



FLEET PRIMARY SCHOOL

Minutes and actions from the Full Governing Board Meeting held on Tuesday 2nd December 2025 at 6pm **held at the school**

ATTENDANCE

Marcus Boyland (The Chair)	✓
Don McGibbon (DM) (Headteacher)	✓
Annie Balme (AB)	✓
Rebecca Combes (RC)	✓
Abdul Al Mamun (AAM)	A
Ellie Melkuhn (EM)	✓
Oonagh Pierce (OP)	✓
Fabrizio Sidoli (FS)	✓
Rehana Mishel Rahman (RMR)	A
Jason Cooke (JC)	✓
Claire Price (CP)	✓
John Showell (JS)	✓
Sinead Costelloe (SC)	✓
Lynley Benbetka (LB)	✓

Others present

Prue Barnes-Kemp (PBK) (CEO of the Opossum Federation)	✓
Debbie Barry - (DB) (School Business Manager)	✓
Becca Wall (BW) (Deputy Headteacher)	✓
Jane Ware (JW) (Clerk)	✓



ACTIONS LOG

Date	Item	Action	By Whom	Status
08/07/25	8.2.1	Link governor visits to be scheduled for 25-26 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	7.1	The Chair to circulate link governor membership documents to governors who can confirm they are able to keep their link roles.	The Chair	Completed
30/09/25	10.4	The site development plan to be updated and to be an ongoing agenda item for the Premises Committee.	DM	Completed
30/09/25	11.10	Community to be an agenda item in the Curriculum Committee.	DM	Pending
30/09/25	13.3.2	Special educational needs and disabilities (SEND) report to be reviewed as per 13.3.1 points.	DM	Completed
30/09/25	14.2	Governors to discuss as a pre-meeting item how governors can score governance at the end of the academic year. E.g. timely actions and target setting.	All governors	Completed
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	7.3b	It would be helpful to have a meeting with the Rhyl governing board too, as a next step.	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	8.3a	Camden's school partnership toolkit to be shared.	DM	Completed
02/12/25	8.3b	Governors to review Camden training opportunities regularly.	Governors	Pending
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



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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	Pending
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

PART 1

No.	ITEM
1.	Welcome and apologies for absence
1.1	The Chair welcomed everyone and opened the meeting at 6pm. Apologies were received and accepted for AAM and RHR.
2.	Declaration of interests for the meeting or otherwise
2.1	There were no declarations of interest for the meeting apart from the Chair who declared that he was a Cabinet Member for Children and Families in Camden.
3.	Notification of Any Other Business for later discussion
3.1	No specific other business was mentioned.
4.	Minutes of Previous Meeting (30.09.25)
4.1	<u>Confirm accuracy</u>
4.2	No concerns about accuracy were raised.
4.3	Subject to the above minor amendments, the minutes of 30 September 2025 were APPROVED by governors.
4.4	<u>Matters arising</u>
4.4.1	<i>Action: FGB meetings on 3rd February and 24th March to be moved because the Chair cannot do Tuesdays - DM.</i>
4.5	<u>Review action log</u>
4.5.1	The actions log was updated (see page 2).
4.6	<u>Chair's actions</u>



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4.6.1	There were no Chair's actions.
5.	Committee Reports
5.1	<u>Curriculum and Standards Minutes 19/11/25</u> Highlights were: ● Governors acknowledged the committees' minutes. ● After school clubs and alternative local options were discussed, such as sharing clubs with other schools. ● However there might be insurance issues if the children are on site at another school. ● There might be issues related to transporting children from the school to other locations but parents might be willing to get involved with this. ● Highgate Harriers and the Heath rugby club go into schools and could be spoken to. ● There has recently been a cricket group that has been into the school. Q: Would Rhyl or Gospel Oak insurance cover any other pupils? A: Probably just their own pupils. The Chair agreed to become the new Vice Curriculum Committee Chair as this was requested and AGREED by all governors.
5.2	<u>Finance and Staffing</u> The Finance and Staffing Committee was not discussed.
6.	Chair's reports and actions since last meeting
6.1	There were no reports or actions.
7.	Discussion: <u>Partnership Models Presentation</u> - PBK
7.1	Highlights were: ● PBK explained that she was a CEO of a federation in the maintained sector, a Trustee of a Trust and also Trustee of national charities with a professional background of taking schools out of special measures, achieving one which became outstanding. ● PBK is also carrying out research into sustainable models and options for all London models and currently is doing this for Camden. ● PBK is an author of the national professional qualification for executive leadership. ● PBK referenced the toolkit in terms of the partnership model. ● The commitment is to a self improving school system, and growing best practice inhouse. ● Ambition is built on the pillars of flourishing lives, a fair start and an excellent school experience. ● Collaboration across schools is essential now and evident in statutory requirements such as the early teaching framework. ● In terms of models of partnership, no legal change is required for collaboration or executive leadership. Legal change is required in the cases of hard federation, amalgamation or joining a multi academy trust.



	• The CPP report has been carried out at the school and the school is in a strong place for inspection next year. • The three core functions of governors are: responsibility for strategic oversight; holding the headteacher to account; and overseeing the financial performance of the partnership schools, ensuring that money is well spent and risk is negated. A local partnership board could retain these responsibilities, and curriculum, SEND and community liaison would be suitable committees as such. • There are HR implications, following acting up positions, system leadership and significant growth and progression. • Joining up administratively as a federation can save time and money. • For an exceptional framework element this could be working collaboratively across the partnership. • One example of a governorship model was a federation having a single governing board, and each of the three schools in it had various committees with voting governors. • PBK advocated moving to a more formal partnership rather than merging, which is about getting the synergy going initially, for 24 months to allow the school and staff to get used to it. Having new teachers such as early careers teachers (ECTs) working across schools is really advantageous, sharing practice and it is less isolating. • It is helpful to have pupils attending a governing body meeting annually. • In 2024 the DfE allowed multi academy trusts (MATs) to gag pool their money but this is not a requirement. • Governors are able to design and co-construct any partnership they enter into, including if they federate, however partnership work should be started such as across early years and special educational needs (SEN).
7.2	<u>Governor Questions</u> Q: We should be planning now for the future, but the timeline for decision making and review is the question. A: Different types of partnerships are being discussed today and PBK can return to answer questions again once there is a full understanding of the school, and bring other suitable professionals too. Q: Schools are each keen not to lose their unique identities. A: The biggest mistake that can be made is using the federation title, so there is marketing and rebranding of the schools with their logos, for example, because the individual school identity is what will get children to join, not the federation title. Q: What will federating look like for governors in terms of impact? A: The toolkit shows one governing body in a hard federation overseeing the schools and the decision is made by governors. In one federation two schools merged their two governing bodies, although over time it has reduced. There can be a joint strategic committee and two single governing boards. You can create your own sub-committees in multi school partnerships, in the maintained sector. There has to be a named chair or named co-chairs, and a named head. You have to be sure you have the representation as set out in your terms of



	reference for the governing board. It is important not to get overweighted and not be able to govern effectively. Q: How does it work if the curriculum is being carried out in different ways in the schools? A: It is about understanding the role of governors, and testing and assuring the evaluations regardless of the model. It is about talking with pupils, talking with leaders and understanding the context of the schools. E.g. developing and reviewing deprivation and high numbers of SEND. Governors are responsible for creating their own sub-committees. In one federation link governors are being renamed in accordance with the new Ofsted framework. Q: One concern is how many governor meetings DM would have to do per term. A: The level of statutory reporting is lower than what is usually provided so this is about the structure of meetings, how they are conducted, preparation and, for example, model policies with changes. Q: Does it have any impact on funding in terms of partnering or federating? A: No but there are small economies of scale by sharing responsibilities and roles. Q: If you're in a hard federation who are staff employed to? A: The federation, so they can be deployed as per need but are told that they will always be consulted with. Q: Thinking about the rest of the 135 partnership, are they looking at this as a test case and would it be enlarged in the future? A: There will be decisions made in the future across London in relation to need, falling roll, etc.
7.3	Action: An audit of meetings would be helpful in terms of whether DM needs to be at all of them - Chair and DM. Action: It would be helpful to have a meeting with the Rhyl governing board too, as a next step - Chair and DM. Action: Cross federation events amongst the schools could ease transition to secondary school and should be considered - DM.
8.	Discussion: Effective Governance – Chair and PBK
8.1	Highlights were: • Governors need to be looking at the impact of DM's strategy, how it is implemented, data scrutiny and governors need to conduct focused partnership visits. It is not the 'how', but the impact of the 'do'. Governors must test and challenge the strategic direction of DM, as executive headteacher. • There is a challenge/support balance in holding DM to account; information received should be succinct and not jargonistic; governors



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	are responsible for formal performance management of the executive headteacher, use evidence based questions and provide the necessary support to DM to lead effectively, as well as meaningfully around wellbeing and with professional development, in line with Nolan's principles of public service. • Good governance is committing to continuous improvement. Governors should be upskilling themselves; there should be an annual governance partnership review, and training should be prioritised on areas relevant to the partnership model.
8.2	<u>Governor Questions</u> Q: Has the Ofsted framework changed the parents questionnaire? A: I don't think there have been many changes. Q: With finance and staffing, can you give examples of good practice? A: One school in my federation cannot afford a head of school, it shares a director of inclusion and it has a teaching assistant head, so that is the entire leadership model. It has had a full Ofsted report and was described as a small school with a big school mindset, and was recognised for empowering staff and sharing subject leadership and skills. There are curriculum hubs across the partnership. Q: What are the associated governance risks of schools partnering? A: In terms of partnerships, when forming it is resetting so the risk is how well governors deploy their responsibilities. The risk is governors staying very attached to one school and not spending time prioritising other schools. Expectations can be set up that every school must be visited and all the schools must be thought about collectively.
8.3	Action: Camden's school partnership toolkit to be shared with governors - DM. Action: Governors to review Camden training opportunities regularly - Governors. Action: Governors to complete the Effectiveness Tool on Governorhub. Action: Governors to review the cycle of business with statutory information e.g. EYFS review, pupil outcomes, stakeholder voice, SEND information report, policies cycle. Action: Governors to seek out opportunities to attend other schools' governor meetings.
9.	<u>Headteacher's report</u> - DM
9.1	Action: Governors to send their questions about the headteacher's report to DM for answering via Governorhub.
10.	SDP priorities 25-26: reviewed so far autumn term - DM
10.1	<u>Governor Questions</u> Q: Why are the priorities chosen, e.g. zones of regulation? Why were decisions made about oracy and writing?



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	A: If priorities are set collaboratively that would make this easier in terms of governors understanding this. Q: Currently the visits need to match the SDP so can this be reviewed? A: Yes it can this evening.
11.	Policies
11.1	Admissions Statement and Policy Governors were advised that the only change from previous year is changing the day of school tours from Thursday to Wednesdays. Governors APPROVED the admissions statement and policy.
12.	Governance: 1. Elections – introduce new parent governor/s 2. Governors’ visits & reports 3. FGB members and terms of office & sub committee membership
12.1	Link governor highlights were: ● OP will come off maths and JS will take this on instead ● AB and CP will be link governors for English ● Personal behaviour and development link is the Chair ● Attendance is link for attendance ● JS, AB and FS are doing premises and sustainability
12.2	Action: Governors to review link governor information via Governorhub.
12.3	Q: What is happening with the climate action plan? A: We are waiting for another one from Camden but it hasn’t arrived yet.
12.4	It was noted that: ● Some governors are missing DBS checks. ● It was confirmed that JS was elected as parent governor following the school’s recent election process.
12.5	Action: Governor DBS checks to be followed up - DM.
13.	Any Other Business (previously notified)
13.1	There was no other business.
14.	Confidential items
14.1	See Part 2.

Meeting dates this year		
Full Governing Body	Finance & Staffing	Curriculum & Standards



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3 rd February 19 th May 24 th March 7 th July	18 th March 24 th June	21 st January 13 th May
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The Chair thanked everyone and closed the meeting at 8.30pm.

**MINUTES TO BE AGREED AT THE 02.12.25 FGB MEETING AND SIGNED ONLINE
BY Marcus Boyland, Chair of the FGB.**