) and it looks like it will come in around £10k.</p> <p>Wraparound income is down by around £6k. LS thinks this is driven out of breakfast club and the change in school day being brought forward. School is looking to start breakfast club now at 7.30am to encourage parents to use the facility more.</p> <p>The school are also pursuing a grant for improved breakfast club facilities £10k for toilets, £6k for furniture and resources.</p> <p>LW and LS have also been investigating an additional 2 year old room which would be eligible for more grants.</p> <p>Last year supply costs for staffing were around £30k, this year looking at actualising £10k should nothing dramatic happen. A lot of work being done by the team to cover the gaps and not use cover by covering internally as much as possible.</p>
<p>4</p>	<p><u>Staffing and Wellbeing</u></p> <p>All covered in HT report</p>
<p>5</p>	<p><u>Curriculum</u></p> <p>Teaching and Learning policy – for approval The policy was uploaded onto Governor Hub for the Governors to approve 7 days prior</p> <p>All Governors approved the policy</p> <p>LW proposed updating the website to include the values and key principles of this policy, as it aligns with Lawn School’s provision, values and ethos. All agreed.</p> <p><u>Questions from the board around the policy</u></p> <p><i>I assume the red text are the amendments. The inclusion of these matters is supported. A general question...To what extent does this policy reflect best practice?</i></p> <p>Yes that’s correct</p>

	<p><i>Under Staff section 3, should 'learning resources' be referenced in terms of how staff evaluate their lessons and units of work? Maybe learning resources should be referenced under the learning environment.</i></p> <p><i>This would sit under what refinements and curriculum adjustments are required moving forward, but we can make this more specific</i></p> <p>Governor's approved the policy.</p>
<p>8</p>	<p>AOB</p> <ul style="list-style-type: none"> • Rachel to send out letter inviting applications of Parent Governors and to check local advertising forums for co op Governors • The reserve FGBM meeting date on the 04th March will now be a MAT working party meeting. RP to send out updated calendar notes. • Pupil Premium Governor an additional discussion around if LPNS needed a dedicated role for this? It isn't a statutory requirement and on the whole it is covered in other roles however it was agreed it should be a focus and JB is happy to take on this role and continue to offer support in addition the work she has done already. The board thanked Janet for the time with this additional responsibility • LW Informed governors this week sat on an IRP (Independent Review Panel) and there were may take aways in regards to the roles of Governors when there is a PEX <p>Focus for next meeting on the 25th March 2025.</p> <ul style="list-style-type: none"> • Pastoral Report • Equality objectives review • Sports premium mid-year review (RP invite RW) • Pupil Premium mid-year review • MAT Update • Year 6 Update

ACTION POINTS FROM 04TH FEB 2025

Minutes uploaded to website	RP	Actioned
Aaron to call Leanne	AS	
RP to distribute updated training to Governors	RP	
MAT working group to liaise separately around slides for parents presentation	MAT	
RP update LF on SEND policy approval.	RP	
Organisation of parents questionnaire ahead of Parents consultation meetings	LW	
RP to send out letter inviting applications of Parent Govenors and to check local advertising forums for co op Governors	RP	
RP to invite RW to present Sports Premium	RP	

ACTION POINTS FROM DECEMBER

Minutes uploaded to website	RP	Actioned
H&S policy approved – RP to update LF	RP	Actioned
The Governors approved the Pupil Premium policy – RP to update LF	RP	Actioned
LW to present Pupil Premium spending in more detail at the next meeting.	LW	Will follow in the March meeting at the mid year review
LW to update the board on Y6 progress.	LW	Actioned
The Governors approved the Maths policy – RP to update LF	RP	Actioned

ACTION POINTS FROM 15TH October 2024

All Governors to confirm if any training has been undertaken on NOS or school bus each month	ALL	Ongoing Safeguarding now completed. KCSIE ongoing – RO to check in.
Can BKAT support lettings? LS to investigate to see if they have a team that could support this,	LS	Ongoing