



FLEET PRIMARY SCHOOL

AGREED Minutes and actions ([here](#)) from the Full ONLINE Governing Board Meeting held on Monday 17th May 2021 at 7.00 pm

ATTENDANCE

Kim Issroff – Co-Chair	✓
Marcus Boyland Co-Chair	✓
Janet Guthrie – Vice Chair	APOLOGIES
Don McGibbon – Headteacher	✓
Caroline Heal	✓
Marianne Porter	✓
Sinead Costelloe	✓
Margaret O’Sullivan	✓
Annie Balme	✓
Oonagh Pierce	✓
Hannah Shipp	APOLOGIES
Osob Mohamed Abdi	✓
Jon Rohoman	✓
Sabiha Khan	✓
Jason Cooke	✓
Ellie Melkuhn	✓
Rebecca Combes	✓
OTHERS PRESENT:	
Becca Wall – Deputy Headteacher	✓
Debbie Barry – School Business Manager	✓
Beth Cleine – SLT and EYFS	✓ (until 7.15)
Pete McGuigan - Clerk to Governors	✓

	ITEM	ACTION
1	Welcome and apologies for absence	
1.1	<p>Marcus (MB) welcomed everyone and opened the meeting at 7.00 p.m. Apologies for absence had been received and accepted for</p> <ul style="list-style-type: none"> Janet Guthrie <p>Governors noted the absence of Hannah Shipp – apologies received via email during meeting.</p>	
2	Declarations of Interest	



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2.1	There were no declarations of interest for the meeting.	
3	Presentation of Early Years changes	
3.1	<p>Beth (BC) updated Governors on national changes to EYFS and highlighted that:</p> <ul style="list-style-type: none"> • the main aims of the reforms were to <ul style="list-style-type: none"> ○ improve outcomes for pupils in literacy, (including language and vocabulary), numeracy, and to provide better preparation for Y1. ○ reduce non-essential workload for teachers, including the need for extensive photographic evidence and replacing Camden moderation visits with CPD, and meetings with EYFS staff. Pupil profiles would become celebrations of children’s achievements in EYFS. Teachers would use the time gained to interact with their children. • promote good oral health, including learning to clean teeth. • the 7 areas of EYFS learning would remain the same, but with some aspects changed, and the statutory Early Learning Goals (ELGs) were being revised. The route to helping children achieve the ELGs was a school decision. • These changes would lead to greater focus on <ul style="list-style-type: none"> ○ communication and language. ○ physical development (gross and fine-motor control). ○ health and self-care. ○ self-regulation (e.g. managing feelings, and setting and achieving goals). ○ Reading (including phonics and comprehension). ○ maths (including number and numerical patterns, number bonds to 10, and odd and even numbers). Shape, space and measures would no longer be part of an ELG, • technology would now be taught across all areas of learning and was no longer an individual strand. • expressive arts would include story and role play, and other arts would emphasise explaining the art-making process. • the DfE had provided a non-statutory framework document (Development Matters), and the Early Years Coalition had produced another document (Birth to 5 Matters): Fleet had decided to use Development Matters mainly, with Birth to 5 Matters to be used for information on specific areas and for CPD. • The new statutory Baseline Assessment was being introduced nationally, with each child being assessed individually for around 20 minutes within the first 6 weeks of starting Reception class, in communication, literacy and maths. The data 	



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	<p>gathered from these assessments would be used to judge, and report, pupil progress at the end of Y6. BC noted that teacher observation would also inform the Baseline assessment.</p> <ul style="list-style-type: none"> • in an inspection or visit, Ofsted would focus on <ul style="list-style-type: none"> ○ early Reading and phonics, and access to a broad and balanced curriculum in EYFS, to understand children’s holistic development and interests. ○ disadvantaged children. ○ tracking and assessment. ○ which statutory framework was being used, and why. <p>Governors thanked Beth for the presentation and <i>Beth left the meeting at 7.15.</i></p>	
4	Minutes from the previous meeting (17.3.21) – accuracy and matters arising	
4.1	<p><u>Governors agreed the accuracy of the previously-circulated minutes from the 17.3.21 FGB meeting,</u> noting that:</p> <ul style="list-style-type: none"> ● PM would upload 17.3.21 minutes to GovernorHub. ● MB would sign previous minutes on GHub. ● all actions had been taken or were on the current agenda. 	PM KI MB
5	Committee reports	
5.1	<p>Curriculum and Standards (C&S) Oonagh (OP) presented the previously-circulated C&S minutes and highlighted that the committee had discussed:</p> <ul style="list-style-type: none"> • the Relationships and Sex Education policy, following a good presentation from the school. • the work of the English, and other curriculum, leaders, and balancing the demand, with what could be achieved, noting that outcomes had dropped during Lockdowns, especially for vulnerable children. • attendance, and the complexity of analysing the data, with self-isolation and bubbles closed by the school affecting the patterns. • following the Covid disruptions to learning, there were great challenges for the school. 	
5.2	<p>Finance and Staffing (F&S) Marianne (MP) updated the board on the work of the F&S committee at 2 meetings. The committee had discussed:</p> <ul style="list-style-type: none"> • budget and Nursery funding. • the carry-forward from 2020-21, (rising to £87k from £73k forecast when the budget was agreed in the first of the two meetings). 	



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	<ul style="list-style-type: none"> and approved the 21-22 budget, with income rising, but expenditure rising even more, creating an in-year deficit. MP noted that the 3 year budget was designed to bring the imbalance under control and the carry-forward into 2022-23 would be scrutinised carefully. <p>Through questioning and discussion, Governors established that Fleet finances were broadly in line with other schools, noting that many schools were currently carrying an in-year deficit, with some fully in deficit.</p> <p><u>Governors formally approved the 2021-22 budget.</u></p> <p>MP reported that the committee had discussed the current free Nursery provision and had considered that:</p> <ul style="list-style-type: none"> although numbers of children varied at Fleet Nursery (with 21 or 22 expected in September and that any spaces would be filled in January), the budget nearly balanced. retaining Nursery at no charge to parents was better for children, equality of access and school recruitment. charging for Nursery generated high admin costs. <p>After consideration, <u>Governors agreed to continue to offer free Nursery places to Fleet parents for 2021-22.</u></p>	
6	Headteacher's verbal report	
6.1	<p>Don (DM) gave a verbal report, and presented the previously-circulated statistical data, and highlighted that:</p> <ul style="list-style-type: none"> attendance was 96% but, when adjusted for the complexity of the Covid impact, it was lower. Covid absence had decreased, with Covid testing now more efficient, so children returned to school earlier than previously. However, DM noted that some children had missed significant school time through Covid issues. there were currently 6 Safeguarding cases involving a Social Worker at CIN or CP, with Social Workers now visiting school when needed. SEND professionals were returning to visiting schools or on Zoom. all staff had received training on supporting ASD pupils. staff were helping vulnerable families to access external provision when needed, although spaces were filled quickly over Easter. the School Development Plan had been updated. the SLT was supporting children in Y6, and although the national 	



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	<p>formal KS2 SATs had been cancelled for the year, staff were preparing children for end of year in-class assessments to form part of the teacher assessment given at the end of the year.</p> <ul style="list-style-type: none"> • Reading Volunteers had returned to work with children. • Poor attendance due to Covid, had had the greatest impact on progress and attainment, particularly in Reading. Low levels of stamina were also an issue, particularly for younger children, and EAL children’s language appeared to be impoverished on return. • play and learning behaviour had improved since returning. • numbers on roll were stable, with 30 Y6 children leaving at the end of the year and 30 Reception joining in September, with a waiting list. • the Secondary transfer system had been improved for this year, with a common information format being used by all schools, completed by class teachers and the SENDCO. DM noted that this helped with any late destination changes, and assessment data would be provided near the end of term. Although there was some potential funding to support secondary transfer, it was not yet clear how that could be accessed. 	
<p>6.2</p>	<p>DM reported that</p> <ul style="list-style-type: none"> • during the summer term, <ul style="list-style-type: none"> ○ the usual residential school journey had been replaced by several day trips and events, including a sleepover in school. ○ sports day would be held on the Heath, with new safety arrangements, (probably informed by national guidance, which was yet to come). Similarly, DfE guidance on lifting Covid restrictions, and end of year reporting, had not yet been provided. ○ the Happiness project was going ahead and there had been a focus on mental health all year, with staff training available on balancing demands of pupils, whilst developing their confidence as learners. • there is to be 3 staff training sessions on ‘decolonizing the curriculum’ delivered by the organization ‘The Black Curriculum’ before the end of the summer term. This work will then be incorporated into planning. Then next year, starting in the September INSET, ‘Lifting Limits’ will be working with the school on Gender Equality. Both these foci are designed to reflect better the school community and its needs. • there had been some premises-related improvements, including a fire-risk review, an application to recover some funding for Covid costs, and the Nursery entrance improved. DM noted that some work was yet to be done, including some electrical repairs 	



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	<p>and damp in Nursery and Reception, being investigated.</p> <p>Through questioning and discussion, Governors established that:</p> <ul style="list-style-type: none"> • DM and the staff were managing the post-Covid return well, with the 'Fleet spirit' alive and well, including extra Y6 end of term shows and the focus on BLM in the curriculum. • secondary transfer, which usually went well, was even better this year, with new systems, including the common format, in place and secondary colleagues open to adapting their arrangements, to meet the needs of primary schools and their pupils. 	
7	Policies	
7.1	<p><u>Governors approved the previously-circulated policies for</u></p> <ul style="list-style-type: none"> • <u>Gifts and Hospitality</u> • <u>Financial procedures manual</u> • <u>Modern British Values</u> • <u>Collective Worship.</u> 	
8	Governance	
8.1	<p>Governors discussed Committee membership and DM asked that Link Governors liaise with the appropriate teachers (DM to re-circulate the list of curriculum leaders)</p>	DM
9	Any Other Business	
9.1	<p>Linked to Mental Health, Governors discussed the potential of the school to help Fleet children deal with the current violence and unrest in Israel and Palestine. Governors agreed that:</p> <ul style="list-style-type: none"> • any reference to it should be within the wellbeing agenda, avoiding any political comment, noting that assemblies, which celebrate difference, were currently virtual, which made it more difficult to do. • Sabhia (SK) and MB would agree a form of words for any school communication on the subject. • MB would write a brief synopsis of the FGB for DM to include in the school newsletter. 	SK MB DM

MB thanked Governors for attending, and closed the meeting at 8.05 p.m.

AGREED AT THE 28.6.21 FGB MEETING AND SIGNED ONLINE BY
Kim Issroff / Marcus Boyland, Joint Chairs of Fleet GB