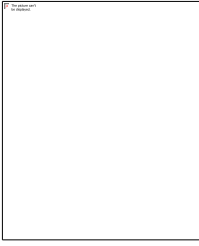


**LAWN PRIMARY AND NURSERY SCHOOL**

Headteacher Mrs Wood  
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FGBM meeting

<b>DATE: 20.01.26</b>		<b>TIME:5pm Staff room</b>
<b><u>PRESENT:-</u></b>		<b>Apologies;</b>
Janet Busby (JB) - Chair Lindsay Wood (Head) Russell Hall (RH) Luisa Stokes (LS)	Rachel Piper (Clerk) David Hitchcock (DH) Charlie Berry (CB) (SENDco) Polly Gillet (PG) Tayler Aitken (TA)	Leanne Lewis (LL) Emma Jelley (EJ)
<b>No:</b>		

<b>No:</b>	<b>Minutes</b>
<b>1</b>	<u>Welcomes, apologies, absences, quorum:</u> JB welcomed everyone to the meeting . Apologies for absence from LL and EJ were accepted.
<b>2</b>	
<b>3</b>	<u>Governance</u>  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>Approval of Minutes from last FGB Committee meeting dated 18<sup>TH</sup> November 2025</u> Minutes approved.  <u>Matters arising.</u> None

## **Curriculum, Progress and Attainment**

### **Data for Governors**

- LW provided an overview of the current data, explaining what the statistics measure and how the school uses them.
- It was noted that some figures are highlighted in red, which is expected at this point in the academic year.
- The data also reflects the standards currently being achieved by the pupils.
- Overall, the data indicates a strong position, with pupils having made good progress since last year in terms on where they were at this point last year and also comparing the previous year groups.
- Key actions have been summarised and circulated to all leaders to action and support and interventions have been identified and put into place.
- LW also provided additional context to support interpretation of the data, including considerations relating to pupils with English as an Additional Language (EAL)

### **Questions for the Governors**

#### **1/ Which interventions are having the greatest impact?**

Phonics tutoring in KS1; Lightening Squad Reading in Year 4; Echo Reading in LKS2; Funky Maths in LKS2 and Year 5; Oak Academy pre teaching in Years 1 and 5.

Also exploring a whole school approach towards Maths which will be detailed in the next SDP.

#### **2/ How is the school ensuring consistency of teaching quality across year groups where outcomes differ significantly (e.g., Y1 Tigers vs Orangutans, Y4 Penguins vs Blue Whales)? Is there still an intention to mix cohorts in the next academic year?**

It is looking likely that we will mix cohorts at the end of this academic year. Teachers plan together to ensure consistency in terms of objectives and progression in lessons and task variation. Phase and SLT monitoring is in place with SLT undertaking a learning walk on 21/1/26. Sometimes cohorts do have differences in the make-up so one class will have more need. This does not always reflect quality of teaching.

#### **3/High-attaining pupils (HAPs) are underachieving in several year groups, especially in Writing and Maths - What is being done to address this?**

Subject Leaders are aware of this and have specific related actions in their action plans, the writing curriculum is already being modified in relation to the new national Writing Framework and this is why we are also trialling Oak Academy in Years 1 and 5 for Maths. However it is worth noting that some pupils are cuspy in terms of being at above expected attainment and teachers in PPMS are confident that the pupils will get there.

#### **4/Year 6 - What is the plan to improve Maths outcomes before SATs?**

Boosters and interventions weekly led by the Year 6 team and SLT; in addition to a heavy focus on Maths in the curriculum and addressing the gaps to enable pupils to build upon the foundations e.g. times tables knowledge so that pupils are more confident with fractions, decimals and percentages. Strong emphasis and daily practice of reasoning questions.

#### **5/ What proportion of the school are EAL?**

Historically whether a child is EAL is asked when children join the school, and there are circumstances where it is ambiguous so the school is re-looking at the way the question is asked on the admission form to ensure that it is appropriate. The forms have been adapted

for use from Nursery upwards and the most recent data showed EAL at 26%. Funding can be affected if the EAL data is not captured correctly.

#### **6/Progress percentages in red and blue – does this relate to prior attainment?**

The percentages shown in blue, green, orange, and red represent pupils' current attainment in relation to year-group expectations:

- Blue % – Above Expected Attainment (Greater Depth) These pupils are working above the expected standard for their year group.
- Green % – Expected Attainment (ARE: Age Related Expectations) These pupils are working at the expected standard.
- Orange % – Just Below Expected (On the Cusp) These pupils are slightly below ARE but close to meeting expectations.
- Red % – Working Below Age Related Expectations. These pupils are significantly below the expected standard for their year group.

These colours show where pupils are now, compared with what is expected at this point in their year group.

The decimal numbers represent pupils' progress, based on where they started (their prior attainment) and where they are now.

The colours follow the same key:

- Blue decimal values – Above Expected Progress -Pupils have made more progress than expected from their prior attainment.
- Green decimal values – Expected Progress - Pupils are making expected progress.
- Red decimal values – Below Expected Progress- Pupils are making less progress than expected based on their starting point.

In other words, Percentages = How they are performing now compared to age related expectations and decimals = How much progress they have made from where they started

The two sets of colours work together:

- Attainment shows where they are
- Progress shows how far they've come

#### **7/A Governor asked could the gender gaps be drilled down a bit more**

Going forward LW agreed and the data is available that can be presented to Governors to discuss in more detail and this also links to the make up of the year group cohort.

#### **8/Year 3 "RWM 38% and 39% attainment" - both teachers question the validity of end of KS1 data – could some context on this be provided please?**

Both Year 3 teachers have raised concerns about the accuracy of the end of KS1 teacher assessment data, as they feel that the attainment recorded for some pupils at the end of Year 2 does not match the reality of those pupils' capabilities when they joined Year 3.

Teachers report that a number of pupils assessed as "at expected standard" in Year 2 did not demonstrate the foundational skills expected when they started Year 3.

There is a notable curriculum step up from KS1 to Lower KS2, particularly in reading stamina, writing independence, and the complexity of mathematical concepts.

Year 3 teachers have found that for some pupils, basic skills were not secure enough to access the Year 3 curriculum expectations, which has contributed to the attainment dip.

This is why the School Development Plan emphasises cross phase moderation with the aim to establish more consistency between KS1 and KS2 judgements, shared understanding of standards and accuracy in teacher assessment for future cohorts.

This is very common across most primary schools and especially between KS1 and KS2. .

#### **9/Gender gaps have narrowed, but do these gaps remain significant in terms of prior attainment and are there underlying reasons? Are the gaps similar across year groups? Do the gender gaps include other pupil groups, eg PP, SEND?**

	<p>Across the school, while gender gaps have narrowed, the picture is not uniform across all year groups or subjects. Where gaps do remain, these differ by subject and cohort, rather than showing a single consistent pattern.</p> <p>A more detailed breakdown has already been produced for Subject Leaders and Phase Leaders to support deeper analysis, and this can also be shared with governors if they would like to see it.</p> <p>There is evidence of crossover with other pupil groups. In some year groups, gender gaps intersect with Pupil Premium (PP), SEND and EAL. This means that for certain pupils, multiple vulnerabilities compound the gap, and this is reflected in the data.</p> <p><b>10/Who are the "hit the ground running pupils"?</b></p> <p>The "hit the ground running" pupils are those identified at the end of the last academic year (based on Term 6 data) who need focused attention from the very start of the new school year.</p> <p>This includes two groups of pupils:</p> <ol style="list-style-type: none"> <li>1. Pupils who are currently off track These are children whose attainment is below the expected level at their most recent exit point (e.g., end of EYFS or end of KS1). They require accelerated progress and targeted support from September to address gaps and move closer to age related expectations.</li> <li>2. Pupils who made expected progress last year: These pupils finished the year securely on track, and the aim is to ensure they maintain that momentum and are pushed towards achieving better than expected progress this year.</li> </ol> <p>In short, the "hit the ground running" group is made up of pupils who either need to catch up quickly or those who are ready to be stretched further, ensuring strong progress from the outset of the academic year.</p> <p><b><u>RSHE</u></b></p> <ul style="list-style-type: none"> <li>• Changes to the RSHE curriculum are forthcoming due to changes in guidance and the curriculum that are to be in place from September 2026. The school will continue to use the Jigsaw scheme of work for PSHE, which incorporates the RSE curriculum, this has already been updated to reflect the new requirements ready for September.</li> <li>• It was noted that the majority of changes will apply at secondary level, with a small number of changes impacting the primary curriculum.</li> <li>• LW and EJ have met with the RSHE lead to review the changes in preparation for communicating them to staff, amending the school policy, and updating parents.</li> <li>• A timeline for implementation is being put in place (shared with Governors prior to this meeting), and a further meeting with the lead is scheduled for next week.</li> <li>• The-PSHE policy is also being updated by Jigsaw; the completion date for this is to be confirmed.</li> <li>• It is planned that the updated RSHE provision and policy will be brought to Governors in Term 5.</li> </ul>
5	<p><b>Safeguarding, Pupil Welfare, Health and Safety, Equality and SEND</b></p> <ul style="list-style-type: none"> <li>• There was a verbal update on support for young carers verbal by LW</li> <li>• <u>Pastoral report (Review Behaviour and Safeguarding Report for term 2 Behaviour and Safeguarding Report)</u></li> </ul>

Going forward LW will present behaviour and incident figures with more context through an added commentary slide and how the figures are calculated and/or broken down etc.

**1/How is the school engaging families who repeatedly travel during term time?**

We use the SBC Graduated Response document and processes which include fixed penalty notices. As the number of absences due to travel increase, the rate of FPN will increase (second incident) and could progress to prosecution (third incident). Parents are notified in writing and this is also on our absence request forms.

**2/A Governor asked what is classed as disruptive?**

Disrupting a class and others, absconding, not following the school rules, disrespectful, physical actions. You take everything on case by case and cohort basis.

**3/What targeted support is being offered to PP families, given the significant drop in PP attendance?**

The Attendance Officer is working alongside the Family Support Lead Workers to meet with parents to complete School Attendance Action Plan as well as some being managed at Early Intervention through the Team Around the Family process. We are also using letters initially and inviting families in informally as a first contact to build relationships. We will also conduct the Action Plan meetings with the child if the parent doesn't turn up and the child is old enough. This is based on advice from our Educational Welfare Officer.

**4/Are there particular patterns (times of day, staffing, curriculum areas) linked to the rise in behavioural incidents?**

Many are linked to pupils with high SEMH need and are around transitional points in the day and at lunchtime. Going forward, we will provide some narrative around this in addition to the numbers in the Pastoral Report.

**5/How is the school supporting staff experiencing physical incidents from pupils?**

Working with families; support from the SEMH Outreach Team; deployment of adults to support pupils with plans and risk assessments in place, co-regulation plans for those with high need which sets out de-escalation strategies. Support from Nurture Team staff.

Regular debriefs and clear communication take place to ensure that staff feel safe, supported, and equipped to work with the children.

All staff involved have contributed to the risk assessments, and training is up to date, with confirmation that everyone has completed the required training.

It was noted that staff deployment may be adjusted at times, as the work can be mentally demanding. Both staff and, potentially, the child may require periods of respite to support wellbeing.

**6/FSW referrals have more than doubled since last term - is there anything in particular driving this increase?**

Domestic abuse and reporting has risen which we think is due to how things are but also our work on the Hope programme with Society Without Abuse. Additionally cost of living and referrals for support for food and the toy appeal before Christmas also resulted in higher numbers. We also have had a lot of nurture requests as well as family support linked to safeguarding.

**7/Page 8 behaviour incidents, there were 153 incidents involving 25 children were PP, could you please provide some context on this.**

**Verbal update on Young carers**

- The school's Nurture team runs a Young Carers group.
- Identification of young carers is largely reliant on parents informing the school; however, in some cases the school becomes aware through working with families and recognises pupils as young carers.
- The group provides pupils with opportunities to spend time with others in similar circumstances and to talk together about their experiences.
- It was noted that the Swindon Young Carers main hub is closing with some other support being signposted to schools; however, the school will continue to run its own provision and support pupils.
- The school's Young Carers group meets termly enjoyable activities and pupils have regular check-ins by staff.
- Numbers fluctuate across the year groups, typically ranging around 17 pupils.

**SEND**

- SEND Report. CB presented the annual reports to governors and to parents.
- Accessibility policy
- Inclusion Policy
- SEND Policy

**Governors had 7 days to read the report and put forward any questions**

**1/Page 2 "the SASS Team will no longer be operating after December 2025"; has SBC provided any further information on replacement provision for neuro-diverse children?**

Not as far as we are aware, as there is no statutory requirement

CB has contacted Blue Kite who will support

The form currently takes 6 months to be triaged once sent off and then takes 2/3 years to get assessed which is a really long time to get formal diagnosis.

We will now send the forms to Blue Kite who will then support us with the process.

CB attending a SEND day next week.

**2/SEND policy, Inclusion policy and accessibility policy – could paragraph and page numbers please be added to these policies.**

Yes

- RH carried out a SEND visit to the school last week and provided a verbal update to the board.
- The visit was described as very insightful, and thanks were extended to CB for his time.
- The discussion highlighted the significant challenges faced by staff, particularly in the context of reduced external services and support.
- It was noted that some children require alternative settings that are better suited to their needs; however, Lawn is doing an excellent job in providing support within the resources available.
- The visit also illustrated the emotional and practical challenges of balancing budget constraints with ensuring that children receive the support they deserve.

	<ul style="list-style-type: none"> <li>• The Governing Board asked that CB be formally thanked for his exceptional work, which consistently goes above and beyond to ensure that children are well supported.</li> <li>• <b><u>Accessibility Plan</u></b> No major changes to highlight Date of documents to be updated to Jan 2026 No questions The board approved the policy</li> <li>• <b><u>SEND Policy</u></b> No major changes to highlight No questions The board approved the policy</li> <li>• <b><u>Inclusion Policy</u></b> Date of documents need updating to Jan 2026 The board don't need to approve this, information only</li> </ul>
6	<p><b><u>Health/Safety</u></b></p> <ul style="list-style-type: none"> <li>• A risk assessment is scheduled to take place next week; notes will be copied from the report once available.</li> <li>• It was noted that the current partition doors for the school kitchen are not fit for purpose and will need to be replaced to meet required specifications. This is a legal requirement.</li> <li>• Quotes for the replacement partition doors are expected to be in the region of £10,000 and will need to be presented to the Governing Board for approval.</li> <li>• All fire doors also require replacement; the most urgent doors have already been completed.</li> <li>• It was confirmed that there is currently no funding available for these works.</li> <li>• The school caretaker is an ex-firefighter, and the school is drawing on his skills and expertise to support fire safety and health and safety matters.</li> <li>• A Health and Safety audit from SBC is scheduled to take place next week.</li> <li>• The school SLT do a biweekly walk through focusing on the H&amp;S.</li> </ul> <p><b><u>Boiler update</u></b></p> <ul style="list-style-type: none"> <li>• The boiler installation was completed over the summer and the heating system was tested in October prior to the winter period; at that time it appeared to be functioning satisfactorily.</li> <li>• Before Christmas, it became evident that different areas of the building were not heating up simultaneously. An engineer was called out to investigate.</li> <li>• The site team attended over the Christmas period to check the system further, and it was confirmed that the heating was not operating correctly.</li> <li>• The system is intermittent at times and does not appear to heat all three phases consistently. As a result, a decision has been made to isolate the middle section of the building, which includes the administration corridor.</li> <li>• Teaching areas used by pupils currently have heating; however, the administration area does not.</li> <li>• The installation company has advised that the system should have been flushed as part of the process. The heating company has stated that this was not discussed and that carrying this out retrospectively would require uninstalling the boiler.</li> <li>• SBC and the heating company are working together to identify a solution.</li> </ul>

- Fan heaters have been provided for staff areas to offer some comfort; however, this has resulted in additional costs in terms of electricity use too and presents potential health and safety considerations.
- It was reported that a neighbour has installed a gate leading from the houses backing onto the school field.
- A bush had grown in the area, and residents had requested its removal; however, the school did not have the funds to carry this out. The neighbour agreed to cut it back but subsequently installed an access gate in his fencing.
- This action was described as unacceptable, and SBC has been alerted.
- Governors agreed that the gate should be removed and that this represents a significant safeguarding concern.
- One Governor queried the legal boundaries and ownership as set out in the deeds. LS confirmed that there is an existing fence between the gate and the school field, meaning there is currently no direct access to the field.
- It was agreed that the school will ask SBC to attend the site to review the situation.

7

**To review and monitor income and expenditure reports. - Budget report.**

**Governors had 7 days to review the update**

- The projected budget deficit is £17–18k, which includes the cost of installing fire doors.
- LS advised that it is achievable to move to a balanced budget, taking into account potential savings and confirmation of nursery numbers.
- Additional funding has been secured for nursery children.
- LS updated the Board on staffing matters relating to the deficit recovery plan. The tuck shop has raised a significant amount of money, which is not currently reflected in the budget. Funds have been reinvested into the school and resources for pupils, including chairs, sandpits, equipment, and “funky maths” cards.
- The current budget year ends on 31 March.
- A new budget for the coming year is expected to be presented around May, pending confirmation of pay awards.

**Staffing**

- It was noted that a recruitment freeze is currently in place and posts are not being replaced when support staff leave. A Governor asked how long this position is sustainable, as staffing levels are now at a bare minimum.
- It was reported that a Year 5 teacher is leaving and an advert has been placed; however, if suitable applicants are not identified, the post will not be filled and other avenues explored such as supply.

**1/ How much visibility have BKAT had over the school's finances to date? Are they aware we're expecting to carry forward a deficit?**

They are aware that we are expecting to carry deficit over and there has always been transparency in terms of this from the start of discussions. They have expressed that they would like to start due diligence now.

8

**Governance**

**Skills audit**

JB and DH will meet with the interested potential governors  
RP reported that 3 parents had expressed an interest in joining the Governing Board and will send their details to JB.

A Governor asked can Blue Kit share Governors – they has been shared before so potentially a possibility.

**MAT Update**

- The application form was completed by LW and submitted by the Chair of Governors to the DFE. The submission has been made and will be considered by the advisory panel in March.
- No questions have been received from the panel, and no additional papers are required at this stage.
- The school will be informed formally if Lawn need to attend the panel meeting.
- Once the outcome is confirmed, a parent consultation meeting will be planned to take place during Term 5. Parents will receive written communication including a FAQ and an invitation to attend the meeting. This process is typically led by the Governors. AS had prepared a draft presentation that can be used as a template.
- Blue Kite has indicated that due diligence will begin shortly, there is no agreed opening date, this could be of September, although possibly Christmas but will be led by the panel, due diligence and academisation actions if successful.

**Governance briefing from Blue Kite**

- JB discussed this with the board and highlighted key areas
- RP to have a performance review and in the process of setting this up
- Safeguarding training 26<sup>th</sup> February as many people to attend where they can.
- Training around the prevent duty – EJ will circulate the Home Office link to the Governors when circulating to staff next week.
- Visits – JB encouraged visits again around the board.

**Focus for next meeting**

- Pupil Voice – Link Governor - Feeling safe survey LW and EJ will link this in

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|  | <ul style="list-style-type: none"><li>• LW suggested English leads to present as Governors have had Maths. After discussion, it was agreed that LW will invite writing leads to the next meeting,</li><li>• Next meeting 24<sup>th</sup> March</li></ul> |
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**MEETING ACTION POINTS 20<sup>TH</sup> January 2026**

Data drop – More detail around the gender gap to be detailed in the next report	LW	
Fencing - It was agreed that the school will ask SBC to attend the site to review the situation	LS	
LW suggested a Reading or Writing lead to present. LW will invite writing leads to the next meeting,	LW	
EJ to circulate prevent documentation		
RP to circulate documentation for Governors to share in workplace to attract new Governors		

**MEETING ACTION POINTS 18<sup>th</sup> November 2025**

Upload minutes	RP	Completed
Approve policies with Lisa	RP	Completed
<u>Governor Visits</u> JB again requested if a visit could take place.	ALL	Completed
<u>Governor skills audit</u> JB has asked that the Skills adult is completed so we can look at any gaps particularly around governor recruitment that is needed. The purpose of the audit is for information gathering. RP to resend	ALL	Completed

**MEETING ACTION POINTS 23<sup>RD</sup> September 2025**

Training has been issued from the National College – all governors to complete ASAP – Action	RP	Done
Safeguarding Policy has been approved from the board – RP to let KF know.	RP	Done
LW to invite Maths lead to the meeting to discuss the plan.	RP	Done
RP to update Bios for any Governors that want them updating (LL and RH)	RP	Done
Send out new proposed date. Week prior on the 07 <sup>th</sup> July – amend agenda planner and outlook dates		
All Governors to read and let LS know if they think anything needs to be amended. If all Governors can send any feedback within the next 2 weeks.  RP to send the link out to Governors to read.	ALL	Done