



FLEET PRIMARY SCHOOL

Minutes of the Governing Board Meeting held on 11th October 2018 at 7.00pm

ATTENDANCE

Kim Issroff – Chair	✓
Don McGibbon – Headteacher	✓
Rebecca Combes	✓
Annie Balme	✓
Sorin Floti	✓
Oonagh Pierce	✓
Margaret O’Sullivan	✓
Kate Pattison	✓ arrived during the meeting
Samir Shah	✓
Marianthi Papadimitriou	✓ arrived during the meeting
Marcus Boyland	✓ from 7.30
Kelly Williams	✓
Hannah Shipp	✓
Janet Guthrie – Vice Chair	APOLOGIES
Caroline Heal	APOLOGIES
Kirsty Kitchen	APOLOGIES
OTHERS PRESENT:	
Debbie Barry – School Business Manager	✓
Pete McGuigan - Clerk to Governors	✓
Becca Wall – Observer	✓

	ITEM	ACTION
1	PRE MEETING DISCUSSION – APPRAISAL AND PAY PROGRESSION	
1.1	<p>Kim (KI) opened meeting at 7.00 p.m. and introduced new Governors.</p> <p>Don (DM) updated Governors on arrangements for appraisal and pay progression and highlighted:</p> <ul style="list-style-type: none"> • This area had been delegated to the Headteacher, overseen by the Pay Committee (separate, but usually drawn from, the Personnel Committee) • Teacher appraisal was managed through 6 key events <ol style="list-style-type: none"> 1. Staff self-review, using an Initial form (for teacher, and 	



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	<p>support staff - tabled), to complete prior to meetings with line managers</p> <ol style="list-style-type: none"> 2. Autumn term meetings to discuss the self-review and set 3 targets (with foci on pupil progress, quality of teaching and a specific area of responsibility or development, negotiated with the teacher) 3. Ongoing monitoring (classroom observation, work scrutiny and pupil interviews) 4. Spring term mid-year reviews (with notes and any required actions) 5. Summer term end of year reviews (looking at targets, impact, progress and outcomes, with three judgements – target met, partially met or not met), which led to pay recommendations 6. Reporting to, and agreement of, the Pay Committee <ul style="list-style-type: none"> • Pay progression also depended on which pay scale staff were on (e.g. Main Pay Range grades 1-6 could rise yearly and teachers could apply to go through the ‘threshold’ to the Upper Pay Range from MPR 6, and UPR staff would normally spend at least 2 years on each grade. • Deciding on whether targets had been met, required judgement, even for clear numerical targets, where there was also flexibility, e.g. progress for children with SEND 	
1.2	<p>Through questioning and discussion, Governors established that:</p> <ul style="list-style-type: none"> • The system at Fleet tried to ensure that observations were fair and developmental, sometimes involving peer observation and where necessary, involving support and CPD • NQTs were observed by their teacher mentor and were not formally part of the Performance Management System during their first year • Observations of teachers without class responsibility e.g. SEND group teachers, still focused on progress shown in pupil data • Support staff Performance Management was less rigorous and DM agreed the need to formalise it more, e.g. with greater focus on school needs, including IT training, rather than staff interest (Becca (RW) to progress this) • The recommended Camden Pay Policy (agreed with teacher Unions) had been adopted by the school (MPR teachers - 3% increase, UPS teachers - 2% and Leadership Scale teachers - 1.5%). Governors noted that a predicted 2% salary increase already in the 18-19 budget, together with a DfE grant, based on pupil numbers from the previous census, would likely cover the cost of the increases for the year. • DM agreed to present an updated Pay and Appraisal Policy to the next FGB. 	<p>RW</p> <p>DM</p>

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	<i>Marcus (MB) arrived at 7.30</i>	
2	Welcome and apologies for absence	
2.1	KI welcomed everyone formally to the meeting.	
3	Apologies for absence	
3.1	<p>Governors noted that Marianthi and Kate would be late and accepted apologies from:</p> <ul style="list-style-type: none"> • Caroline Heal • Kirsty Kitchen • Janet Guthrie – Vice Chair <p>Governors noted that Janet was stepping down as Vice Chair and SEND Governor. KI asked that any Governor willing to take on either role, to contact her.</p>	All
4	Governors' Annual Declaration of interest	
4.1	Pete (PM) circulated the Annual Declaration for checking – PM to collate and copy to the school for inclusion of the school website	PM
5	Declaration of interest in regard to the meeting	
5.1	There were no declarations of interest for the meeting.	
6	Notification of AOB	
6.1	<p>Governors agreed to discuss</p> <ul style="list-style-type: none"> • the Governors' Code of Conduct (tabled at the meeting) • the proposed Abacus School and its likely impact on FPS 	
7	Minutes of the previous meeting (16.7.18)	
7.1	Governors agreed the accuracy of the minutes from the previous meeting.	
8	Matters arising from previous meeting (16.7.18)	
8.1	<p>Through discussion, Governors highlighted that:</p> <ol style="list-style-type: none"> a. dates had been set for committee meetings (included in the minutes) b. All Governors could now access GovernorHub and any queries should be directed to PM c. DM was challenging children and parents more, over inadequate reasons for absence 	



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	<p>d. DM had circulated information on clubs and sports in the school newsletter</p> <p>e. the Asset Register was nearly complete and would be ready to be presented to the Finance Committee</p> <p>f. Oonagh (OP) would meet with the families of persistently absent pupils, to highlight the importance of regular attendance</p> <p>g. KI and Annie (AB) along with Oonagh, Marcus, Sorin and Kirsty were yet to arrange meetings with parent groups, using a protocol devised by KI</p>	<p>Finance</p> <p>OP</p> <p>KI AB</p>
9	Headteacher's report	
9.1	<p>DM presented the previously-circulated Headteacher's report and through close questioning and discussion, Governors established that:</p> <p>a. there had been a reduction in pupil numbers with more mobility in Reception and a reduced number in Nursery compared to the previous year – currently 203 on roll</p> <p>b. provision of Nursery places across Camden was a complex issue, with uneven and often unfair implications for schools and communities, including schools in disadvantaged areas struggling with funding whilst other schools could make a profit on their Nursery offer</p> <p>c. Governors wanted greater clarity and more accurate data from Camden Learning on Nursery provision and funding. KI and other local Chairs of Governors, had met with Keir Starmer MP to discuss it.</p> <p>d. There had been two (successful) referrals to the new SEND panel that considers applications for Exceptional Needs Grants (a part-replacement for EHCPs), which could be agreed quickly, and were reviewed after 2 years.</p> <p>e. Attendance had improved since the previous year</p> <p>f. Following a recent Standards meeting with the school's Camden Professional Partner, DM and RW, would</p> <ul style="list-style-type: none"> o provide data that compared progress to the end of the previous year and to the end of the previous Key Stage o ensure the SDP would have milestones for better monitoring of progress o provide a Y6 Action Plan with improved tracking o provide sharper target setting (for pupils on track to achieve 'expected', those falling below and those who could achieve 'greater depth' – to identify those pupils capable of making accelerated progress), which would enable greater scrutiny by Governors 	<p>DM RC</p>

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	<p>g. Fleet was working with the local Cluster Hub on a 3 year Reading programme focused on Y4 pupils, on track to achieve 'expected' – to aim for 'greater depth'</p> <p>h. Fleet was part of 4 other Hubs – EYFS, Maths, Mental Health and STEAM</p> <p>i. There had been several successful events since the beginning of term, including an arts day, maths week, sports events, e.g. cross country, football, whole school bike training, working with an Arsenal coach, a wide range of class trips, UCS and IoE students working and observing in school, and being part of a CLPE research project – The Power of Pictures</p> <p>j. Planning permission for development of the 'the top pitch' had been agreed and a decision was now awaited on funding</p> <p>k. The health of packed lunches had improved with a new policy, although obesity tended to be linked to food outside of school, rather than school lunch options</p> <p>l. They had reduced the number of Reading volunteers in school to focus on increasing effectiveness and impact. Governors asked that a Reading volunteer address a future Governors' meeting</p> <p>m. KI asked Governors to provide her with some ideas for future presentations to the FGB</p>	<p>Deleted: PS</p> <p>Deleted: PS</p> <p>KI DM</p> <p>All</p>
<p>9.2</p>	<p>DM presented the previously-circulated KS2 Progress Grids for 2018-19 and highlighted:</p> <ul style="list-style-type: none"> The importance of identifying and supporting pupils who were not on track to make 'expected progress' from KS1 (especially those who were previously a 2C, to achieve 'expected' achievement at the end of KS2, and those who were a 2A, to achieve 'greater depth' at the end of KS2). DM noted the great challenge of helping children achieve this progress. Governors noted that the targets were ambitious, and DM agreed to present the Action Plan to the next Curriculum and Standards committee meeting. DM noted that some KS1 data (for children from other schools in KS1) appeared inaccurate, i.e. much higher than Fleet teachers assessed them, and this could skew the progress results. 	<p>Deleted: FPS</p>
<p>10</p>	<p>School Self Evaluation (SEF)</p>	
<p>10.1</p>	<p>DM presented the previously-circulated SEF and through questioning and discussion, Governors highlighted:</p> <ol style="list-style-type: none"> locals cluster schools were sharing their SEFs concerns over the accuracy of the SEF, given the problems of the previous year's focus in Y6 maths (i.e. not giving enough focus to problem solving, which had a deleterious impact on 	



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	<p>Y6 maths scores). DM emphasized that it was not a systemic problem, that balancing provision with the needs of pupils and the demands of the tests, was an ongoing challenge. Teacher assessments the previous year had been accurate and had identified problems in arithmetic and problem solving: judging whether the right balance of teaching had been made in retrospect was always partial – it was impossible to reflect on the consequences of actions not taken – e.g. focusing earlier on problem solving could easily have led to poor performance in arithmetic.</p> <p>c. teachers were more confident this year over their ownership of the data, (with termly PUMA tests and lesson by lesson assessments) and their use of that knowledge to drive teaching strategies</p> <p>d. there was a focus on improving resilience and resourcefulness through the Happiness Project</p> <p>e. DM was working with the families of Persistent Absentee children (PA), although this was challenging – PA families often cancelled meetings at the last minute, making it very difficult or organize Education Welfare support. DM reported that he had reduced authorization of medical absence (without appropriate evidence), and for leave in school time unless there were extreme circumstances</p> <p>f. Data for specified groups (e.g ethnic background) were very difficult to interpret, given the small sample size – no clear trends emerged from the data</p>	
11	School Development Plan (SDP)	
11.1	<p>Governors considered the previously-circulated SDP documents and agreed:</p> <ul style="list-style-type: none"> DM to change the format for the next meeting to reflect year on year development of the key priorities, plus using shorter term milestones in targets the school was accountable for the food it provided, but its role in changing family dietary habits out of school, was through education e.g. PSHE lessons Less reliance on supply staff for long term absence was allowing the school greater cover flexibility 	
12	Governors' Yearly Plan	
10.1	<u>Governors considered and agreed the previously-circulated Governors' Yearly Plan.</u>	
13	Policies	

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13.1	<p><u>Governors considered and agreed the previously-circulated policies for</u></p> <ul style="list-style-type: none"> a. <u>Safeguarding</u> b. <u>Keeping Children Safe in Education – Part 1</u> c. <u>Online safety</u> d. <u>Guidance for schools on dealing with allegations against staff</u> e. <u>Physical Intervention and restraint policy</u> f. <u>CSCB Harmful Sexual Behaviour Protocol</u> g. <u>Punctuality and Attendance Policy</u> 	
14	Governors' visits	
14.1	KI reminded Governors to visit the school and write up short reports for dissemination at the next FGB.	All
14.2	<u>Governors agreed the previously-circulated Governors' Code of Conduct</u>	
15	AOB	
15.1	Governors discussed their <u>continuing</u> concerns over the <u>free</u> school, Abacus, and noted that they needed to monitor developments, given its likely impact on pupil numbers at <u>Fleet</u> and other local schools	
15.2	Governors agreed to comment individually on a new proposed cycle route near the school.	
16	Dates of Future meetings	
16.1	<p>Governors noted the dates of GB meetings for 18-19: FGB (all at 7.00 p.m.)</p> <ul style="list-style-type: none"> • Wednesday 5th December 2018 (followed by Christmas drinks) • Monday 11th February 2019 • Wednesday 20th March 2019 • Thursday 23rd May 2019 • Monday 1st July 2019 <p>Finance and Staffing Sub-Committee (all at 7.00 p.m.)</p> <ul style="list-style-type: none"> • Thursday 29.11.18 • Wednesday 6.3.19 • Wednesday 12.6.19 <p>Curriculum Sub-Committee (all at 6.00 p.m.)</p> <ul style="list-style-type: none"> • Tuesday 20.11.18 • Tuesday 15.1.19 • Tuesday 30.4.19 	

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	<ul style="list-style-type: none">• A fourth meeting is to be added to look specifically at end of year outcomes – date to be confirmed	
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KI thanked Governors for attending and closed the meeting at 9.25 p.m.

Signed: _____ Date: _____

Kim Issroff, Chair of Fleet Board of Governors