



## FLEET PRIMARY SCHOOL

**DRAFT** Minutes and actions (here) from the Full **ONLINE** Governing Board  
Meeting held on Wednesday 7<sup>th</sup> October July 2020 at 7.00 pm

### ATTENDANCE

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

	ITEM	ACTION
<b>1</b>	<b>Welcome and apologies for absence</b>	
<b>1.1</b>	Kim (KI) welcomed everyone and opened the meeting at 7.05 p.m. Governors had received and accepted apologies from Ellie Melkuhn. KI welcomed Jason Cooke as a new Governor.	
<b>2</b>	<b>Declarations of Interest</b>	
<b>2.1</b>	There were no declarations of interest for the meeting.	
<b>3</b>	<b>Election of Chair and Vice Chair</b>	



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3.1	<p><b><u>Governors unanimously elected</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Kim Issroff as Chair of Governors, (but only until the 1<sup>st</sup> meeting in the spring term, when Kim intended to step down. Kim asked that anyone interested in standing as Chair at the February FGB meeting, should contact her.</u></b></li> <li>• <b><u>Janet Guthrie as Vice Chair of Governors for the 20-21 school year</u></b></li> </ul>	All
4	<b>Presentation by the Headteacher – ‘Plan B’</b>	
4.1	<p>Don (DM) presented Fleet’s ‘Plan B’, to be enacted in the event of further lockdowns or partial closures, noting that ‘Plan A’ was to continue with all classes open as at present.</p> <p>DM highlighted that Plan A included</p> <ul style="list-style-type: none"> <li>• school fully open and all children attending, with some modifications in place, including             <ul style="list-style-type: none"> <li>○ increased entry and exit points and staggered timings</li> <li>○ learning gaps identified and catch-up work ongoing</li> <li>○ being alert to Covid symptoms, advising parents to keep children at home, or collect them from school if necessary, and access a test within 5 days, and self-isolate for 10 days (including any siblings). If test results are negative, the child should return to school. If positive, the child should remain at home and the school would contact the DfE, Local Health Authority and Camden Learning, for advice on a school response. This response would be checked with Governors and if a bubble were to be closed, Plan B would be enacted.</li> </ul> </li> </ul> <p>Plan B included:</p> <ul style="list-style-type: none"> <li>• prior checking of levels of IT access at home</li> <li>• contacting families</li> <li>• the child with Covid and their family being quarantined, but not necessarily the class bubble, although parents would be informed</li> <li>• provision of online work and paper copies available if needed</li> <li>• weekly calls or links to families made by class teachers, and/or SLT, depending on numbers of children affected</li> <li>• marking of children’s work returned to school</li> <li>• using Zoom for online work and lessons</li> <li>• not providing key worker bubbles</li> <li>• a ‘chain of command’ for leadership and Safeguarding, in case</li> </ul>	

Commented [PT1]: Don is this right?



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	<p>of illness – i.e. Don, then Becca, then SLT, leading to Camden Learning and other Headteacher support if necessary</p> <ul style="list-style-type: none"> <li>• in the event of classteacher absence, SLT would plan and provide work</li> <li>• if teachers were well but their classes were quarantined, they would work from home</li> </ul> <p>DM reported that Camden Learning and the DfE had been supportive throughout the crisis.</p>	
4.2	<p>Through questioning and challenging, Governors established that:</p> <ul style="list-style-type: none"> <li>• as far as possible, staff did not move between bubbles, including in the playground, although for some individual staff members that was not possible</li> <li>• staff meetings were held virtually</li> <li>• in the event of Covid cases at Fleet, DM would use the DfE standard letter to inform parents, and would try to provide daily contact with families, but not promise it</li> <li>• if a parent without symptoms had been in contact with someone who was Covid positive, they would self-isolate, but not the child. If the parent developed symptoms, the family would have to self-isolate</li> <li>• although very time-consuming, the school had developed good robust plans</li> </ul>	
5	<b>Annual declarations of interest and declarations for the meeting</b>	
5.1	There were no declarations of interest for the meeting.	
5.2	<b>Governors agreed to use GovernorHub to make their Annual Declarations, with PM to support if needed.</b>	<b>All</b>
6	<b>Ratification of the accuracy of previous minutes (6.7.20) and matters arising.</b>	
6.1	<p><b><u>Governors agreed that the previously-circulated minutes from 6.7.20 FGB were accurate, and that all actions had been taken, were in hand, or were on the current agenda noting that</u></b></p> <ul style="list-style-type: none"> <li>• Annie Balme had been re-elected as a parent Governor and Jason Cooke had joined the Board, also as a parent Governor.</li> </ul>	
7	<b>Committee reports</b>	
7.1	Since lockdown, there had been no committee meetings, therefore there were no reports.	



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8	Headteacher's verbal report	
8.1	<p>Don (DM) presented the previously-circulated contextual information for the report and highlighted:</p> <ul style="list-style-type: none"> <li>• the Camden Learning Standards meeting had already taken place, and they had judged Fleet to have done well over the crisis, continuing into the autumn term. They suggested <b>writing some Covid case studies for the record (to be sent to Governors when done)</b>. The school would continue to receive 'light-touch' support from Camden learning, with the expectation of an Ofsted visit in the spring. Ofsted teams were currently focused on checking schools' crisis management response and Safeguarding</li> <li>• support from Social Services for Safeguarding concerns was virtual, now with some face to face visits</li> <li>• changes in the 2020 version of Keeping children Safe in Education, included greater focus on mental health, and sexual and criminal (county lines) exploitation</li> <li>• baseline assessments had highlighted that achievement levels were lower than expected and the school was setting 2-year, rather 1-year targets. For many pupils with non-English home languages, their spoken English had dropped significantly. Assessments were being used to determine staff deployment, with EYFS assessments yet to be done.</li> <li>• DfE 'Catch-up funding (£15.5k) was being used to provide support from an ex-Fleet teacher, who knew the school, rather than using the unknown Government tutors</li> <li>• Numbers on Roll (NOR) were strong, with 226 on roll (including 23 in Nursery, rising to 26 in January, and 30 in Reception)</li> <li>• the school re-opening had gone well, with risk-mitigation measures in place, including               <ul style="list-style-type: none"> <li>○ improved cleaning</li> <li>○ lunches eaten outside or in classrooms, with cleaning between sittings not feasible in the hall. Caterlink was currently investigating providing a dishwasher, which would help in managing the management of providing hot food</li> <li>○ good communication with parents and meetings done online. DM noted that there would be online consultation with parents during the term, on the new RSE requirements, with the policy to be ready by the spring</li> <li>○ no external trips, although some organisations had provided virtual experiences, e.g. the British Museum, the CLC, and the October Gallery</li> <li>○ instrumental music and PE being done outside (moving into the hall when necessary), noting that singing was not yet allowed)</li> </ul> </li> </ul>	DM



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<ul style="list-style-type: none"><li>○ staggered starts, (which were unfortunately inconvenient for some parents, and would be more so as the weather deteriorated)</li><li>○ SLT meetings in the open air (going to Zoom when necessary)</li><li>● some children had returned late because of post-travel quarantine and there was a high level of absence due to children being kept off school because Covid symptom confusion and caution, although no child had yet tested positive. DM noted that these absences were not counted in the school's statistics, which were looking strong (96%), but the absences would have a negative impact on individual pupil learning. Each absence was normally around 3 – 4 days in duration.</li><li>● the Tavistock project had resumed virtually, and was moving to face to face contact</li><li>● Educational Psychology and Speech and Language support had resumed, but reading and maths support volunteers had not yet returned</li><li>● the school had joined the Mental Health, STEAM and SEND hubs</li><li>● DM had met with cluster Headteachers, but there was no shared INSET yet</li><li>● there had been additional Covid expenses, which had not yet been reimbursed but were being kept under review, including:<ul style="list-style-type: none"><li>○ a new outdoor area that had been created to extend Y1 'freeflow'</li><li>○ improved site security to facilitate greater use of outdoor facilities</li><li>○ extra staffing costs, including covering staff absence due to Covid symptoms, supply-teachers and extra staff or staff hours to manage the bubble system and staggered starts</li><li>○ resources, including stationery, cleaning and PPE</li></ul></li><li>● fundraising events had not taken place and <b>DM was considering asking parents for contributions, and would discuss it with the PTA,</b> observing that many people now had limited incomes. Governors also discussed fund-raising schemes linked to shopping (Easyfundraising) – <b>Caroline (CH) agreed to investigate this further and liaise with DM before contacting parents.</b></li><li>● <b>DM agreed to consider it and possibly include it in a newsletter and through the parents reps.</b></li><li>● there had been some non-Covid premises improvements, including a toilet refurbishment, and there were projects yet to be done. DM noted that an external wall was also a cause for concern</li><li>● the SDP key priorities (gaps in English and maths, mental health,</li></ul>	<p><b>DM</b></p> <p><b>CH</b></p> <p><b>DM</b></p>
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	curriculum development, finances and Covid management) had already been presented and the previously-circulated SDP paper provided more detail. <b>Governors approved the SDP</b>	
8.2	<p>Through questioning, Governors established that:</p> <ul style="list-style-type: none"> <li>when Ofsted resumed its regular inspection programme, (probably in spring 2021), Fleet could reasonably expect to be seen quite early. As usual, Governors would need to have knowledge of the school, and its response to the new Ofsted Framework, and have evidence of holding the school to account. <b>KI noted that she and Marianne (MP) would provide support for Governors on the new framework, looking to other school's experiences when available, and update Governors at the subsequent FGB meeting</b></li> <li><b>Governors could contribute any unwanted IT equipment for repurposing for school use if possible.</b></li> <li>cold symptoms and Covid symptoms were being confused by many parents and they were being extra cautious, although DM had challenged some parents over unnecessary absence. Some travel quarantine absence had been fully genuine, although DM felt that some parents had had planned holidays that ended just before school started, when the risk was well-known. Parents appeared to have confidence in the school's management of the crisis</li> <li>teachers were preparing packs of generic work for their classes (maths, English and topic), that could be used when children were absent, rather than trying to produce specific work, to avoid teacher overload</li> <li><b>any comments or questions on the SEF should be sent to DM – to be discussed at the subsequent FGB meeting</b></li> <li><b>KI agreed to investigate other schools' gradings of Behaviour and Attitudes on their SEFs to understand why DM graded it as 2, rather than 1, on the Fleet SEF</b></li> </ul>	<p>KI MP</p> <p>All</p> <p>All FGB agenda</p> <p>KI</p>
9	<b>Policies</b>	
9.1	<p><b>Governors approved the follow previously-circulated polices:</b></p> <ul style="list-style-type: none"> <li><b>Safeguarding</b></li> <li><b>Allegations against staff</b></li> <li><b>Attendance</b></li> </ul>	
10	<b>Governance</b>	
10.1	<p>Governors agreed</p> <ul style="list-style-type: none"> <li>that no visits had taken place during lockdown, but they should</li> </ul>	All



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	<p>start as soon as possible – <b>Governors to contact KI with ideas for visits, linked to the SDP</b></p> <ul style="list-style-type: none"> <li>• <b>to co-opt Osob Mohamed Abdi to Board</b>, having read her cv and noting her background in teaching and languages</li> <li>• <b>to delegate the approval of Committee Terms of Reference to the committees</b></li> <li>• <b>for Governors to</b> <ul style="list-style-type: none"> <li>○ join committees - Sabhia and Sinead to join CSC, and Jason to join Finance.</li> <li>○ <b>access training and record it on GovernorHub</b></li> </ul> </li> <li>• the previously-circulated           <ul style="list-style-type: none"> <li>○ <b>Governors' Yearly Planner</b></li> <li>○ <b>Code of Conduct</b></li> <li>○ <b>Standing orders</b></li> <li>○ <b>Governors' Expenses policies</b></li> </ul> </li> </ul>	<p>Committee agendas</p> <p>All</p>
11	<b>Governors' skills audit</b>	
11.1	<p>Marcus (MB) presented the recent Skills Audit and reported that 15 out of 18 Governors had responded - the survey had highlighted:</p> <ul style="list-style-type: none"> <li>• key areas for increasing Governors' skill-sets or representation, which included           <ul style="list-style-type: none"> <li>○ technical aspects of finance, HR and Governance structures, including preparation for inspection, and understanding and interpreting data and statistics</li> <li>○ increasing the number of BAME, and male, Governors, with the Board currently not representative of the school population</li> </ul> </li> <li>• areas of strength, including working with people, making positive contributions, and focusing on essential areas for development</li> </ul> <p>Through discussion, Governors agreed that:</p> <ul style="list-style-type: none"> <li>• <b>Debbie would explain the budgeting system used in the school and refer Governors to appropriate Camden training</b></li> <li>• <b>MB would circulate the report to Governors, and they would contact MB with any further ideas or observations</b></li> <li>• <b>governors would scrutinise the report in detail, including</b> <ul style="list-style-type: none"> <li>○ whether Governing structures and legal / technical details were essential, given that the board had easy access to that knowledge when needed.</li> <li>○ preparation for Ofsted, and gaining greater oversight of the school's strategy</li> </ul> </li> <li>• <b>it would be discussed again at the next FGB meeting</b></li> </ul> <p>Governors thanked Marcus for his work on the survey.</p>	<p>DB</p> <p>MB</p> <p>Committee agendas</p> <p>FGB agenda</p>



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12	<b>Confidential admissions item</b>	
12.1	Governors discussed a confidential item, which was minuted separately.	

KI thanked Governors for attending and closed the meeting at 9.00 p.m.

**AGREED BUT NOT SIGNED DUE TO COVID RESTRICTION AT ONLINE FGB MEETING ON 30.11.20**  
*Signed:* \_\_\_\_\_ *Date:* \_\_\_\_\_

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**Kim Issroff, Chair of Fleet GB**

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	<b>ACTIONS FROM 7.10.20 FGB MEETING</b>	<b>Status</b>
<b>3.1</b>	Governors to contact KI if interested becoming Chair ahead of February FGB	??
<b>5.2</b>	Governors to use GovernorHub to make their Annual Declarations	??
<b>8.1</b>	DM to write Covid case studies and circulate to Governors	??
	DM to consider asking parents for contributions, and discuss it with the PTA	FGB agenda
	Caroline (CH) to investigate Easyfundraising further and liaise with DM DM to consider further fundraising	FGB agenda
<b>8.2</b>	KI and MP to update Governors on new Ofsted framework at FGB	FGB agenda
	Governors to contribute any unwanted IT equipment for repurposing for school use if possible.	??
	Governors to send comments / questions on the SEF to DM	??
	SEF to be discussed at next FGB meeting	FGB agenda
	KI to investigate other schools' SEF gradings of Behaviour and Attitudes	??
<b>10.1</b>	Governors to contact KI with ideas for school visits	??
	Committees to approve ToR	FGB agenda
	Governors to access training and record it on GovernorHub	??
<b>11.1</b>	Debbie to explain the budgeting system used in the school and refer Governors to appropriate Camden training	FGB agenda ?
	MB to circulate the Skills survey report to Governors for further response	??
	Committees to scrutinise Skills survey report at November meetings	??
	FGB to discuss skills survey	FGB agenda