



FLEET PRIMARY SCHOOL

DRAFT Minutes and actions ([here](#)) from the Full Governing Board Meeting held on Tuesday 18th June 2024 at 6.00 pm

ATTENDANCE

Marcus Boyland (Chair)	✓
Jason Cooke	✓
Don McGibbon (Headteacher)	✓
John Showell	✓
Annie Balme	✓
Rebecca Coombes	✓
Abdul Al Mamun	✓
Kim Issroff	✓
Ellie Melkuhn	✓
Oonagh Pierce	Apologies
Claire Price	Apologies
Sinead Costelloe	Apologies – maternity leave
Marcus Agbai	Absent
Bukky Epenyong	Absent

Others present

Debbie Barry (School Business Manager)	✓ (from 6.15)
Becca Wall (Deputy Headteacher)	✓
Pete McGuigan (Clerk)	✓

	ITEM	ACTION
1	Welcome, apologies for absence, declarations of interest, AOB for later in the meeting, and staff presentation	
1.1	<p>Marcus (MB) welcomed everyone and opened the meeting at 6.05. Apologies had been received and were accepted from:</p> <ul style="list-style-type: none"> • Oonagh Pierce. • Claire Price. <p>Governors noted the absence of:</p> <ul style="list-style-type: none"> • Sinead Costelloe. • Marcus Agbai. • Bukky Epenyong. 	



FLEET PRIMARY SCHOOL

1.2	<p>There were no declarations of interest for the meeting, (noting that MB was a Camden Councillor and the Cabinet Member for Education).</p> <p>No AOB was raised for later in the meeting.</p>	
2	Previous minutes from the 13.5.24 FGB meeting	
2.1	<p><u>Governors agreed the accuracy of the circulated minutes from the 13.5.24 FGB meeting.</u></p> <ul style="list-style-type: none"> • PM to upload 13.5.24 FGB minutes for GHub. • MB to sign previous minutes on GHub. <p><u>Governors agreed that all actions had been taken or were on the current agenda.</u></p>	<p>PM</p> <p>MB</p>
3	Headteacher's report	
3.1	<p>Don (DM) presented the circulated Headteacher's report and supporting papers, and highlighted:</p> <ul style="list-style-type: none"> • there had been no significant changes to the circulated contextual data, since the previous meeting. • the number on roll (NOR) would likely drop by 8 in September (with 6 children leaving over the summer for family relocation, and the Y6 cohort of 30 transferring to secondary would be replaced by a likely cohort of 28 starting in Reception. However, DM noted that this could change by September. • the Nursery NOR was likely to be 25 in September (and full by January 2025), which would increase income to £173k (DM noted that this exceeded the nominal £150k income needed to provide free Nursery places). • secondary destinations for Y6 children had been agreed, with most going to Willam Ellis, followed by Parliament Hill and Haverstock, with transition projects planned to support current Y6. • overall Attendance data had improved over the term (currently 93.6%), but DM had received several requests from parents to authorise extended term-time leave. DM noted that <ul style="list-style-type: none"> ○ although he would not agree these term-time holidays, it was likely that parents would take their children out anyway, and this would lower the annual attendance rate. ○ Reception and Y1 attendance was lower than other year groups. ○ he often met with families of low-attending children to encourage improvement. ○ the Camden Inclusion Officer had supported the school over the year. 	



FLEET PRIMARY SCHOOL

	<ul style="list-style-type: none"> ○ the Persistent Absence (PA) rate would likely reduce by the end of term as autumn term-time holiday absence was evened out over the year. However, PA absence for Pupil Premium (PP) children was higher than previously. ○ absence rates for EAL and SEND pupils were similar to non EAL / SEND. ○ boys' attendance was lower than girls', and DM had followed this up with some parents. ● there were no new assessment data, but forecasts included: <ul style="list-style-type: none"> ○ Nursery children were currently being assessed using Camden Kids Talk materials and was expected to show good progress and achievement. ○ EYFS children were doing well, and Baseline assessments had been done, (which would be used to judge progress as children go through primary school). ○ 79% for Y1 phonics, which was good, and 3 out of 5 pupils who had not achieved the necessary level previously in Y1 did so in Y2 - this gave an overall achievement rate of 93% going into KS2, which was above the national average. DM noted that this reflected the efficacy of the Little Wandle programme, and the great work done by staff. ○ although KS1 levels were no longer reported, teachers had used the KS1 SATs papers to help inform their judgements, which showed Y2 children doing well. ○ the national Y4 Multiplication tables check seemed to have gone well with results expected on 24th June. ○ DM agreed to circulate the national KS2 results when available. ● funded specialist English support had come to an end, but the approach would be continued by class teachers. ● 28% of pupils were identified as having SEND. ● the SDP was RAG-rated. ● Subject success included: <ul style="list-style-type: none"> ○ English: including Little Wandle, spelling, writing as a priority, Book Week, training on teaching inference, work by Institute of Education students, using Widget and improving Oracy, with writing support groups to be developed further in 2024-25. ○ Maths: including consistent use of the White Rose programme, work scrutinies, and Number Champions. Future work included choral counting, and ensuring online resources were used by more children at home, ○ Science: including sound- themed STEAM week, work with the Crick Institute, and many trips and visits. ○ EYFS: including Kids Talk, an induction booklet for staff, Rebecca (RC) accessing training to cascade to colleagues, 	<p>DM</p>
--	--	------------------



FLEET PRIMARY SCHOOL

	<p>Stay and Play, using the local library, Emotion Coaching and Forest School.</p> <ul style="list-style-type: none"> ○ Gardening and Forest School: which was going well, including growing food to harvest. ○ a rich wider curriculum: based on formative assessment and pupil conferencing, (helping pupils to revisit and recall their previous learning), supported by many visits, including London Zoo and the Camden Arts Biennale starting 11.7.24 at Central Saint Martins. ○ Computing: including working with the CLC, noting that their offer would change during 24-25, with more school-based work and the possibility of the school accessing some of their resources. DM noted that all school computers would be upgraded to Windows 11, which involved replacing 2 laptops and 3 desktop computers. ○ Art: with very good art leadership, and many clubs and trips associated with the arts. ○ DT: with gardening, growing food, and training for progression. ○ PE: with work done by the sports Coach, followed up by class teachers, Arsenal working with classes and running clubs, and many sporting events and provision, including dance, cycling, swimming (with final assessments yet to be done). ○ RE: with many trips, visits and festivals, with a new scheme ready for September. ○ Music: with a good range of provision, including recorders, brass, singing (including the choir), performances, and the Camden Music Festival. ○ MFL: DM noted that without a specialist teacher, staff were using a French scheme to the best of their ability. ○ School Council: run by Becca, with a good range of activities and involvement. ○ Mental Health and Wellbeing (MHWB): with workshops, encouraging a 'zones of regulation' approach to behaviour, a week with a WB focus, the MH support team providing support to groups and individuals and peer mentoring. Governors noted that although this was good preparation for secondary transfer (including certificates for pupils), it was not a formal part of the process. <ul style="list-style-type: none"> ● the 135 partnership had gone well during the year, including Primrose Hill rejoining the group, and shared work in learning walks, EYFS, the Site Services Officer, Family Support Workers, and Headteachers. DM noted a proposed Sussex University project aiming to 'close the gap' between PP, and non-PP, children. 	
--	--	--



FLEET PRIMARY SCHOOL

	<ul style="list-style-type: none"> • in staffing, some new staff had been recruited so the school was fully staffed for September. Subject responsibilities were still to be agreed and would take account of Performance Management interviews and targets. Class responsibilities had already been decided. • in SEND, DM was still trying to access Occupational Therapist support and noted that there were long delays in assessment (with a 2 year waiting list). The Sensory Room was being developed (with Camden funding) and Ellie (EM) offered to research other funding sources. • a new Camden Professional Partner would work with the school from September. • staff members had been very supportive and flexible throughout the year. 4 staff members were long-term absent due to medical issues and 1 staff member was taking a sabbatical year from September. • Catch-up funding was no longer available. • the budget included an increased forecast reserve of £95k, and it was likely that there would be additional funding throughout the year. DM was awaiting the results of 2 funding bids submitted previously. • the site and premises were going well, with improvements to the playground, hall, and Pod, with more being done (funded by Camden). • the balance of the School Fund was currently c.£79k. 	EM
3.2	<p>Through questioning and challenging DM, Governors highlighted:</p> <ul style="list-style-type: none"> • the relatively high number of Looked After Children (LAC) was from one family, and although there was some extra funding, more was likely in the future. DM noted that he was also pursuing further assessment of the children, which was a time-consuming process. • most Nursery children transferred to Fleet Reception, and it was likely that the free Nursery places on offer, encouraged more children overall. • it was not known how many Y6 children were placed at their first-choice schools. • sibling mirroring of absence had had a significant negative impact on attendance. • absent children were encouraged to work at home if able, including if in hospital, (linked to the hospital school). • Performance Management had identified training needs, leading to focused subject-specific CPD for staff, and work on Oracy. • Exceptional Needs Grants (ENGs) were in place for several 	



FLEET PRIMARY SCHOOL

	<p>children across the school and continuation of them at secondary transfer was managed through the local cluster, plus establishing good links with secondary SENDCOs. DM noted that they were trying to convert some ENGs to EHCPs, to ensure their longevity (with EHCPs potentially in place until the pupil was 25 years old.</p> <ul style="list-style-type: none"> the Trauma Informed Practice approach to behaviour management, together with consistent high-quality work by staff, ensure that behaviour was good across school. This was supported by new playground arrangements and better equipment. Apprenticeship funding for TAs – DM agreed to consider this further and report back to Governors. 	DM
4	Policies	
4.1	There were no policies to consider.	
5	Governance	
5.1	<p>There were no Governance issues to discuss, but PM later noted that some Governor terms of office were coming to an end:</p> <ul style="list-style-type: none"> Co-opted: Rebecca (5.7.24), plus 1 vacancy Parent Governors: Annie and Jason (both 26.9.24), plus 1 Vacancy Staff - 1 vacancy 	
6	AOB	
6.1	There were no AOB matters to discuss.	
7	Confidential	
7.1	There were no confidential matters to discuss.	
8	FGB meeting dates 2024-25	
8.1	Governors noted the dates for FGB meeting in 2024-25, (with 1 change agreed):	
	<ul style="list-style-type: none"> Tuesday 1.10.24 (moved from 2.10.24) Tuesday 3.12.24 Tuesday 4.2.25 	<ul style="list-style-type: none"> Wednesday 19.3.25 Monday 12.5.25 Tuesday 17.6.25

MC thanked everyone and closed the meeting at 7.25 p.m.



FLEET PRIMARY SCHOOL

TO BE AGREED AT THE 1.10.24 FGB MEETING AND SIGNED ONLINE BY
Marcus Boyland, Chair of the FGB.

	ACTIONS FROM THE 18.6.24 FGB MEETING	STATUS
2.1	a. PM to upload 13.5.24 FGB minutes for GHub.	Done
	b. MB to sign previous minutes on GHub.	??
3.1	a. DM to circulate the national KS2 results when available.	Done
	b. EM to research other funding sources for the Sensory Room	??
3.2	DM to consider apprenticeship funding to support TA recruitment and report back to Governors.	??