



# FLEET PRIMARY SCHOOL

**AGREED Minutes and actions from the Full ONLINE Governing Board Meeting held on Wednesday 6<sup>th</sup> October 2021 at 7.00 pm**

## ATTENDANCE

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

	ITEM	ACTION
<b>1</b>	<b>Welcome and apologies for absence</b>	
<b>1.1</b>	<p>Kim (KI) welcomed everyone and opened the meeting at 7.05 p.m. Apologies for absence had been received and accepted for:</p> <ul style="list-style-type: none"> <li>● Marcus Boyland (Co-Chair)</li> <li>● Annie Balme</li> <li>● Oonagh Pierce</li> <li>● Sabhia Khan</li> </ul> <p>Governors noted the absence of</p> <ul style="list-style-type: none"> <li>● Jon Rohoman</li> <li>● Ellie Melkuhn</li> </ul>	
<b>2</b>	<b>Election of Chair and Vice Chair</b>	



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2.1	<b><u>Governors unanimously elected Marcus Boyland as Chair of Governors for the 2021-22 school year.</u></b>	
2.2	Since there were no nominations for the post of Vice Chair, Governors agreed <b>to consider it again at the next FGB meeting.</b>	<b>FGB agenda</b>
2.3	KI agreed to chair the meeting in Marcus's absence.	
3	<b>Declarations of Interest</b>	
3.1	There were no declarations of interest for the meeting and PM reminded <b>Governors to update their Declarations of Interest (and to having read Keeping Children Safe in Education) on GovernorHub.</b>	<b>All</b>
4	<b>Headteacher's verbal update on Covid</b>	
4.1	<p>Don (DM) updated Governors on Covid restrictions and issues, and highlighted that:</p> <ul style="list-style-type: none"> <li>• restrictions had been lifted, with face to face provision now required and if anyone tested positive for Covid, they should self-isolate at home and any close contacts of that person should take a PCR test. DM noted that             <ul style="list-style-type: none"> <li>○ the guidance was unclear, and the school could only advise testing, rather than require.</li> <li>○ the situation had not yet arisen at Fleet.</li> <li>○ key symptoms remained loss of taste and smell, high temperature and a persistent cough.</li> <li>○ if staff were to test positive on an LFD, then they should take a PCR test. If 2 positive tests, then staff were required to isolate for 10 days.</li> <li>○ children who tested positive but were asymptomatic, were not allowed in school and were encouraged to work at home.</li> <li>○ the school was required to contact Public Health England (rather than Test and Trace) if there was a case of Covid identified.</li> </ul> </li> <li>• the bubble system had been discontinued and classes would not be required to close due to positive cases. If there were 5 or more cases in a class at which point Public Health would advise on any required extra measures to be taken.</li> <li>• trips out of school, face to face assemblies (including for a restricted number of parents, and organised to minimize the possibility of breath contamination), and lunch eaten in the hall had been restarted, but at playtimes school had not returned to 3 or 4 classes together in a playground. They were now playing with a maximum of two classes together utilizing top pitch and</li> </ul>	



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	<p>the playgrounds (mainly because children preferred it and there were fewer playtime incidents).</p> <ul style="list-style-type: none"> <li>• single start and finish times had resumed, with all entrances used to ease congestion.</li> <li>• consultation meetings with parents were held on Zoom in September.</li> <li>• the changed arrangements for swimming (2 week intensive blocks) were working well and were liked by children. Staff had reported that there was better swimming progress compared to previous arrangements. Governors noted that instructors at the pool recorded swimming progress and achievement, data which were available to the school and would inform the statutory reporting of swimming achievement at the end of Y6. However, this information was not requested at secondary transfer.</li> </ul> <p>Governors commended DM for his organisation for the term, noting that it was good to get back to normal as much as possible.</p>	
<b>5</b>	<b>Declarations of interest</b>	
<b>5.1</b>	There were no declarations of interest for the meeting and PM reminded <b>Governors to update their declarations on GovernorHub.</b>	<b>All</b>
<b>6</b>	<b>Minutes from the previous meeting (28.6.21) – accuracy and matters arising</b>	
<b>6.1</b>	<p><b><u>Governors agreed</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>the accuracy of the previously-circulated minutes from the 28.6.21 FGB meeting,</u></b> noting that: <ul style="list-style-type: none"> <li>○ <b>PM would upload 28.6.21 minutes to GovernorHub.</b></li> <li>○ <b>MB would sign previous minutes on GHub.</b></li> </ul> </li> <li>• <b><u>all actions had been taken or were on the current agenda,</u></b> noting that: <ul style="list-style-type: none"> <li>• although there were no formal comparative data available, informally, it appeared that early reading, and reading and writing were lower than normal.</li> <li>• <b>Governors’ ideas for improvement and change would be discussed at the next FGB meeting</b></li> <li>• <b>the newly elected parent Governor (John Showell) would attend the next FGB meeting</b></li> </ul> </li> </ul>	<p><b>PM</b> <b>MB</b></p> <p><b>FGB agenda</b></p> <p><b>JS</b></p>
<b>6.2</b>	<p>Through questioning and challenging DM, Governors established that:</p> <ul style="list-style-type: none"> <li>• during inspection, <ul style="list-style-type: none"> <li>○ Ofsted would not consider internal data, but the school could use the information to explain why decisions on resourcing and provision had been made.</li> <li>○ there would be a clear focus on pupils in the lowest 20%</li> </ul> </li> </ul>	



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	<p>achievement band.</p> <ul style="list-style-type: none"> <li>• in response to Ofsted questions, Governors should highlight the school's priorities, e.g. early reading and phonics (which had been low, even before Covid problems), and which had been discussed previously by Governors.</li> <li>• weaknesses were identified by teacher judgement, and Governors evidenced this from regular reports, and through the questions they asked at meetings.</li> <li>• some Governors felt unready for answering questions during an inspection and DM reassured them that the school had used national comparative data when it was available (i.e. until the end of 2018-19) and then internal data, which were benchmarked against the 2019 comparative data. These data informed foci of teaching and pupil targets. DM noted that it would probably take 2 years for pupils to achieve pre-pandemic levels for their age group.</li> <li>• there had been a shift of focus from pupils' writing (pre-pandemic) to reading. DM noted that there would be an Ofsted 'deep dive' into early reading during inspection.</li> <li>• the school had invested in Little Wandle Letters and Sounds (revised), in response to new DfE requirements on using validated schemes. DM reported that             <ul style="list-style-type: none"> <li>○ several Camden schools had moved to this scheme.</li> <li>○ synthetic phonics had proved to be the most effective approach to teaching early reading and raising standards.</li> </ul> </li> <li>• the success of the Little Wandle scheme, would be assessed through teachers monitoring children's reading, (using their experience and knowledge), as well as tracking the progress in the scheme. DM noted that assessment would continue as usual, except there would be no new comparative data until the end of 2021-22: <b>this would be discussed in detail with the Curriculum and Standards committee. DM agreed to arrange a presentation on the Little Wandle scheme at the next FGB</b></li> <li>• Governors suggested using the cluster schools for comparative data. DM noted that the Camden Professional Partner meeting that morning had validated Fleet's approach to reading and assessment, and <b>agreed to circulate their report as soon as it was available</b></li> </ul>	<p>C&amp;S agenda DM</p> <p>DM</p>
7	<b>Committee reports</b>	
7.1	<p>Governors noted</p> <ul style="list-style-type: none"> <li>• the previously-circulated Curriculum and Standards minutes.</li> <li>• that the Finance Committee had not met since the previous FGB meeting.</li> </ul>	



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<b>8</b>	<b>Headteacher's report</b>	
<b>8.1</b>	<p>DM presented a verbal report to Governors, based on the previously-circulated contextual data, and highlighted that:</p> <ul style="list-style-type: none"> <li>• the school was now in an Ofsted 'window' so were reviewing the curriculum with the new Ofsted framework in mind.</li> <li>• challenges and developments included: <ul style="list-style-type: none"> <li>○ closing attainment gaps, whilst retaining a broad and balanced curriculum, (including promoting mental health and wellbeing).</li> <li>○ improving attendance (e.g encouraging families to get flu jabs).</li> <li>○ implementing Trauma Informed Practice.</li> <li>○ developing 'zones of regulation' (helping children to reflect on their behaviour and take more personal responsibility).</li> <li>○ implementing the new EYFS framework, (especially in early maths), and conducting the new Baseline Assessment (within 6 weeks of starting in Reception), which would be used to judge progress when the cohort reached Y6 (in 2027).</li> <li>○ ensuring the new phonics scheme was implemented well and consistently, using the new resources.</li> <li>○ developing Mastery Maths in Reception and KS1, with some training already provided.</li> <li>○ further developing our curriculum content (including the training/learning from working with the Black Curriculum last year and with Lifting Limits this year). Aim is to ensure diversity across the curriculum reflecting the community we serve.</li> <li>○ similarly, enhancing the curriculum to promote greater gender equality, and mental and physical wellbeing.</li> <li>○ helping staff develop their practice, especially those teaching in unfamiliar year groups.</li> <li>○ preparing Y6 children for the 2022 SATs (aiming to achieve at least pre-pandemic levels of attainment in comparing to national), and preparing younger children for the phonics and times tables checks. DM noted that realistically, 'catch-up, was likely to take 2 years for many pupils.</li> </ul> </li> </ul>	
<b>8.2</b>	<ul style="list-style-type: none"> <li>• funding was reducing, and 'catch-up' funding was complex to access - it also required lengthy justification when received. <b>DM was yet to decide on the most effective use of the funding, e.g. working with other schools in the cluster.</b></li> <li>• monitoring and Performance Management, (including pupil</li> </ul>	<b>DM</b>



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	<p>work scrutiny) had already resumed, focusing on progress in subjects across school, and the lowest 20% of attainers.</p> <ul style="list-style-type: none"> <li>the current number on roll (NOR) left only 3 vacancies, (excluding EYFS. DM noted that numbers often changed around the October time of the census). There were currently only 22 children in Nursery, but DM was hopeful that the number would increase after Christmas.</li> <li>attendance data for 2021 were recorded differently to normal, due to Covid, and DM noted that attendance was currently 95.7% (with Y4 being very low due to Covid outbreak in this class), as well as low attendance in Reception.</li> </ul>	
<p>8.3</p>	<ul style="list-style-type: none"> <li>other data included <ul style="list-style-type: none"> <li>12 Child Protection or Child in Need concerns,</li> <li>16% children with SEND (including 6 with Education, Health and Care Plans and 3 with Exceptional Needs Grants (DM noted that this funding stream was likely to be discontinued).</li> <li>a high percentage of pupils entitled to Free School Meals (over 40%), based on the Pupil Premium criteria and the number on roll on the 2020 October census. This enabled the school to apply for other grants. DM noted that 6 children who had joined between the October 2020 and January 2021 census dates, and traditionally would be included in Pupil Premium data gathering for funding purposes, would not be counted, as the Government had moved which Census they would be using. This had led to losing out on PP funding for 6 children (c. £8k)</li> </ul> </li> <li>There were changes in Keeping Children Safe in Education (KCSIE 2021), including increased foci on peer on peer abuse, sexual abuse, problems with 'county lines' and E safety. <b>DM went through key changes and agreed to circulate presentation for Governors to consider changes in more detail.</b> DM noted that the new policies, (which were now required, were based on Camden model policies (included in the papers for the meeting).</li> <li>staff training had been provided, including for Trauma Informed Practice, phonics, Mastery Number, Forest School, Ofsted deep dive preparation, and individually designed CPD, linked to Performance Management. Jon Abbey from Camden Learning was investigating why CPD for teachers new to specific year groups had been cancelled at DM's request.</li> </ul>	<p><b>DM</b></p> <p><b>JA</b></p>
<p>8.4</p>	<ul style="list-style-type: none"> <li>curriculum topics were going well</li> <li>tutoring for English and maths was being provided for Y5, and a reading volunteer (who was training to be a teacher) was offering in-class support in KS1, and 1-1, or in small group support for reading, in KS1 and KS2.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• there was support from Arsenal Football Club for PE and reluctant readers.</li> <li>• after school clubs had restarted, run by teachers, (which, due to workload, limited the number of clubs on offer).</li> <li>• the Y5 school journey had been reinstated, with the aim of getting all children in the year group to attend.</li> <li>• a new partnership with London Zoo was providing unlimited entry tickets, and work with the Zoo education team was about to start.</li> <li>• swimming for Y4 had restarted, and DM also hoped to provide swimming for Y5 and Y6 (depending on budget), noting that Y6 was the priority, since swimming achievement had to be reported at the end of Y6.</li> <li>• cycle training had been provided for Y5. with training planned for Y2 and Y3.</li> </ul>	
8.5	<ul style="list-style-type: none"> <li>• financial costs had increased over the term, including kitchen costs and cover due to illness. DM noted that the current budget contained an in-year deficit (funded from the school's reserve).</li> <li>• employee contribution to National Insurance costs would increase in the next financial year (from April 2022).</li> <li>• DM had tried to access more funding for teaching phonics.</li> <li>• on a more positive note, school lettings income had increased.</li> <li>• premises improvements had been made in the Nursery, but work was still needed for redecoration and creating a new library (with the current provision inadequate). DM had already considered another Cube building in the playground, shipping containers, or a converted bus, but these had been too expensive. However, DM had sourced a quote for a building for c. £80k, which was more achievable. <b>Governors agreed that the fund-raising group would meet soon to consider how to raise enough for this project.</b></li> </ul>	Governors
9	<b>School Self Evaluation (SEF)</b>	
9.1	<p>DM updated Governors on the SEF and highlighted that:</p> <ul style="list-style-type: none"> <li>• at the recent Camden Learning Standards meeting, they had commended Fleet for the SEF, and suggested adding the 2 previous years' contextual data:(traditionally school data would be presented over a 3 year period it would therefore be good to see the context over the same period).</li> </ul> <p>Through questioning and challenging DM, Governors established that:</p> <ul style="list-style-type: none"> <li>• current Y2 required support, with the cohort having been particularly negatively affected during Reception and Y1, due to Covid, including interruption to phonics teaching and learning,</li> </ul>	



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	<p>and high levels of absence. Although some pupils in the cohort were doing well, there was a significant number who needed to catch up. DM noted that there was extra reading provision and increased intervention for Y2, including the literacy lead being assigned this class as teacher, noting that over 50% of the cohort were English as an Additional Language (EAL) learners. Parents had been informed of the needs at the end of 2020-21.</p>	
<b>10</b>	<b>School Development Plan (SDP)</b>	
<b>10.1</b>	<p>DM presented the previously-circulated SDP and highlighted that:</p> <ul style="list-style-type: none"> <li>Camden Learning had agreed the priorities identified in the SDP and DM noted that <b>it would be RAG rated at the end of the autumn term, and presented to Governors in the spring term.</b></li> </ul>	<b>FGB agenda</b>
<b>11</b>	<b>Policies</b>	
<b>11.1</b>	<p><b><u>Governors approved the previously-circulated polices for</u></b></p> <ul style="list-style-type: none"> <li><b><u>Child Protection and Safeguarding</u></b></li> <li><b><u>Allegations Against Staff</u></b></li> <li><b><u>Online Safety</u></b></li> <li><b><u>Safer Recruitment</u></b></li> <li><b><u>Peer on Peer Abuse</u></b></li> <li><b><u>Pupil Premium Report</u></b></li> <li><b><u>SEND Information report</u></b></li> <li><b><u>SEND Policy</u></b></li> <li><b><u>SEND Provision Map</u></b></li> </ul> <p>noting that they were Camden polices, adapted for the school, where needed.</p> <p>Governors discussed how Social Capital could be measured. DM responded that some data were available, e.g. numbers attending school journey, and <b>agreed to consider writing case studies in future.</b></p>	<b>DM</b>
<b>12</b>	<b>Governance</b>	
<b>12.1</b>	<p><b>Governors agreed to discuss Governance matters at the next FGB meeting, including:</b></p> <ul style="list-style-type: none"> <li><b>Skills audit (MB)</b></li> <li><b>Instrument of Governance – for reference</b></li> <li><b>FGB members and terms of office (Governor vacancies / Governor responsibilities)</b></li> <li><b>Yearly planner</b></li> <li><b>Committee Terms of Reference ratification</b></li> <li><b>Code of Conduct</b></li> </ul>	<b>FGB</b>





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	<ul style="list-style-type: none"> <li>• Standing Orders</li> <li>• Governor allowances</li> <li>• Declarations of interest and Training on GovernorHub</li> <li>• Governor ideas on GB improvements</li> <li>• Governor Diversity – monitoring exercise</li> </ul>	agenda
<b>13</b>	<b>Any Other Business</b>	
<b>13.1</b>	There was no AOB to discuss.	
<b>14</b>	<b>Confidential matters</b>	
<b>14.1</b>	There were no confidential matters to discuss.	
<b>15</b>	<b>Dates for future meetings</b>	
<b>15.1</b>	Governors noted the dates for future FGB meetings: <ul style="list-style-type: none"> <li>• Monday 29.11.21</li> <li>• Monday 7.2.22</li> <li>• Wednesday 16.3.22</li> <li>• Monday 16.5.22</li> <li>• Monday 27.6.22</li> </ul>	

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

**AGREED AT THE 29.11.21 FGB MEETING AND SIGNED ONLINE BY  
 Marcus Boyland, Chair of Governors.**