



FLEET PRIMARY SCHOOL

Minutes and actions from the Full Governing Board meeting held on
Thursday 26th March 2026 at 6pm held at
Fleet Primary School, Fleet Road, London, NW3 2QT.

Governors present at this meeting

Marcus Boyland (The Chair)	Local Authority Governor	✓
Abdul Al Mamun (AAM)	Parent Elected Governor	✓
Annie Balme (AB)	Co-opted Governor	X
Lynley Benbetka (LB) (Staff)	Staff Elected Governor	X
Rebecca Combes (RC) (Staff)	Co-opted Governor	X
Jason Cooke (JC)	Parent Elected Governor	✓
Sinead Costelloe (SC) (Staff)	Co-opted Governor	X
Don McGibbon (DM) (Headteacher)	Exofficio Governor	✓
Oonagh Pierce (OP)	Co-opted Governor	✓
Claire Price (CP) <i>(left the meeting at 7:20pm)</i>	Co-opted Governor	✓
John Showell (JS)	Parent Elected Governor	✓
Fabrizio Sidoli (FS)	Parent Elected Governor	✓

Non-governors present

Rebecca Wall (BW)	Deputy Headteacher	✓
Victoria Mitchell (VM)	Clerk to the Governing Board	✓

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ACTIONS LOG

Date	Item	Action	By Whom	Status
08/07/25	8.2.1	Link governor visits to be scheduled for 2025-26 academic year, in accordance with FGB meetings.	DM and the Chair	Ongoing
08/07/25	8.2.2	All governor visits to the school to be recorded.	Governors	Ongoing
30/09/25	11.10	Community to be an agenda item in the Curriculum Committee.	DM	Pending
02/12/25	4.4.1	FGB meetings on 3rd February and 24th March to be moved because the Chair cannot do Tuesdays.	DM / Clerk	Pending
02/12/25	7.3a	An audit of meetings would be helpful in terms of whether DM needs to be at all of them.	Chair and DM	Pending
02/12/25	7.3c	Cross federation events amongst the schools could ease transition to secondary school and should be considered.	DM	Pending
02/12/25	8.3b	Governors to review Camden training opportunities regularly.	Governors	Ongoing
02/12/25	8.3c	Governors to complete the Effectiveness Tool on Governorhub.	Governors	Pending
02/12/25	8.3d	Review the cycle of business with statutory information e.g. EYFS review, pupil outcomes, stakeholder voice, SEND information report, policies cycle.	DM / Governors	Pending
02/12/25	8.3e	Governors to seek out opportunities to attend other schools' governor meetings.	Governors	Pending
02/12/25	9.1	Governors to send their questions about the headteacher's report to DM for answering via Governorhub within a week.	Governors	Ongoing
02/12/25	12.2	Governors to review link governor information via Governorhub .	Governors	Pending
02/12/25	12.5	Governor DBS checks to be followed up.	DM	Pending
26/3/2026	2.2	All governors to complete a written declaration of pecuniary interests form for academic year 2025-26 by the Easter bank holiday 2026.	All governors	Pending
26/3/2026	5.28	Jason Cooke, Oonagh Pierce, Marcus Boyland, Fabrizio Sidoli, agreed to join a working party in order to look into continuing towards Fleet further integrating together with Rhyl Primary School and to report back to the FGB on any progress or pitfalls that arise.	JC, OP, MB, FS	Ongoing
26/3/2026	9.2	Chair of the Governing Board to view the School Credit Card Statements on a monthly basis to check that no misuse is occurring. These checks and their dates they took place are to be a standing item to be confirmed at FGB meetings. FGB agenda standing item every meeting.	Chair	Standing FGB item
26/3/2026	13.1	School funds to be allocated for purchasing more musical instruments.	DM	Pending

Minutes - part 1 - published minutes

1.	<u>Welcome and apologies for absence</u>
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	1.1 The Chair welcomed everyone to this Full Governing Board (FGB) meeting. Apologies for absence were received from Governors Annie Balme, Rebecca Combes, Sinead Costelloe and from School Business Manager Debbie Barry. These apologies were accepted. 1.2 With 8 governors present out of 11 this meeting was quorate.
2.	<u>Declaration of interests for the meeting or otherwise</u> 2.1 Marcus Boyland declared that he was a Council Cabinet Member for Children and Families at the local authority for this borough. 2.2 It was noted that most governors have not yet submitted a written declaration of pecuniary interests form for academic year 2025-26. This form is compulsory to complete for all governors. All governors who have not yet done so are asked to complete a declaration by the Easter bank holiday 2026. <u>ACTION: All governors to complete a written declaration of pecuniary interests form for academic year 2025-26 by the Easter bank holiday 2026.</u>
3.	<u>Minutes of the previous FGB meeting held on Wednesday 4th February 2026</u> 3.1 The FGB minutes of 4th February 2026 were received in advance of this meeting. There were two amendments to the attendance list on the front page: - Ellie Melkuhn and Rehana Mishel Rahman are still listed on the minutes as governors and their names should be removed. 3.2 Other than the above two amendments the FGB minutes of 4th February 2026 were approved by governors as an accurate record and can be signed off. <u>Matters arising</u> 3.3 It was reported that the Headteacher had contacted a local person with regards to redesigning the school website. A meeting will be arranged soon to establish what they can do. 3.4 <u>Food and Packed Lunch Policy</u> - the food allergy list for the school has been updated since the previous FGB meeting to include peanuts. 3.5 Leadership models are on the agenda for this meeting. 3.6 School partnership models will be discussed at this FGB meeting.
4.	<u>Budget and Finance</u> <u>School Budget</u> 4.1 The FGB received with their meeting papers an early draft Budget Plan for financial year 2026-27. The Chair reported that a discussion about the draft School Budget took place at the previous Finance & Staffing Committee meeting on 17th March 2026. The consensus of that meeting was that the school should set a budget for financial year 2026-27 based on the school having an additional 9 agency teaching assistants on top of the existing directly employed staff of the school. 4.2 The Headteacher reminded governors that at this point of the financial year the school is £130K better off than it was predicted to be at budget setting in May 2025. However the school is still projected to end this financial year 2025-26 in a budget deficit position. The school will still have approximately £30K or more financial reserves left going into financial year 2026-27. The school has drafted a budget for financial year 2026-27 that is also projected to end in a deficit position at the end of March 2027. 4.3 The Headteacher reported that he has received information this week that the school will be paid an additional £15K for SEND (special educational needs disabilities) funding as a result of the government's recent decision to pay additional money to schools for SEND pupils. This will result in a £15K reduction in

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the projected deficit in the draft School Budget for academic year 2026-27.

4.4 One governor asked: Are there any parameters on what the additional £15k can be spent on?

The Headteacher answered: Yes it must be spent on supporting the school's inclusive practice.

4.5 One governor asked: The government has also announced an additional £4.6billion to be spent on schools - will the school receive any of this?

The Headteacher answered: Yes, this must be spent on the key stage 1 and 2 provision. The funding for the early years provision is being paid from the government to local authorities and a share of that money will also be allocated to Fleet Primary School from the Camden local authority.

4.6 One governor asked: Is this additional funding for capital spending?

The Headteacher answered: No, there are other additional funds being allocated for capital spending. The amount will be approximately £2billion nationally divided by the number of schools in the country.

4.7 The Headteacher reported that the draft School Budget has been set with a limited number of teaching assistants to provide SEND support. However the school had previously tried to do this at budget setting in May 2025, yet the school ended up with more SEND pupils than originally anticipated at budget setting. The school may end up with more SEND pupils than originally anticipated this year as well. However governors should note that the school was still able to end this financial year 2025-26 in a better budget position despite the increased number of SEND pupils in the school than was anticipated.

4.8 One governor asked: So the school may need more agency teaching assistants than are set in the draft School Budget for 2026-27?

The Headteacher answered: We think we may not be able to operate with just 9 agency teaching assistants and we might have to begin the year with 12. The draft School Budget has been set with a number of factors that are not fully known at this stage and therefore the school has set that budget with 9 agency teaching assistants.

4.9 It was then proposed that the FGB approve the draft School Budget for financial year 2026-27 and for this to be submitted to Camden Finance Department. The FGB considered the matter and voted to ratify the draft School Budget for 2026-27.

Nursery

4.10 The budget for the school nursery was also discussed at the recent committee meeting. The Headteacher stated that the school will receive the same amount of funding for the nursery that was received in the previous financial year with no reduction and the nursery has to date offered places to the same number of pupils that it offered nursery places to in the previous financial year. However there may also be a few more who arrive between now and September 2026. It is anticipated the school will have 25 pupils in nursery in September 2026, there will still be a number of pupil vacancies.

5. Partnership between Rhyl Primary School and Fleet Primary School

5.1 Governors held a discussion on the future of the school's partnership with Rhyl Primary School which was located nearby on Rhyl Street, NW5 3HB. A number of governors from Fleet Primary School had attended a meeting recently with governors at Rhyl Primary School who had asked Fleet governors to consider either making the current informal partnership more formal or the two schools federating together.

5.2 One governor summarised the meeting that had taken place with Rhyl governing board. The meeting had discussed the current informal arrangement between the two schools, in that the two schools currently share Headteacher Don McGibbon. The alternatives to federation were also discussed. One alternative was for the partnership to be discontinued but this was ruled out because governors from neither school preferred this option at the time. With regards to the two schools creating a more formal partnership or federating together the staff and governors from Rhyl Primary School were happy to

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consider this option and were happy with the current arrangement, however the governors who attended from Fleet were a little more cautious about committing to making such a decision at this time.

5.3 One governor expressed the view that Fleet Primary School should go as far as it can go with this informal arrangement without undertaking any formal federation process or formalising any partnership because legally forming a federation or could cause problems for Fleet Primary School further down the line.

5.4 One governor stated that although Rhyl school governors were anxious for a decision to be made the governor came away from the meeting feeling that there was no urgency for Fleet to make a decision at this time. The governor expressed the view that Rhyl Primary School appeared to be much more at risk in terms of the number of pupil vacancies at their school and their financial situation than Fleet Primary School currently are.

5.5 One governor stated that Fleet Primary School felt more secure in the current informal arrangement because Don McGibbon is the substantive Headteacher of this school and if the sharing arrangement with Rhyl were to come to an end then Don McGibbon would return to working full-time at Fleet Primary School. However the Headteacher stated that the idea that Fleet was in a better off position was not necessarily the case because Fleet cannot currently set a balanced budget if it employs a full complement of staff necessary in the school, and this is not a problem unique to Fleet, many one form of entry schools share this dilemma. Fleet therefore benefits financially from being in a partnership and being able to share more staff with another school.

5.6 One governor asked: Can you suggest some staff sharing arrangements that may be possible under a formalised partnership or federation?

The Headteacher answered: Yes. When the current School Business Manager of Fleet retires this school will find it difficult to afford a replacement for them due to difficulties the school currently has balancing the school budget. One benefit of a more formalized partnership is that Fleet may be able to come to it sharing arrangement with Rhyl Primary School for their School Business Manager to work part-time at this school. Rhyl may also benefit from a more formalized partnership when the Site Services Officer retires as both schools may be able to share Site Services Officers across the Rhyl Street, Grafton Road, and Fleet Road premises.

5.7 One governor stated that in terms of the space and facilities at each of the school premises Fleet premises is cramped and the school does not have a music teacher at this time. Although the Rhyl school premises on Rhyl Street is also cramped Rhyl also uses the former Carlton school building on Grafton Road and if a more formalized partnership were developed between Fleet and Rhyl then pupils from Fleet could use classroom space in that Grafton Road building and have access to the Rhyl Primary School music teacher. Another governor agreed stated that a more formalized partnership or federation arrangement would allow much more sharing of staff and facilities between the two schools that would really benefit a one form of entry school like Fleet. One governor stated that they had observed that Rhyl generally appears to have better facilities than Fleet and a more formalized arrangement may allow Fleet to share their facilities.

5.8 One governor stated that this school has been talking about making more formal arrangements with other schools for six years and that they didn't feel there was any urgency to make a decision at this time.

5.9 One governor stated that if the two schools were to create a more formalized partnership or federation then there are opportunities in the government's white paper for both schools to make bids for funding in order to run specialist bases or resources provisions within the two schools combined.

5.10 One governor suggested that Fleet could help Rhyl to make use of the old Carlton building on Grafton Road if a more formal partnership was developed.

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5.11 One governor made the observation that the Chair of Governors at Rhyl Primary School wanted a decision to be made soon on the two schools developing a more formal partnership or the two schools federating and was not happy about delaying the decision constantly. Another governor stated that the Camden Professional Partner had advised governors that the school will never realize the full financial benefits of sharing staff with another school if it keeps moving the decision on creating a more formal partnership or federation further down the line.

5.12 One governor asked: Does the headteacher sharing arrangement that the two schools have come to an end in summer 2026?

The Headteacher answered: We don't know the answer to that yet. However if the deal to share Don McGibbon between the two schools is extended further than summer 2026 then the school may need to make a decision on a more formalized arrangement. It is also important to remember that Rhyl are currently paying a large chunk of the Fleet Primary School budget at present because of the money they pay this school to share Headteacher Don McGibbon. If that Headteacher sharing arrangement were to come to an end then Fleet would lose that significant income.

5.13 One governor stated that if Fleet were to share larger numbers of staff with Rhyl then this could become a heavy workload for the Fleet school leadership who would need to refer to multiple service level agreements for each member of staff in order to facilitate those arrangements. A more formal federation may make easier sharing arrangements and more strategic staff management possible without the hinder of all the service level agreements being held between the two schools.

5.14 One governor asked: What is the view of Camden local authority on the two schools developing a more formalized partnership or federation?

The Headteacher answered: Camden are currently in favour of schools developing more formal partnerships or federations to support each other.

5.15 One governor asked: What are the dangers that could come from Fleet Primary School merging with Rhyl Primary School?

The Headteacher answered: One problem with that is some pupils at Fleet live too far away from the Rhyl premises to consider coming to a school co-located across the three sites.

5.16 One governor asked: Rhyl currently has empty space due to many pupil vacancies - could Fleet use parts of the Rhyl premises if we were to federate with them in order to save money on the two schools paying for three different premises?

The Headteacher answered: No, all the current pupils from Fleet and Rhyl wouldn't all fit together into the current Rhyl school premises.

5.17 One governor asked: Could Fleet use the old Carlton premises on Grafton Road?

The Headteacher answered: Yes, if they split that Grafton Road premises from Rhyl and moved Fleet into the Grafton Road premises and Rhyl was only based at the Rhyl Street premises then yes there would be enough room for all the pupils of each school in those respective buildings.

5.18 One governor asked: Could Fleet work more closely with Gospel Oak School and use their premises in order to save on paying for two premises?

The Headteacher answered: No, all the pupils from Gospel Oak and from Fleet would not fit together in the current Gospel Oak School premises, and all the Gospel Oak pupils would not fit together with Fleet in the Fleet Road premises.

5.19 One governor asked: Can you elaborate on why this school cannot continue to share its staff with Rhyl without making a decision on a more formal partnership or federation?

The Headteacher answered: It would be too insecure for both schools to make those arrangements

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because the receiving school could end the sharing arrangements at any time and this could cause problems for the school that the staff member has their substantive contract with. If all those staff being shared with another school suddenly returned to this school then it could cause financial problems because the school would need to suddenly pay them full-time wages to make up for the wages they are no longer receiving as a result of the staff sharing arrangements.

5.20 One governor asked: I understand that many church schools employ quite a few staff across multiple schools. Why can't Fleet do this too?

The Headteacher answered: Schools cannot jointly employ staff without there being a formal federation in place. Many church schools are in a federation together or an academy trust together. The importance of there being a federation is that it means that if there is a staff member who is employed across multiple schools and they go on long term sick then the cost of that sick leave is shared across multiple schools, whereas if it is just an informal sharing arrangement then it is the school that substantively employs that staff member who would bear the total cost of the sick leave and the other school would simply find another school to borrow a staff member from instead.

5.21 One governor stated: I think the FGB needs to consider where both schools are likely to be in five years time. This may mean the two schools academising if we were to go down this route.

The Headteacher answered: No a federation is not a preparation for forming a multi academy trust. It is important for the FGB not to overthink this matter. Schools often federate in order to realize the benefits of staff and facilities sharing in order to save money and work with each other without becoming academies where everything is homogenised across an academy trust.

5.22 One governor asked: Can governors pick and choose what we want to share in a partnership with another school?

The Headteacher answered: Yes.

5.23 One governor asked: Maybe the school needs to weigh up the possibilities of developing a partnership with Torriano Primary School in Kentish Town instead of Rhyl?

The Headteacher answered: That may no longer be a possibility because Torriano are now working with Brecknock School. Brecknock school required a school like Torriano to work with them at that time.

5.24 The FGB then considered the possibilities there may be of developing informal sharing arrangements with other local schools instead of Rhyl. Other possibilities were to (1) develop working with Brecknock and Torriano schools who are currently both working together, (2) Richard Cobden School who are currently sharing staff with other schools, or (3) the H3 Federation of schools.

5.25 One governor stated that Camden Learning has published a document that has been sent to all governors. This document sets out various examples of different partnership or federation arrangements that can be developed between schools working together. Governors should read that document and understand the different arrangements that can be formed.

5.26 One governor asked: How would a federation be governed?

The Headteacher answered: This would need to be decided but many have one FGB for the whole federation.

5.27 One governor asked: If two schools were in a federation together and one school was forced to close then what would happen?

The Headteacher answered: The federation would be disbanded and the remaining school would return to its previous arrangement of being a school that is not in a federation.

5.28 One governor proposed that a small group of governors from Fleet form together into a working party that can continue towards Fleet further integrating together with Rhyl Primary School and to report back to

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	the FGB on any progress or pitfalls that arise. This was agreed and Jason Cooke, Oonagh Pierce, Marcus Boyland, Fabrizio Sidoli, all agreed to join this working party. ACTION: Jason Cooke, Oonagh Pierce, Marcus Boyland, Fabrizio Sidoli, agreed to join a working party in order to look into continuing towards Fleet further integrating together with Rhyl Primary School and to report back to the FGB on any progress or pitfalls that arise.
6.	<u>Headteacher's report to the FGB</u> 6.1 The FGB received in advance of this meeting the written Headteacher's report. <u>School context data</u> 6.2 Are currently 219 pupils in the school, 195 not including nursery pupils. The Headteacher stated the school at this point has 6 more pupils than it had at the beginning of the academic year. 6.3 <u>One governor asked: How many pupil vacancies are there?</u> <u>The Headteacher answered:</u> There are currently 15 pupil vacancies not including in nursery. The nursery has one free pupil space. 6.4 The number of pupils offered places in reception in September 2026 is currently 26. The Headteacher stated that the ideal situation is for the school to have as many pupils joining reception in September 2026 as will be leaving the school in July 2026 from year 6. The school currently has 29 pupils due to leave year 6 at the end of this academic year, and at pupil census there were 27 in year 6. The Headteacher stated that as a result he hopes the school will receive a few further pupil applications for reception admission between now and the end of academic year 2025-26. 6.5 <u>One governor asked: Do all pupils get their first preference school at present or is the school likely to get any pupils who have Fleet as a second preference?</u> <u>The Headteacher answered:</u> Most do get their first choice, although there are still a few schools that are full up and oversubscribed. 6.6 <u>One governor asked: Is there a reason why years 4 and 5 have fewer pupils than the other year groups?</u> <u>The Headteacher answered:</u> I think it's because there were pupils who moved out of borough from those two year groups. Some groups start with low pupil numbers and fill up with in-year admissions whereas other year groups begin with a more average number of pupils but some move out of the borough or move abroad in some year groups rather than others. <u>Secondary school transition</u> 6.7 The Headteacher reported that all pupils in year 6 have been accepted into a secondary school place to transition into at the end of this academic year. There are fewer pupils joining Parliament Hill Secondary School at the end of this academic year than in previous years, this is due to the uneven gender ratio of the year 6 pupils this year. 6.8 <u>One governor asked: Does the school support the pupils on their transition to secondary school?</u> <u>The Headteacher answered:</u> The school has been doing a secondary school transition project with Acland Burghley School where the Fleet year 6 pupils meet with year 9 pupils from Acland Burghley. Fleet also puts in more support for some of the pupils at this school who may need more emotional support or mental health support during transition. <u>Pupil attendance and punctuality</u> 6.9 The attendance rate for the year up to 11th March 2026 dropped in all year groups by an average of 1.7% and is now 93.1%. There is also an adjusted figure for some year groups to take account of some of the classes that have high numbers of SEND pupils who can struggle to get into school on time.

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6.10 One governor asked: But the attendance rate is still low despite some of the figures being adjusted because of high numbers of SEND pupils?

The Headteacher answered: Yes, there is a group of families who always bring their children five to ten minutes late for school. The school is able to fine these families, although the school has never done this to date.

6.11 One governor asked: Maybe there should be a system where there are some school trips where pupils who are persistently brought in late for lessons cannot go on these trips?

The Headteacher answered: If this was a secondary school then I would agree with you but in a primary school the pupils are usually late because their parents are bringing them in late.

6.12 One governor asked: But this would be a way of putting pressure on the unpunctual parents by telling their children they cannot go on school trips - the children will then go home upset and complain to their parents?

The Headteacher replied: No because it must be noted that at this school we are more strict about timekeeping than other schools, and this is one reason for the high numbers of pupils turning up late. The Headteacher locks the pupil entrance at 9am sharp and pupils have to enter through the main school entrance if they arrive later than that. At other schools pupils are allowed to arrive any time up to 9:10am. If pupils are late for school twice in a week then school staff contact the parent to advise them. Once a threshold is reached parents are invited to a meeting to discuss low attendance or problems with punctuality.

6.13 The Headteacher stated that the vast majority of pupils at the school arrive on time, it is only a small number of families who frequently bring their children in late to school. The previous academic year had good attendance and punctuality rates but attendance and punctuality has dropped this term. If the school can end this academic year with an improved rate of attendance and punctuality then the school can explain to Ofsted how the school addressed the drop in punctuality in the spring term 2026 by explaining what was done to address the issue and showing the resultant improvement.

6.14 One governor asked: What is the consequences for the school of low attendance rates or poor punctuality?

The Headteacher replied: Camden collects comparative data on the pupil attendance rate of each school in the borough.

One governor stated: Camden has had the lowest school attendance rates in England and Wales for a number of years, it is a borough-wide problem.

6.15 One governor asked: Can the school explain to parents that poor punctuality and attendance will it affect this school's Ofsted rating?

The Headteacher replied: I doubt it will make a difference to those parents who bring their children in late.

6.16 One governor asked: Does a school improvement officer comes into the school once per term to monitor pupil attendance?

The Headteacher replied: Yes, they used to come in twice per term but this was dropped to once per term in the spring 2026.

6.17 One governor stated: 23% of children at the school are basically doing a four-day week, and this is leading to these attendance figures.

The Headteacher replied: Tomorrow the school will send out letters to every parent whose child has an attendance rate of below 94%. The letters will also state the number of days out of school their child has had so far this academic year, and state how many days below the target attendance rate their child is. I am hoping that this will make the point to the parents whose children attend less often.

6.18 One governor stated: At Rhyl Primary School they were discussing the idea of class teachers

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telephoning parents to discuss pupil absences to see if that has more impact on those parents.

The Headteacher replied: Fleet is already looking at this idea.

6.19 One governor stated: Camden has discussed the idea of parents being asked to attend a school attendance awareness class if their children have low school attendance rate.

The Headteacher replied: Yes I attended training on this idea last week.

Academic data

6.20 The assessment data for each of the year groups at the school is being worked on now and will be ready after the Easter 2026 holidays.

6.21 There has been a big improvement in the Camden Kids Talk Project screening data in the spring term in comparison to the autumn term screening.

6.22 Phonics screening data was at 80% but in the last few weeks but then two pupils have joined year 1 with no previous teaching of phonics and so the data is now at 73%. The Headteacher is hoping these pupils will be able to make it to a pass in the phonics screening by the end of this academic year.

6.23 Interventions - Many interventions were scheduled to take place this term but the number of interventions was negatively impacted by staff absence which meant the staff member who carries out interventions was asked to cover for an absent staff member instead. That absent staff member has now returned to school on reduced hours and so it is hoped the school will be back to normal by the summer.

6.24 Safeguarding - The safeguarding cases are very stable. There has been two network checks received this week for families who have often had network checks.

6.25 Behaviour and exclusions - There has been no internal or external exclusions this term. The Behaviour Resource Team for pupils to attend at lunchtime is fairly stable in comparison to the previous academic year in terms of the number of pupils and the number of incidents. There has been some changes to the way the school manages Top Pitch which seems to have had a positive impact on pupil behaviour this term.

6.26 One governor asked: Is it the new pupils who tend to be disruptive?

The Headteacher replied: There is one pupil with complex SEND needs who is often very dysregulated. That pupil joined this school from another primary school and their behaviour has been more dysregulated since they came here to Fleet. Other pupils in the school are sometimes upset when they see that pupil not being punished in the same way they are when they misbehave. A mainstream school is probably not the best environment for that pupil but the pupil came here as a result of parental preference. There is also one family who is currently being subject to a network check because of an older sibling. The relevant pupils are being monitored.

SEND pupils

6.27 The school has one more EHCP (Educational Health Care Plan) this week bringing the number to 7. There are 9 ENGs (Exceptional Needs Grant) pupils. There are no CLIF (Camden Local Inclusion Fund) pupils at the school so far this year. However there are three pupils in nursery who may need extra SEND support when they move into reception year.

6.28 The school has no occupational health worker assigned to the school and this will impact assessing pupils for EHCPs. The school's scheduled educational psychologist (EP) time is currently filled to capacity for priority pupils in the school. However one parent has requested their children are assessed for SEND and Camden have agreed to this request. The school disputes this as these pupils appear to be working well and are not a priority for assessment at this time. The parental request will result in half the school's scheduled EP time being taken up with the children of this one family. The school will now need to pay for extra EP time as a result.

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6.29 One governor asked: Is there any sense in the school that the requests for EHCPs are being increased because of the government's white paper?

The Headteacher replied: It has across Camden borough.

6.30 One governor asked: I believe some children will be affected by the changes in the government's white paper?

The Headteacher replied: There are two pupils at this school who will be reviewed. However we don't know if this will be done while they are at this school or whether it will happen when they move on to secondary school.

6.31 School Development Plan -the school is currently on track with everything in terms of the milestones for each term. Topic conferencing took place last week and the Camden Professional Partner joined the school to take part in that.

Staffing update

6.32 One member of the teaching staff has returned to work from maternity leave and is now working three days a week with the year 2 pupils. One member of the leadership staff has also been off work due to a family member's illness and the Headteacher stated that it is unlikely this staff member will be back to work until at least Christmas 2026. There is also another senior leadership staff who is off work until summer 2026. That staff member is planning to return to work for four days a week after that.

6.33 The school has two early career teachers (ECTs), both are progressing well. One is working in early years. The ECTs have a slightly higher number of non-contact days during this time and their class time needs to be covered during these non-contact days.

6.34 The Headteacher reported that an agency staff member is working as an early years practitioner in nursery and is the one person in the school who has an NVQ level 3 and is therefore able to do this job at present. However they recently began talking about finding a permanent job and as a result the school advertised for this job and recruited them as a directly employed staff member in the role.

6.35 One governor asked: Does the school need to pay the agency for a finders fee for this person?

The Headteacher replied: No because the school has an agreement with the agency that if that staff member becomes a directly employed member of staff after Easter 2026 then no agency finders fee needs to be paid.

6.36 Moderation – The Headteacher stated that staff from Rhyl Primary School will be externally moderating the work of Fleet class teachers. This external moderation is very helpful for Fleet because as a one form of entry school there is only one teacher working in each year group of the school, and therefore teachers cannot internally moderate their work with other teachers working with the same year group.

7. Cross school working

7.1 The school is still working within the wider 1-3-5 Partnership with Gospel Oak, Netley, Primrose Hill and Rhyl primary schools.

7.2 Headteachers in the 1-3-5 Partnership recently took part in a collaborative enquiry at Netley Primary School. In the previous academic year Netley had between 15 and 18 pupils who were SEND. The high numbers of SEND pupils being given admission to Netley has resulted in the school running two pathways in early years provision, one is for non-SEND pupils and one is for pupils who have high SEND needs.

7.3 One governor asked: Is this high number of SEND pupils unusual for Netley or typical of that year group across the borough?

The Headteacher replied: The reason for the collaborative inquiry is because Netley does not have enough

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	facilities for that number of SEND pupils. The NW1 postcode has the highest prevalence of SEND pupils receiving ENG or EHCP funding from Camden of anywhere else in the borough. 32% of all the EHCP and ENG pupils in Camden borough live in the NW1 postcode area and the purpose of the collaborative inquiry was to work out ways of managing that at Netley Primary School. One of the benefits of the 1-3-5 partnership is that it allows the headteachers to visit other schools in the partnership and view how they are managing different challenges. 7.4 The Headteacher advised that in the summer term the 1-3-5 Partnership headteachers will follow a SEND pupil through a school in the similar way to how Ofsted inspectors do, in order to learn from this.
8.	<u>Premises update</u> 8.1 The Site Services Officer is working well and will be carrying out some work during the Easter 2026 holidays to remove the old greenhouse and replace it with storage boxes. 8.2 <u>One governor asked: Does Rhyl have a site services officer?</u> <u>The Headteacher replied:</u> There are two site services officers at Rhyl, one at each site of that school. 8.3 The Site Condition Survey has been received from Camden Premises. This time the condition survey sets out which recommendations are the responsibility of Camden and which recommendations are the responsibility of the school. Camden Premises are now prioritising which recommendations at which schools are the highest priority for them to action. 8.4 <u>One governor asked: Are there any recommendations in the Site Condition Survey that are very urgent for the school?</u> <u>The Headteacher replied:</u> There were no very urgent actions for Camden to carry out, but the school has had a recommendation made over the last two years for the drip edge flashing behind the gutters to be fixed outside the school hall. There have been some recent water leaks into the premises from this drip edge flashing. 8.5 The air conditioning units in the school will be serviced in time for the summer term.
9.	<u>Additional finance items</u> <u>School fund</u> 9.1 The Headteacher reported that the School Fund has a current balance of £76,646.24. It has been agreed that this will be spent on continuing to fund Music Therapy sessions for a group of SEND pupils. <u>Credit Card Statements</u> 9.2 An action from the recent finance audit of the school is for the Chair of the Governing Board to view the School Credit Card Statements on a monthly basis to check that no misuse is occurring. These checks and their dates will be a standing item to be confirmed at the following FGB meeting. <u>ACTION: Chair of the Governing Board to view the School Credit Card Statements on a monthly basis to check that no misuse is occurring. These checks and their dates they took place are to be a standing item to be confirmed at FGB meetings. FGB agenda standing item every meeting.</u>
10.	<u>Policies for ratification</u> <u>GDPR Policy</u> 10.1 This is a model policy has been obtained from a local religious diocese because it comes at a much cheaper cost. The FGB voted to ratify this policy. <u>Supporting pupils with medical conditions</u> 10.2 This is a Camden model policy. The FGB voted to ratify this policy.

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11.	<u>Link governor visit reports</u> <u>Sustainability</u> 11.1 A link governor report form was received in the meeting papers written by Governors Annie Balme and Fabrizio Sidoli. Since April 2025 they have looked into the approaches used at Fleet to embed sustainability and climate action. A list of the actions was provided in the report. 11.2 <u>One governor asked: Do the key stage 2 pupils go to Forest School?</u> <u>The Headteacher replied:</u> Yes, and other classes get a Forest School day earlier in the year. 11.3 <u>One governor asked: Only part of the solar panels are owned by the school?</u> <u>The Headteacher replied:</u> There are two sets of solar panels. One is on the nursery roof and one on the school hall. One is owned by Fleet and any income from it comes to the school. The other is owned by Camden. 11.4 <u>One governor asked: I understand the school has had problems getting the income generated by the solar panels from Camden?</u> <u>The Headteacher replied:</u> Yes, it took 3 years to get the first tranche of money which only amounts to a few hundred pounds. It has taken quite a while to chase up which department in Camden the solar panel income has been paid to. 11.5 <u>One governor asked: The school will be getting a climate ambassador?</u> <u>The Headteacher replied:</u> Yes, they will be visiting the school to help with establishing the climate action baseline that the school is currently at and then working on a plan to work on the school's sustainability from there. My understanding is the climate ambassadors are people who work in industry who have volunteered time to schools to help schools come up with climate sustainability plans. 11.6 <u>One governor asked: Did Fleet take part in the Green Dragon's Den Project?</u> <u>The Headteacher replied:</u> This happened last year where they did the work on the school pond. <u>Literacy and oracy</u> 11.7 A link governor report was received with meeting papers from Governors Claire Price and Annie Balme.
12.	<u>Chair's actions</u> 12.1 None since the previous meeting.
13.	<u>Any other business</u> 13.1 One governor reported that the Music Lead has requested funding to purchase more musical instruments for the school. The Headteacher reported that the school fund was originally intended to be used to purchase musical instruments and funding can be allocated from school funds to purchase more. <u>ACTION: School funds to be allocated for purchasing more musical instruments.</u>

<u>Remaining meeting dates this year</u>		
<u>Full Governing Body</u> 19th May 2026 + 7th July 2026.	<u>Finance & Staffing</u> 24th June 2026	<u>Curriculum & Standards</u> 13th May 2026

This meeting ended at 7.27pm.

THESE MINUTES TO BE AGREED AND SIGNED ONLINE BY Marcus Boyland, Chair of the FGB.