

LAWN PRIMARY AND NURSERY SCHOOL

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FGBM meeting

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| DATE: 15.07.25 | | TIME:5pm Staff room |
| <u>PRESENT:-</u> | | Apologies; Zak Watson (ZW) |
| Aaron Smith (AS) – Chair Lindsay Woods (Head) Russell Hall (RH) Emma Jelley (EJ) Luisa Stokes (LS) | Rachel Piper (Clerk) David Hitchcock (DH) Tayler Aitken (TA) Charlie Berry (CB) (SENDco) Janet Busby (JB) Polly Gillet (PG) Leanne Lewis (LL) | |
| No: | Luisa Stokes | |

| No: | Minutes |
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| 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 16TH June 2025</u> Minutes approved.</p> <p><u>Matters arising.</u> Aaron informed the Board of ZW standing down</p> |
| 2 | <p><u>Curriculum</u></p> <p><u>To receive Term 6 Head Teacher Report</u></p> <ul style="list-style-type: none"> • National Assessments: All national assessments indicators show improvement, most above National Averages |

- **Early Years:** Notable improvements recorded.
- **Phonics:** Significant progress observed; children are progressing into more advanced groups earlier than expected.
- **KS2 SATs:** Results have exceeded the Swindon average, as reported yesterday and most are above National Averages, particularly at GDS for Maths and Reading.
- **Year 4 Multiplication Check:** Positive improvement noted.

Next Steps (SLT Focus from Pupil Progress Meetings):

- Planning underway to further develop *handwriting* and *phonics* provision.
- Phonics remains a strength, with early movement of pupils into comprehensive ability groups.
- Maths outcomes are strong; SLT aims to build on this to achieve outstanding status.

The Governors expressed their sincere thanks to the entire team for their hard work and dedication, and congratulated the Year 6 cohort for their excellent performance in the SATs.

Aaron highlighted the significant improvement in learning results over the past few years, noting the clear upward trajectory across all areas.

- **LW** has been proactively looking ahead to future curriculum planning and development. The team is aware of existing gaps and has identified key areas requiring focused attention.
- **AS** referred back to the previous inspection report, highlighting the need for continued work in the foundation subjects.
- **EJ** agreed and noted that other curriculum areas will also be a focus moving forward.

LW and EJ will be going back into the classrooms to teach from September and with the movement of some pupils into other settings – there will be time for more support in other areas.

Questions from Governors.

What specific barriers are contributing most to persistent absence among Pupil Premium pupils.

There are a number of key barriers contributing to persistent absence within this group:

Parental challenges and home circumstances – Some families face complex and ongoing issues such as housing instability, parental mental health needs, or financial hardship, which can affect morning routines, transport, or prioritisation of school attendance.

Pupil well-being and anxiety – A small number of pupils experience social, emotional, or mental health challenges, including anxiety, which can lead to school refusal or frequent absence. These issues are often heightened during key transition points or after long breaks.

Health-related concerns – Some families are more cautious about sending their children into school when they are mildly unwell, particularly if they have previously had poor experiences with health or education services.

Low levels of engagement and aspiration – In some cases, a lack of value placed on education, often due to the parents' own experience of school, can affect consistency of attendance.

Term-time holidays – A small number of Pupil Premium families have taken unauthorised term-time holidays, often due to cost-related reasons.

To address these barriers, we are working proactively through early intervention, increased family support, and targeted attendance monitoring. Our Attendance Lead, SLT, and DSLs work closely with families to build trust and offer practical help, and we escalate concerns where needed, while always keeping the child's well-being at the heart of decisions.

Can SBC do more/What do they offer?

Yes they could do more, they are not doing enough, they are issuing fixed penalty notices (mostly for holidays) but no other support to the pupils or school.

There is a graduated response that the school follow around attendance however the Education Welfare officers won't get involved unless it goes below 50%. Looking to get more Education Welfare officers involved to support.

How will Thrive interventions be scaled across different key stages once training is complete?

The Apprenticeship for JCa will take over a year from this point so we will be adding these elements in slowly as she progresses through the Thrive training and her expertise progresses. She manages the nurture support timetable and the programmes used as part of this so will be able to drip feed the approach. The Trauma-Informed approach is also based on the 5-to-thrive principles and will be rolled out quicker through the whole-school training as staff will learn some strategies based on the approach which they could use when supporting dysregulated children.

EJ and CB spoke through a meeting recently held with Blue Kite and the positive feedback received in terms of the pastoral support provided at Lawn.

School Development Plan

Governors had 7 days to read the reports and put forward any questions,

LW spoke through the process leading up to the final SDP plan. Quality of Education being the primary focus of the SDP plan for 2025-26.

LW also updated the board on SEN bandings that may take place that the Local Authority shared with Headteachers this term.

Significant changes are currently underway in Swindon regarding Special Educational Needs (SEN) bandings. A new system with 10 banding levels is being proposed, with Band 10 representing the highest level of need and funding. This proposal is currently under consideration by Swindon Cabinet. Initial feedback indicates that Headteachers have expressed concerns, and there has been considerable discussion around the proposed changes

Question from Governor around the SEN bandings

A Governor asked have they given any guidance around this ?

It is going to be a pointing-system, that then adds up and equates to a band. There are some testing exercises being undertaken by the LA at present to see how effective this is.

There has also been focus on the concept of Ordinarily Available Provision. Discussions are ongoing to clarify expectations and ensure consistent understanding. In essence, this links back to quality first teaching.

Questions from Governors around the SDP plan

Have staff voiced any specific wellbeing initiatives they'd like to see continued or expanded?

The only one to date, is the current transition document and it's length, this was fed back through Phase Leaders and so SLT have looked at this and CB has refined for the new academic year with a much slimmer document. This is also the purpose of our SLT drops in to enable staff to voice and suggestions/thoughts.

How is impact from CPD tracked?

PD is tracked through a number of approaches. Following any undertaken, key learning or initiatives (such as the introduction of a fluency rubric in Reading) are disseminated to all staff and embedded into practice. Subject leaders and SLT then monitor the implementation through a range of methods such as book looks, learning walks, pupil voice and planning reviews.

We also evaluate the impact of CPD in terms of pupil outcomes — both through data and day-to-day progress — and it is regularly discussed at SLT to assess whether it's having the desired effect. Much of the CPD delivered is closely aligned with the School Development Plan priorities, ensuring a clear link between training, strategic improvement, and the difference it makes in the classroom.

Following the ending of the SBC Mental Health and Well-being Award, is there any other similar scheme operated by other bodies/organisations that could be used in a similar way to capture all that Lawn does to support mental health and well-being.

None that we are aware of presently

Priority” Strengthen subject leadership by embedding effective monitoring, assessment, and support practices, building on the progress made in the previous academic year” refers to sharing subject reports with Governors, from Sept 2025. Could you please advise as to the scope and frequency of these reports – e.g will they relate to the core curriculum subjects or more widely?

(Page 20) Priority “Continue to reduce staff workload and actively promote well-being to foster a positive, supportive, and sustainable working environment.” In the bullet points a key action is to “Enhance recognition and reward systems, including introducing “Golden Ticket” days—dedicated time off or special treats to celebrate and recharge staff.” I really welcome this action to enhance staff reward and recognition; could you please advise as to the timescale and scope for this and will it apply to all staff, teaching and non-teaching? Is there some budget allocated to this?

Page 21, priority The school is financially viable, and in a position to secure its long-term future and the associated actions including a detailed 3-year financial plan is in place, regularly reviewed and aligned with leadership priorities, identifying clear barriers, risks, and opportunities for sustainability and to governors visioning and scoping work to feed-into the long term financial planning. Could you please advise how governors will feed into the the financial scope and vision work?

Subject Leader Reports are being compiled presently and have always been submitted to Governors over the course of the next academic year, it would be good practice to invite the

subject leaders when these are on the agenda so they can answer and questions and talk about progress and priorities in their subjects to date.

In terms of the reducing workload priority this would be for all staff and would need to be planned out in the Autumn Term so that we can look at any implications. There is no budget apportioned to this as it is hoped that this cover can be done internally and by SLT.

Through due diligence in discussion in FGM and review of monitoring reports and regular reports from the Finance Governor.

Report item 7, premises. It is very positive to hear that volunteers from Zurich are going to be doing some work to support the school's premises; could you outline what the volunteers will be doing?

They are predominantly working in the YR 1 to enhance the outside space that is used by the children.

A Governor asked Could we get anything else out of Zurich or the any of the local companies volunteering? Any Governor recruitment potentials?

It was also agreed to action and contact local corporate companies to recruit Co Opted Governors and the Lawn Community association. RP to action.

The Governors agreed to add into the SDP the academisation that will hopefully happen in the next academic year. LW agreed and will add this to the plan. LS-will implement this with LW.

Receive Pupil Premium and Sports Premium end of year review

Questions from Governors

How do you ensure staff maintain a shared understanding and commitment to the strategy over a three-year period?

It is embedded within our School Development Plan (SDP) priorities, ensuring that closing the gap for disadvantaged pupils remains a key driver of school improvement. This strategic focus is sustained year-on-year, providing a consistent lens through which teaching, learning, and wider provision are planned and delivered.

Disadvantaged pupils are tracked and monitored closely, with pupil progress meetings (PPMs) including focused discussions about the progress, attainment, and wider development of Pupil Premium children. These meetings also involve reflection on what is working well — learning from those pupils who are achieving good outcomes — and how these effective strategies can be applied more widely.

Regular learning walks and book looks are used to specifically evaluate the quality of provision for disadvantaged pupils. These are often themed around areas of focus (e.g. vocabulary development, feedback, reading fluency) and ensure that SLT and Subject Leaders, including the Pupil Premium Champion, maintain a clear picture of classroom practice and its impact, the latter role needs to be expanded upon next year. From 2025–26, we will be introducing a new Pupil Premium tracker, which will support staff in identifying and addressing the individual strengths and barriers to learning for each disadvantaged pupil. This will further strengthen the whole-staff understanding and ownership of the strategy, ensuring that all staff are actively contributing to the progress and well-being of our Pupil Premium cohort.

Are there systems in place to flag when a child who isn't technically "disadvantaged" still needs additional support?
This is predominantly done through Pupil Progress Meetings; monitoring by SLT and Subject Leaders and data tracking.

Can you share more about how you identified and supported less active pupils? Were there particular barriers they faced?
Less active pupils are identified through a combination of observation during PE lessons, engagement levels across different sports and activities throughout the year, and informal assessment by staff. Teachers/Sports Leaders closely monitor participation, attitude, and skill development across the broad PE curriculum, noting pupils who appear less confident, less physically active, or who show reluctance to engage fully.

LW confirmed that in addition to the strategy and the work involved and detailed, today it has been confirmed that we have been awarded the silver sports mark ~~under sports premium~~ this academic year, which is a great success.

The Governing Board approved the Sports Premium.

3 **Safeguarding and Pupil Welfare, Health & Safety, Equality & SEND** ·

Safeguarding annual report including Section 175 order

Question from Governors

Page 4 of the report refers to safer recruitment training and that apart from AS, no other governor is been trained in safer recruitment which is a concern going forward. Are there any options for governors to attend safer recruitment training, eg from SBC, BKAT or an other organisation?

To be discussed in the meeting, however this can only been done through the NSPCC

An additional Governor needs to do online via NSPCC, a number of the school team are doing this at the end of September. Action for governor to undertake the training, RP to email Governors.

Recruitment process – Governor to follow same process as School volunteers

LS has shared the detailed recruitment process with RP. RP will review the process and ensure it is followed for all new Governors going forward. RP will also obtain and manage application forms for all Governors retrospectively as required.

RP to ask Blue Kite if they have template Governor application forms.

RP to save on files on one drive and then also paper file in Luisa Office.

Training and External Audit Update:

- The school has not subscribed to Sarah Turner's external training due to financial constraints this academic year. However, it was noted that Blue Kite utilises the same training framework, ensuring consistency in approach and EJ has attended CPD with them this year led by Sarah Turner.

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| | <ul style="list-style-type: none"> • At present, there are no plans for an external audit, also due to budget limitations. If approval is granted to join the MAT, this may present an opportunity to revisit the audit option. • It was acknowledged that not undertaking an external audit may result in a lack of independent validation of current practices. Nonetheless, responsibility for oversight technically remains with the Local Authority. • JB has invited herself to the upcoming Blue Kite safeguarding training – taking place in Ferndale School. |
| <p>4</p> | <p><u>Strategy and Overview</u></p> <p><u>To agree meeting dates for next academic year</u> A discussion around having 6 sessions a year Training slots session potentially once a year 2 reserve dates RP, LW will be meeting with AR from Blue Kite next week to run through the agenda planner and suggested number of meetings and will email out discussions for approval Tuesdays will remain for 2025/26 5pm – 7pm</p> <p><u>Appointments of roles moving forward</u></p> <p><u>As previously announced in the last meeting will be stepping down from Chair position and the board.</u> JB asked if AS can stay on the board until the end of August as a Chair to do a handover. AS happy to support the handover process and will remain chair until the 1st September.</p> <p>JB proposed herself as Chair Aaron first, Leanne seconded.</p> <p>JB agreed to be in place 12 months whilst additional recruitment takes place to grow the number of board members</p> <p>AS to consider continuing as a Co Opted Governor as the governing board supported his re-election.</p> <p>RP to issue out roles to board for 2025/26</p> <p>The board discussed at the October parents evening, having a stand for Governors to help recruitment.</p> <p>RP to put together some advert perhaps with a set focus eg “health safety and premises” to help drive an interest from parents.</p> |
| <p>5</p> | <p><u>Budget & Finance</u></p> <p><u>Cost-Saving Measures and Site Updates:</u></p> <ul style="list-style-type: none"> • LS outlined the cost-saving plan set to begin in September, with support from Blue Kite. Further details will be shared after the summer holidays. • A new boiler is being installed this week, which may lead to future savings. |

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| | <ul style="list-style-type: none"> Internal work from damage due to delayed Roof maintenance work is scheduled to take place during the summer break. <p>Staff Absence:</p> <ul style="list-style-type: none"> Over the current academic year (198 school days), there have been 646 staff absence instances. A governor queried how this figure compares to benchmarks. While no official comparative report is currently available, it was suggested that Juniper data could be reviewed for further insight. |
| 6 | <p><u>Focus for the next meeting</u></p> <ul style="list-style-type: none"> To follow once agenda planner has been agreed on the 21st July. |
| 7 | <p><u>Staffing & Wellbeing</u></p> <p>All covered in the reports discussed.</p> |
| 8 | AOB |

MEETING ACTION POINTS 16th JULY 2025

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| RP to upload minutes from the 16/6 to website | RP | |
| RP to contact local companies with Governors volunteering opportunities and Lawn Community Association. | RP | |
| LW to add details of potential academisation into the SDP plan. | LW | |
| An additional Governor needs to do online via NSPCC, a number of the school team are doing this at the end of September. Action for governor to undertake the training, RP to email Governors. | RP | |
| LS has shared the detailed recruitment process with RP. RP will review the process and ensure it is followed for all new Governors going forward. RP will also obtain and manage application forms for all Governors retrospectively as required. | | |
| RP to ask Blue Kite if they have template Governor application forms. | | |
| The board Discussed parent evening in March having a stand for Governors to help recruitment RP to put together some advert perhaps with a focus on "health safety and premises" Drive an interest. | | |

