



FLEET PRIMARY SCHOOL

AGREED Minutes and actions from the Full IN PERSON Governing Board Meeting held on Monday 27th June 2022 at 7.00 pm

ATTENDANCE

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

	ITEM	ACTION
1	Welcome, apologies for absence, declarations of interest, and AOB	
1.1	<p>Marcus (MB) opened the meeting at 7.05 and welcomed everyone.</p> <p>Apologies for absence had been received and were accepted for:</p> <ul style="list-style-type: none"> • Marianne Porter • Osob Mohamed Abdi • Ellie Melkuhn • Margaret O’Sullivan • Sabiha Khan • John Showell • Caroline Heal 	



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	and Governors noted the absence of Jon Rohman.	
1.2	<p>Marcus (MB) noted that</p> <ul style="list-style-type: none"> • he had been elected as a Camden Councillor, and was part of the Camden Cabinet, (for Best Start in Life for Children and Families). This could create a conflict of interest as a Governor and as Chair of Governors at Fleet. If MB continued as Chair, there would need to be a strong Vice Chair to step in when needed. • MB appreciated the support other Governors had provided during the recent elections. <p>There was no AOB raised for later in the meeting, but MB noted that potential academisation (highlighted in the recent Government White Paper), would need to be discussed soon. Don (DM) reported that a Headteachers' meeting to discuss it was planned for the end of September, so would have more information at that point.</p> <p>Through discussion, Governors established that:</p> <ul style="list-style-type: none"> • discussion on academisation would most likely be a conflict of interest for MB. • MB wanted Governors to consider it individually in the first instance and contact him with their opinions. • LDBS was already talking to church schools about setting up Multi Academy Trusts (MATs), but Camden Learning had not yet spoken to schools about their plans. 	All
2	Governor audit and visits	
2.1	MB reported that he had received 10 audit responses and would collate the results.	MB
2.2	<p>Governors discussed the previously-circulated Governor visits plan and agreed that:</p> <ul style="list-style-type: none"> • Oonagh (OP) would scrutinise Maths in the autumn term • Kim (KI) would scrutinise Support for Learning before the end of term. • the Covid-related visit was no longer necessary. • Osob (OMA) and Marianne (MP) would scrutinise Curriculum, (which was also covered in DM's report). • DM would add a Safeguarding visit to the list. • any outstanding reports would be sent to MB. • for 22-23, foci could include: phonics, attendance, RE, PE, the wider curriculum and site development. • Governor visit reports should go on GovernorHub (PM to set 	OP KI OMA MP DM MB PM



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	<p>up and Governors to upload reports to GHub).</p> <ul style="list-style-type: none"> Annie (AB) would drop out of Curriculum scrutiny when a replacement could be found. <p>DM reported that:</p> <ul style="list-style-type: none"> all subject leads had met with MP, in preparation for Ofsted. Visit proformas were available for Governors from DM. 	<p>All AB</p>
3	<p>Minutes from the previous meeting (16.5.22) – accuracy and matters arising</p>	
3.1	<p>Governors agreed</p> <ul style="list-style-type: none"> the accuracy of the previously-circulated minutes from the 16.5.22 FGB meeting, noting that: <ul style="list-style-type: none"> PM would upload 16.5.22 minutes to GovernorHub. Jason (JC) would sign 16.5.22 minutes on GHub. that all actions had been taken or were on the current agenda, noting that: <ul style="list-style-type: none"> JC had researched Google Adwords: paying for Fleet (FPS) to appear at the top of a Google Search would cost c. £400, but could be cost-effective in recruiting more pupils. JC agreed to research this further and contact DM. DM reported that <ul style="list-style-type: none"> 17 new children were expected in Nursery in September (with 2 more possibilities), with others likely to start in January 2023, filling Nursery to capacity. DM had been contacted several times by resettlement agencies, looking for school places for potential parents moving into the area. DM had a schedule of dates for school tours and Governors suggested producing a standard brochure for prospective parents. 	<p>PM JC</p> <p>JC</p> <p>DM</p>
4	<p>Committee reports</p>	
4.1	<p>There were no Committee reports to discuss.</p>	
5	<p>Headteacher’s report</p>	
5.1	<p>DM presented the previously-circulated report and highlighted subject updates, including</p> <p>In English:</p> <ul style="list-style-type: none"> there had been support for teachers, including: <ul style="list-style-type: none"> half-termly work scrutiny with follow-up support if needed, , and termly checks on English working walls, which showed a good level of Writing. 	



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	<ul style="list-style-type: none"> ○ the well-embedded Marking policy and work done on self and peer assessment. ● the little Wandle Phonics programme had been developed, including: <ul style="list-style-type: none"> ○ leading training and signposting staff to self-directed training. ○ ensuring all resources available and working with EYFS and KS1 staff to implement the programme. ○ internal monitoring, with an external review planned. ● The Reading Volunteer programme had been working well. ● Some staff had received and cascaded EAL training to colleagues. ● Word Aware had been relaunched. ● There had been some successful events, including World Book Day. ● Reading Corners had been organised using the system as the Library. ● The English lead had <ul style="list-style-type: none"> ○ attended some specific Camden EAL training (with a particular focus on refugee children). ○ visited colleagues in other schools, including doing peer reviews and audits at Gospel Oak. ○ signed up to be a partner school with the DfE-sponsored English Hub programme for 22-23 (with 8 days of specialist English support provided). ○ continued the work with the CLPE as part of a research project. ● plans were in place to continue helping children post-Covid, regain their focus and facility with language, especially EAL pupils. 	
<p style="text-align: center;">5.2</p>	<p>In Maths There been developments in</p> <ul style="list-style-type: none"> ● INSET on problem solving and reasoning, and expectation and assessment. ● teaching for Mastery, to continue into 22-23. ● encouraging mental maths. ● encouragement for pupils to enjoy maths, including Fleet Facts and Times Table Rock Stars. <p>Assessment (yet to be reported) was expected to be in line or slightly better for KS1 and above target for KS2.</p>	
<p style="text-align: center;">5.3</p>	<p>In Science There had been</p>	



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	<ul style="list-style-type: none"> • a Science presentation to Governors. • good links with the Crick Institute, including visits and workshops. • a good STEAM week, focused on fashion. 	
<p>5.4</p>	<p>In EYFS There had been:</p> <ul style="list-style-type: none"> • new leadership (covering a maternity leave) at a time of great change and they had done very well, with a change of curriculum, Hub meetings, Forest School development, and good use of ‘helicopter stories’ (building on, and dramatizing, children’s own stories, to develop language, ownership, and pupil voice). • new EYFS provision maps linked to subjects in main school. • good progress, but low levels of ‘Good Level of Development (GLD), due to the impact of Covid disruptions and low starting places for some children. • poor levels of attendance (although no national comparative data were yet available). 	
<p>5.5</p>	<p>In Forest School Work had been done across school, in preparation for all year groups doing FS and there had been FS INSET for staff.</p>	
<p>5.6</p>	<p>In Curriculum Lifting Limits (gender equality training) had been very useful for reviewing the curriculum and would be used in 22-23 planning. Governors established that although Lifting Limits was funded for one year only, the school would buy into the resources package. There had also been:</p> <ul style="list-style-type: none"> • cross curriculum work-scrutiny (including in RE). Governors established that the scrutiny had checked that teachers and children were doing what was expected, had helped triangulate judgments of teaching, and had picked up any smaller issues needing support. • children had visited a wide range of places of worship. • the network of topics had some deliberate overlap, so that children could revisit earlier learning, and it was cost effective in having visitors to school (working with more than one year group). • See Saw was being used for homework and to share good work, and Governors noted it was a useful resource. • there had been some good workshops and visits, including residential trips for Y5 and Y6. 	



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5.7	<p>In Foundation subjects:</p> <ul style="list-style-type: none">• PSHE had focused on anti bullying, and cross curricular work, in preparation for a potential Ofsted 'deep dive'.• Computing had made good use of the Camden Learning Centre (CLC) SLA, with visits and workshops. All Fleet families had access to necessary kit, using DfE funded computers.• in Art, there have been good Art days and a calendar competition.• in DT, there had been an audit of resources and a review of DT progression statements, staff subject knowledge and ensuring DT was embedded across the school.• in PE, intensive swimming lessons had resumed for Y4, Y5 and Y6, and inter-school sports had resumed fully, including football, swimming, basketball, athletics, cross-country and dodgeball. Other PE included the Daily Mile, the Race to Health, links with St Christopher school for cricket, after school clubs, work with Arsenal Football club, dance, and cycle training. DM agreed to check on how many Y6 children could swim the required distance and noted it would be in the data necessary for reporting the Sports Premium.• in RE, the SACRE determination would be agreed at the end of June and there had been a full programme of visits to places of worship.• in Music, there had been very full provision, including a return to singing assemblies, Pitch Perfect after school club, instrumental tuition for Key Stage 2 (recorder and brass), individual instrument tuition (piano and guitar), work with the Orchestra of the Age of Enlightenment outreach programme, development of the choir and taking part in the Camden Music Festival.• in MFL, French was taught in KS2, using a new Scheme of Work, and linking with French pen pals.• Rights Respecting Schools (RRS) work had included developing RRS ambassadors and the School Council, and plans included taking part in Camden's School Council debates when they resumed.• Mental Health and Wellbeing (MHWB) work included promoting Trauma Informed Practice, (TIPiC) with restorative approaches to conflict and zones of regulation, Mental Health week, (and Wellbeing week yet to come), INSET and staff training, and the TOPS scheme (which was likely to stop at the end of the year due to funding problems). Through questioning, Governors established that<ul style="list-style-type: none">○ monitoring of zones of regulation had included looking at class environments.○ Educational Psychologist involvement in TIPiC been	DM
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	successful but could be expanded.	
5.8	<p>In assessment, DM presented the available data and noted that:</p> <ul style="list-style-type: none"> • KS1 assessments had been moderated and updated data showed: <ul style="list-style-type: none"> ○ Year 2 (end KS1) Reading: 67% of pupils achieved expected or better (with an initial target of 38%). ○ Writing: 43% (initial target 35%). ○ Maths 60% (target 55%). • Y6 (end KS2) results were not yet available (expected on 5.7.22, to be scrutinised by the C&S committee on 12.7.22), but Teacher Assessment of Writing was 70% of pupils achieving expected or better. • Phonics check results showed good progress from low starting points, with 55% reaching the standard in Y1 and 72% in Y2. Governors queried the low results and DM noted that these cohorts, especially Y1, had suffered badly from Covid disruption, plus some children had only just started at the school, and these cohorts would need extra support during the following years. 	C&S agenda
5.9	Secondary transition arrangements were in place and all students (bar 1) had been offered and accepted secondary places. The remaining pupil's parents were yet to accept a place.	
5.10	DM reported that staff recruitment (with 3 strong candidates for a 1-year temporary contract) was in hand. Governors noted that they had not been included in the selection process and Annie (AB) offered to sit in on the interviews the following day, if possible.	
5.11	<p>DM presented the RAG-rated School Development Plan (SDP) and Governors agreed to scrutinise it in more detail during the autumn term.</p> <p>Challenges included</p> <ul style="list-style-type: none"> • low attendance, and DM noted that <ul style="list-style-type: none"> ○ they were encouraging Nursery parents to establish a good attendance habit from early on. ○ attendance was better in older year groups. • a high level of pupil mobility <p>Successes had included the topic restructure and the re-establishment of extensive trips and visits.</p>	FGB agenda
5.12	<p>Through challenging and questioning DM, Governors established that:</p> <ul style="list-style-type: none"> • the Little Wandle scheme required a higher staffing level than 	



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	<p>was available, and Governors queried whether the scheme should be used. DM responded that they could make small adjustments to the scheme, but they had to follow it carefully (e.g. children in groups of 6) if the results were to be used as evidence of progress and achievement.</p> <ul style="list-style-type: none"> • Phonics scores were low. • a child who was on roll but did not attend the school (due to complex home circumstances) was a concern. DM checked regularly with Camden, (who had provided a tutor for the child), and it was their decision when the child could be removed from Fleet's roll. Governors were concerned that a school place was being taken up, but not used, and could be offered to someone else. KI and MB agreed to liaise with DM over this. 	KI MB
5.13	<p>DM presented the data for</p> <ul style="list-style-type: none"> • numbers on roll (NOR) and noted that there were 227 on roll including Nursery (202 excluding Nursery) and 215 expected in September (198 excluding nursery), which raised the school vacancy rate from 3.8% to 8.9%. Reasons for the drop in the NOR included children moving out of the area or leaving the country. • Safeguarding, with 3 children on Child Protection, 5 on Child in Need, 5 receiving other support (including Early Help and Family support), and 3 out of borough children referred for Early Help support. • there were 20% of children on the SEND register, including 2 with ENG funding and 8 with EHCP funding. <p>Through questioning, Governors established that:</p> <ul style="list-style-type: none"> • Safeguarding meetings with Social Services were still virtual. • DM checked the Single Central record every month. • some Safeguarding cases, which had been closed, had been re-referred. • some Safeguarding assessments were triggered by wider concerns in the family. • SEND assessments tended to be very slow. • the bid for a new Sensory Room had been successful (£60k plus £15k from school if needed), and although the library plan had not been successful, the room would still be used with many books in it. 	
5.14	<p>Governors discussed Fleet being part of Camden's Project Board scheme and noted that membership of programme had been set initially by Fleet's low results and continued because Ofsted was imminent. DM reported that he had met with Marion Hunter (the school's new Camden Professional Partner (CPP) and Fleet would likely</p>	



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	be removed from the programme post-Ofsted.	
5.15	DM reported that staff had worked very well during the Covid and post-Covid difficulties, and he tried to be as flexible as possible over making demands on them. There were good staff relations in the school and Performance Management would be completed by the end of term.	
5.16	DM reported that <ul style="list-style-type: none"> • funding previously available for playground development had been spent and was now needed. • The covered roof area in the playground was to be improved 	
6	Policies	
6.1	There were no policies to consider. DM reported that there was a draft Advocacy Policy and asked that any comments be sent to him.	
7	Governance	
7.1	MB agreed to talk to a wider range of parents, to inform the focus group planning.	MB
8	Confidential matters	
8.1	There were no confidential matters to discuss.	
9	Dates for future FGB meetings in 2022-23	
9.1	Governors noted the dates for the 2022-23 meetings, but some changes were yet to be made. DM and PM to agree the dates, and PM agreed to circulate them to Governors - later agreed as: <ul style="list-style-type: none"> • Wednesday 5.10.22 (changed to 30.11.22) • Wednesday 30.11.22 • Tuesday 7.2.23 • Wednesday 15.3.23 • Monday 15.5.23 • Tuesday 20.6.23 	

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

**AGREED AT THE 30.11.22 FGB MEETING AND SIGNED ONLINE BY
Marcus Boyland , Chair of the FGB meeting.**