



FLEET PRIMARY SCHOOL

AGREED Minutes and actions from the Full ONLINE Governing Board Meeting held on Monday 29th November 2021 at 7.00 pm

ATTENDANCE

Marcus Boyland Chair	✓
Kim Issroff	✓
Don McGibbon – Headteacher	✓
Marianne Porter	✓ (until 8.30)
Sinead Costelloe	✓
Margaret O’Sullivan	✓
Rebecca Combes	✓
Osob Jason Cooke Mohamed Abdi	✓
Annie Balme	✓
Oonagh Pierce	✓
Sabiha Khan	✓
Jon Rohoman	✓
John Showell	✓
Caroline Heal	
Ellie Melkuhn	✓
OTHERS PRESENT:	
Becca Wall – Deputy Headteacher	✓
Debbie Barry – School Business Manager	✓
Ruth Hanfling - English and literacy lead	✓ (until 7.25)
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 noted the absence of Caroline Heal.	
1.2	MB <ul style="list-style-type: none"> encouraged Governors to attend training, including School Finances (MB offered to share slides from the Camden course), Ofsted preparation, the Governors’ Forum, and for new Governors to access Induction training. introduced John Showell as a new Parent Governor, with a child 	



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	<p>in Reception.</p> <ul style="list-style-type: none"> noted that there was a consultation on pavement widening on Agincourt Road (https://consultations.wearecamden.org/supporting-communities/fleetprimary/) encouraged Governors to wear masks, since the new variant of Covid had been identified in Camden. 	
2	Presentation: Little Wandle Letters and Sounds Revised	
2.1	<p>Ruth Hanfling (RH), English lead for the school, updated Governors on the new phonics and early reading scheme adopted by the school. RH highlighted that:</p> <ul style="list-style-type: none"> new requirements from the DfE on structure and progression in early reading resources, meant that the school had moved away from Letters and Sounds to Little Wandle Letters and Sounds (LWLS) a scheme that was validated by the DfE. LWLS was more rigorous, systematic, structured and prescriptive than Letters and Sounds and emphasised the need for ‘fidelity’ (ie. consistent use and application of the ideas in the scheme). Letters and Sounds had not led to high enough results in the Phonic screening tests and LWLS, which had been developed and piloted by London teachers in London schools, had been introduced in September at Fleet and in several other Camden schools. There had been some funding from Camden to buy the resources. LWLS focused on <ul style="list-style-type: none"> 6 online training modules provision for Reception and Y1 (with some use in Nursery and the potential for some use in Y2 and above, e.g. if the Phonics screening test identified specific needs especially in light of covid loss of learning). daily phonics teaching and guided reading using phonically decodable books, emphasising revisiting, and reviewing learning, teaching, practising, and applying. <p>Through questioning RH, Governors established that:</p> <ul style="list-style-type: none"> the scheme directed how teachers teach, including daily whole class teaching, with any problems picked up quickly, and extra support provided for pupils. the directive nature of the scheme was in contrast to the Fleet style – e.g. teachers having greater autonomy to match provision to needs. RH noted that <ul style="list-style-type: none"> teachers were willing to try it, considering the previous results they had achieved using Letters and Sounds. there was some limited scope for creative teaching and the 	



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	<p>results would be scrutinised carefully.</p> <ul style="list-style-type: none"> the scheme emphasised ‘prosody’ (the rhythm, stress, and intonation of speech) and staff and pupil accents could create difficulties. RH noted that: <ul style="list-style-type: none"> there was extensive guidance in LWSL on phoneme pronunciation, and Don (DM) was encouraging staff to be consistent. it was not clear how successful the scheme was with English as an Additional Language (EAL) learners, but it had been developed in London schools with EAL pupils. communication with parents was important, to enable parents to play as active a part as possible, in encouraging and supporting their children. RH noted that since September, staff had been getting to grips with the new resources. Information sessions for parents were planned for January, alongside information in children’s weekly reading diaries and journals, and in the Newsletter. <p><i>Governors thanked Ruth and RH left the meeting at 7.25.</i></p>	
3	Declarations of Interest	
3.1	There were no declarations of interest for the meeting and PM reminded Governors to update their Declarations of Interest (and to having read Keeping Children Safe in Education) on GovernorHub.	All
4	AOB for later in the meeting	
4.1	Governors identified communications and pupil allergies for later discussion	
5	Minutes from the previous meeting (6.10.21) – accuracy and matters arising	
5.1	<p><u>Governors agreed</u></p> <ul style="list-style-type: none"> <u>the accuracy of the previously-circulated minutes from the 6.10.21 FGB meeting,</u> (with one amendment to note 4.1) noting that: <ul style="list-style-type: none"> PM would upload 6.10.21 minutes to GovernorHub. MB would sign previous minutes on GHub. <u>all actions had been taken or were on the current agenda,</u> noting that: <ul style="list-style-type: none"> no useful comparative data were yet available from other schools, although some general informal cluster comparisons had been possible, e.g with Fleet and Gospel Oak achieving similar levels in the times tables check at Y4. staff training for those new to year groups, would be 	PM MB



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	available later in the year, having been postponed by Camden. Other staff training was going ahead, particularly for subject leaders.	
6	Committee reports	
6.1	<p>Marianne (MP) updated Governors on the work of the Finance and Staffing Committee including the budget, and highlighted that</p> <ul style="list-style-type: none"> • it was going well, but with a projected £33k overspend, (which was within the agreed plan), and the possibility of further income. • John Showell (JS) would join the Finance and Staffing Committee. <p>MP commended Debbie (DB) for her work on finances.</p>	
6.2	<p>Oonagh (OP) updated Governors on the work of the Curriculum and Standards Committee and highlighted that they had scrutinised:</p> <ul style="list-style-type: none"> • the Lifting Limits programme (to combat gender stereotyping). • Catch up plans for using the funding • extra tutoring provided by funding from a charity for some Y5. • Y2 data, which showed gaps – support was being provided. • KS1, KS2 assessment and times tables and phonics testing. • EYFS, in light of the changes which was going well. • Mental Health and Science (with the Science lead teacher to present to the subcommittee at their next meeting). 	FGB agenda
7	Headteacher’s report	
7.1	<p>DM presented the previously-circulated reports and highlighted:</p> <ul style="list-style-type: none"> • there had been a successful Camden Standards meeting (also attended by MB). • the School Development Plan (SDP) was now RAG rated and details had been considered by committees. • a parent survey was in progress and would be reported to the next FGB meeting • there had been some pupil mobility, and any pupils leaving had relocated out of borough or out of London. • Nursery, although not currently full (21 out of a potential 26, i.e. 19% vacancy rate), would likely fill up in January, which would increase income. • Covid had had an impact on Fleet, with <ul style="list-style-type: none"> ○ higher than normal absence rates (a total of 206 pupil days). ○ 9 Covid cases, including adults, and numbers were 	FGB agenda



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	<p>increasing.</p> <ul style="list-style-type: none"> ○ new CO2 monitors installed, to alert staff to air quality in classrooms and offices. ○ the wearing of face masks by adults reintroduced. ○ increased testing (PCR and LFT). <ul style="list-style-type: none"> ● although there were no comparative assessment data from other schools, within Fleet, staff were clear on progress and achievement, achieved through work scrutiny and learning walks. This was fully discussed at Pupil Progress Review meetings, which informed strategies and interventions for next steps in teaching and learning. 	
7.2	<ul style="list-style-type: none"> ● attendance data now included absence through Covid, but not the time lost whilst awaiting test results. Attendance was currently 95.9% and rising. ● DM had met with parents of children with low attendance (mainly in younger year groups) to discuss how they could improve their child's attendance. DM noted that some parents were anxious if children had any cold symptoms or if they had ongoing medical problems. ● there was a small group of families that caused the bulk of lateness. 	
7.3	<ul style="list-style-type: none"> ● the number of Safeguarding concerns had reduced (currently 7 children with Child Protection concerns, and 3 children receiving Early Help or other Social Service involvement). DM noted that attendance was also often a concern for these children. ● there were 20% of pupils on the SEND register (including 6 with EHCPs and 3 with ENGs (Exceptional Needs Grants), which was high. ● 83 children received Free School Meals and 88 were eligible for Pupil Premium funding. 	
7.4	<ul style="list-style-type: none"> ● Training had included: <ul style="list-style-type: none"> ○ Health (anaphylaxis and epilepsy) ○ Trauma Informed Practice (TIPiC) ○ Lifting Limits ○ Phonics ○ Mastering Number (EYFS and KS1) ○ Sport and PE from Arsenal, (including teamwork and personal development). ○ teachers 'new to year groups', and subject leaders (including EYFS and maths). ○ Forest School (for the Nursery teacher, to be used in the spring in EYFS and with older classes). ○ a staff member working towards a Mental Health Diploma. ○ staff visits out of borough to look at other good practice. ○ training on Intent, Implementation, and Impact (in the 	



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	Ofsted framework for scrutinising curriculum).	
7.5	<ul style="list-style-type: none"> • curriculum topics were going well, including classes going on educational trips and visits. Curriculum meetings with parents had been done on Zoom and expectation booklets had been sent home. • baseline assessments had been done. • parents' meetings had been on Zoom or in person. • home learning was going well. • end of term assessments were being done. • Little Wandle was going well. • volunteers had returned to help children with reading and maths. • PE was going well, including the Arsenal support in sport (and in reading) and Y3 children were attending sessions at the Talacre Centre. • baseline assessments had informed pupil targets, and DM noted that targets were over 2 years, to give time for Covid catch-up. 	
7.6	<ul style="list-style-type: none"> • there were 8 clubs on offer, including cooking, and the recent residential school journey to Sayers Croft had gone well (Governors commended DM on the previously-circulated Case Study from Sayers Croft) • a new scheme with London Zoo was going well (£500 for unlimited school access, excluding workshops which were available at a reduced rate), and this had increased the use of the Zoo as a curriculum resource • cycle training had been provided for Y5, Y2 and Y3 • every class had accessed IT workshops from the Camden CLC – some in school some at the CLC • there had been orchestra training from the Orchestra of the Age of Enlightenment for Nursery and Y1 as part of a project happening later this year, and pupils in Pitch Perfect club would be performing in the spring term Camden music festival taking place in Secondary school venues • classes had attended the 'Into Film' film Festival, taken part in a Fleet Art Day, had gone on trips to galleries and museums, and received workshop support from visiting professionals. • there was a range of religious festivals and visits, including to Gospel Oak Church. • inter-school sports had restarted. • music lessons were going well, including individual lessons for guitar, piano and violin, and whole class brass, and recorder. • parent assemblies had restarted, and Christmas shows were planned (but with limited audiences – to be filmed and uploaded and links to be sent to parents to view). 	



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	<ul style="list-style-type: none"> the use of ParentHub was going well, but there was still more to do. newsletters were being sent out regularly, (including information from outside agencies that would be of interest to parents), as well as curriculum letters from teachers and termly letters from DM. Pupil Voice was strong, including through Rights Respecting School ambassadors, peer mentors, the School Council, and children promoting sustainable travel. 	
7.7	<ul style="list-style-type: none"> the school budget was in line with the plan but supply costs had been higher than forecast, (largely because of absence due to Covid and other infections). there had been extra funding for Y5 tutoring, and Little Wandle resources. for 2022-23, National Insurance costs would rise and there would be a pay freeze for teachers. support staff unions were currently balloting members for strike action over pay. some roof repairs were needed. rental income had increased. DM was still trying get funding to build a library in the Junior playground. Nursery repairs had been completed. the Winter Fair had been cancelled. 	
7.8	<p>Through challenging and questioning DM, Governors established that:</p> <ul style="list-style-type: none"> the regular newsletters sometimes contained too much information. DM responded that there was a lot going on and he tried to make sure that at most, only 1 communication was sent home each day. options could include <ul style="list-style-type: none"> sending 2 newsletters per week, separating school and Camden information. surveying parents on what would work best for them. DM and MB agreed to discuss it further CO2 monitors were funded and provided by the DfE, and were accurate / useful. The previously-circulated Cultural Capital report had been interesting and valuable. <p><i>Marianne left the meeting during this item at 8.30</i></p>	DM MB
8	Policies	
8.1	<u>Governors agreed the previously-circulated policies for</u>	



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	<ul style="list-style-type: none"> • Admissions (noting that it was a Camden policy and in person school tours had been resumed). • Home School Agreement (noting that there were some small changes, to reflect TIPiC) • Governors agreed for 'Behaviour for Learning' policy to be scrutinised by the Curriculum committee 	Curriculum agenda
9	Governance	
9.1	<p>With no one volunteering for the role of Vice Chair of Governors, MB agreed to consider the appointment again at the next meeting.</p> <p>MB established that:</p> <ul style="list-style-type: none"> • no Governors had yet contacted the lead staff members for their area of responsibility – roles and responsibilities needed to be clarified. MB asked that individual Governors contact him or DM over their current roles and future preferences for roles, and when agreed, contact DM (to make contact with lead teachers). <p>Governors agreed the following previously-circulated papers:</p> <ul style="list-style-type: none"> • Instrument of Governance – for reference. • Yearly planner. • Committee Terms of Reference ratification, noting that a Camden audit had requested TOR for the FGB, DM agreed to check this with them. • Code of Conduct. • Standing Orders. <p>And noted that the following would considered again at the next FGB meeting.</p> <ul style="list-style-type: none"> • Governor allowances • Governor ideas on GB improvements <p>MB agreed to recirculate a Governor Skills audit.</p> <p>Governors</p> <ul style="list-style-type: none"> • Agreed for the HT pay committee to meet to consider the Headteacher's Performance Management, with MB to join the committee, (in place of MP). • noted and approved the Governor visit report (from Caroline and Rebecca) on Personal development, behaviour, and welfare. 	<p>FGB agenda</p> <p>All</p> <p>DM</p> <p>FGB agenda</p> <p>MB</p>
10	Any Other Business	



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10.1	<p>Governors discussed the importance of</p> <ul style="list-style-type: none"> • communication from the school to parents, ensuring that it was timely, communicated the appropriate information, and used an effective system, e.g. using Twitter feed (DM agreed to consider it). • the effectiveness of the current system for identifying and mitigating for pupil allergies. Governors noted that a recent 'near-miss' (kitchen staff offering food to a child, to which she was allergic) had highlighted the dangers. DM had already investigated the incident and agreed to review the current procedures, including <ul style="list-style-type: none"> ○ continuing to have names and photographs of children at risk, on display in the kitchen (DM noted that as well as allergies, the kitchen manages effectively the delivering of vegetarian, and religious foods, e.g. halal). ○ keeping records of incidents or near-misses, to inform future policy and procedures. 	<p>DM</p> <p>DM</p>
11	Confidential matters	
11.1	There were no confidential matters to discuss.	
12	Dates for future meetings	
12.1	<p>Governors noted the dates for future FGB meetings:</p> <ul style="list-style-type: none"> • Monday 7.2.22 • Wednesday 16.3.22 • Monday 16.5.22 • Monday 27.6.22 	

MB thanked Governors for attending, and closed the meeting at 8.45 p.m.

**AGREED AT THE 7.2.22 FGB MEETING AND SIGNED ONLINE BY
Marcus Boyland, Chair of Governors.**