



FLEET PRIMARY SCHOOL

AGREED Minutes and actions from the Full ONLINE Governing Board Meeting held on Monday 8th February 2021 at 7.00 pm

ATTENDANCE

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

	ITEM	ACTION
1	Welcome and apologies for absence	
1.1	Marcus (MB) welcomed everyone and opened the meeting at 7.00 p.m. There were no apologies for absence and Governors welcomed Caroline Maddocks as an observer	
1.2	MB noted that 2 agenda items would be considered at a later date: <ul style="list-style-type: none"> • Governors’ skills audit 	FGB



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	<ul style="list-style-type: none"> • Governor training on roles and responsibilities feedback (Osob) 	agenda
2	Declarations of Interest	
2.1	There were no declarations of interest for the meeting. PM agreed to provide Janet with instructions for completing annual declarations on GHub.	PM
3	Minutes from the previous meeting (30.11.20) – accuracy and matters arising	
3.1	<p><u>Governors agreed the accuracy of the previously-circulated minutes from the 30.11.20 FGB meeting, with small amendment in 3.2 and that all actions had been taken or were on the current agenda,</u> noting that:</p> <ul style="list-style-type: none"> • PM would upload agreed minutes to GovernorHub • KI or MB would sign previous minutes on GHub • an explanation of the budgeting process, would be presented at a future meeting • the Curriculum and Standards committee would consider the Fleet curriculum further, including ways of presenting the work most effectively to Ofsted 	PM KI MB FGB agenda C&S agenda
4	Committee reports	
4.1	<p>Oonagh (OP) presented the previously circulated Curriculum and Standards committee minutes (21.1.21) and highlighted that:</p> <ul style="list-style-type: none"> • there were few pupil progress and achievement data to analyse, due to Covid disruption and lockdown. However, Pupil Progress meetings had been useful • C&S committee had considered <ul style="list-style-type: none"> ○ Don's (DM's) report on the catch-up programme in the autumn term ○ carefully considered Tracy Goldblatt's positive review report, which looked at the school's priorities, including marking. ○ considered and ratified policies, including asking DM to shorten the anti-bullying policy (which was in hand). <p>Governors discussed the School Development Plan (SDP) and agreed that in the Covid context, the current SDP, (which would address pupil needs post-lockdown), should be retained, with changes to the timescales. Kim (KI) noted that it was essential to keep a focus on strategic curriculum development.</p>	
4.2	Governors noted that the Finance and Personnel Committee had been unable to meet.	



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5	Schools Financial Value Standard (SFVS)	
5.1	<p>Governors considered the previously-circulated SFVS form. Marianne (MP) reported that she had scrutinised it carefully and noted that:</p> <ul style="list-style-type: none"> • the indicators for Fleet sat comfortably within the average band. • it was important for all Governors to read it carefully. • the data for Full Time Equivalent (FTE) teachers had been adjusted. <p>DM noted that</p> <ul style="list-style-type: none"> • the data describing Full Time Equivalent teaching could be confusing, e.g. with job shares and maternity leave cover being included. • the coding of data in different schools was not always consistent and this could skew the comparisons, e.g. at Fleet, non class-based teachers spent c. 70% of their time teaching. <p>After discussion, <u>Governors approved the SFVS form.</u></p>	
6	Headteacher's report	
6.1	<p>DM gave a verbal report to Governors, based on the previously-circulated contextual data paper and highlighted:</p> <ul style="list-style-type: none"> • there had been significant impacts on the school from Covid and lockdown, including: <ul style="list-style-type: none"> ○ staff having to self-isolate, (with a negative impact on supply agency costs). ○ bubbles having to be closed. • the Happiness project had been relaunched, to promote wellbeing. • trips and visits had been cancelled, and some work had been curtailed, including learning walks. • lunches had been provided in classrooms, and in the playground in good weather. • some communication with parents had been reduced or stopped, e.g. face to face contact at handover times. • from January, the main form of education had been Remote Learning (RL) and a new RL policy had been drafted (MB and KI agreed to scrutinise it). Governors noted: <ul style="list-style-type: none"> ○ from a virtual visit in January, the school's Camden Professional Partner (CPP) had reported very positively on RL. Governors noted that the report had been circulated. ○ DM reported that using Seesaw, (an online platform for connecting school, children and parents), teachers 	MB KI



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	<p>recorded lessons, and broadcast them the following day. During the broadcast, teachers were able to work with children to help, and explain when necessary.</p> <ul style="list-style-type: none">○ Teaching Assistants (TAs) had followed up any absence from online lessons. As the system had become more embedded, TAs were focusing more on helping children with learning, including through differentiated work.● twice weekly lateral flow tests were available (voluntarily) for on-site staff and hitherto, no one had tested positive.● after starting with a school-based voucher scheme for Free School Meals (FSM), and then moving to the DfE scheme, it was planned to introduce the Camden scheme after half term. Currently, children attending school were also offered a hot meal.● a range of IT provision had been made for families, including 32 laptops (mainly for older children), 27 iPads (for younger children), routers and SIM cards, funded by the DfE or through donations. DM reported that all families had been provided with the appropriate IT kit and the school was now looking to provide extra kit, for larger families. As result, there were few devices left in school.● Although attendance looked very good (over 97%), in reality there were concerns, because of lockdown and bubble closures. Online attendance was strong (95% or higher), with EYFS online attendance at their weekly sessions, between 50% and 65%. All attendance issues or concerns were followed up. DM noted that it had improved over the term.● supporting and teaching younger children was particularly challenging.● with an initial 2 bubbles in school (now risen to 3) c. 36 children attended each day (mainly vulnerable, high-level SEND, and Key Worker children).● Safeguarding data included those on Child Protection orders (6), those classed as Children in Need (2), and those accessing Early Help (7).● Safeguarding meetings were conducted online and teachers kept clear records, referring to DM or Becca (BW) when appropriate.● although some children were not in the country, they were accessing lessons online (with lower attendance than other groups).● SDP progress had been hampered by the Covid crisis and the plan would probably continue into the 2021-22 school year. When children had returned from the first lockdown, they had settled to learning more quickly than anticipated.● DM and BW had been playing an active role with Y6, through	
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planning work, and focusing on the teaching of writing.

- the catch-up teacher had been supporting colleagues.
- the number on roll (NOR) had increased by 1 and was strong, with Y3 having the lowest number.
- Nursery applications were low (19), but Reception applications had been strong (30 1st choice applications and many 2nd and 3rd choice applications, so DM was hopeful that the 2021 Reception class would be full.
- there was a strong focus on staff wellbeing, including management flexibility. However, DM noted that staff, children and parents, seemed to find the 2nd lockdown harder than the first. DM noted that if parents were finding home learning difficult, they were advised to prioritise maths and English.
- the Parent Survey had been overall positive with strong approval of the school management of the 2 lockdowns (more than 90%), but with some concerns over communications, bullying and PE.
- premises checks had been completed and work was due to be done over half term.
- budget monitoring was being done regularly, showing that the school was likely to keep to the spending plan. DM was currently working on the 3 year plan.

Through questioning and discussion, Governors established that:

- although the parent survey had suggested that expectations had gone down, the Seesaw system, with teachers teaching alongside the prepared broadcast lessons was going well. Governors noted that it was a complex system to manage but staff were improving their techniques and systems for managing the large number of simultaneous responses. DM reported that
 - the system was currently free, but would be charged at £4.40 per pupil
 - they had been considering buying Seesaw before Covid, to help record the wider curriculum. **DM agreed to provide Governors with a link, and to demonstrate Seesaw at the next FGB meeting**
- some of the parent survey data appeared to be affected by the response number (i.e. the lower the number of responses, the greater the impact of each response on percentages). Governors suggested providing the raw numbers, as well as percentages, in future
- teachers followed up with parents when online attendance and engagement with work was in question. DM reported that all children were engaged but not always consistently – sometimes due to technical problems or insufficient organisation at home. In some cases, DM had invited the children to be on-site

**DM
FGB
agenda**



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	<p>attenders to help families.</p> <ul style="list-style-type: none"> although it would be good for the school to provide more encouragement and help for families for social contact, it was currently beyond their remit, and attempts to provide it, could inadvertently cause more stress for parents. most staff were on Whatsapp groups and there was a weekly online staff meeting, used partly as a social check-in forum. <p>Governors commended and thanked DM and the team for their great work during the pandemic, including the introduction of Seesaw.</p>	
7	Policies	
7.1	<p><u>Governors approved the previously-circulated policies for:</u></p> <ul style="list-style-type: none"> <u>Code of conduct</u> <u>Social media</u> <p>Governors noted that if any changes were to be proposed to Camden-devised policies, any change of content would need to be checked carefully with the school and Camden Learning. Ellie (EM) agreed to scrutinise the polices and send any suggested changes to DM, KI and MB.</p>	EM
8	Governor visits	
8.1	<p>Marianne (MP) presented the previously-circulated Finance report and highlighted that an online visit to scrutinise the budget had shown that finances were well-managed, with Nursery charges for 2021-22, yet to be decided.</p>	
8.2	<p>Osob presented the previously-circulated Covid report and highlighted that:</p> <ul style="list-style-type: none"> communications had improved. staffing had been much harder to manage during the crisis. the online learning provision had encouraged more pupil independence and confidence. DM noted that it had also helped some pupils to achieve more and helped teachers to be more creative in their teaching. <p>Through discussion, Governors established that:</p> <ul style="list-style-type: none"> although it was too early to forecast the longer term impact of Covid, some children appeared to have enjoyed some aspects of the experience, e.g. vertical grouping in key worker bubbles and spending time with different age groups. the school had responded very well to the challenges of the crisis. 	



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	<ul style="list-style-type: none"> education during the Covid crisis could inevitably become a subject of academic scrutiny and study, and Governors suggested ensuring that good records were kept for that time. that the experience could trigger some significant pedagogical changes, e.g. the extended use of IT and the greater reliance on parents to provide education. 	
8.3	KI asked that Governors virtual visits should go ahead and DM agreed to circulate the previously-agreed list of Governor and teacher areas of responsibility.	DM
7	Confidential item	
7.1	Governors discussed a confidential item, which was minuted separately	

KI thanked Governors for attending and closed the meeting at 8.40 p.m.

**AGREED AT THE 17.3.21 FGB MEETING AND SIGNED ONLINE BY
Kim Issroff / Marcus Boyland, Joint Chairs of Fleet GB**