



FLEET PRIMARY SCHOOL

DRAFT Minutes and actions ([here](#)) from the Full Governing Board Meeting held on Tuesday 3rd December 2024 at 6.00 pm

ATTENDANCE

Marcus Boyland (Chair)	✓
Don McGibbon (Headteacher)	✓
John Showell	✓
Annie Balme	✓ (left at 7:30pm)
Rebecca Combes	✓
Abdul Al Mamun	✓
Ellie Melkuhn	✓
Rehana Mishel Rahman	✓
Fabrizio Sidoli	✓
Claire Price	Apologies
Kim Issroff	✓
Sinead Costelloe	Apologies – maternity leave
Oonagh Pierce	Apologies
Bukky Epenyong	Absent
Jason Cooke	Absent

Others present

Debbie Barry (School Business Manager)	Apologies
Becca Wall (Deputy Headteacher)	Apologies
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"> • Becca • Debby • Claire • Oonagh <p>Governors noted the absence of:</p> <ul style="list-style-type: none"> • Bukky 	



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	<ul style="list-style-type: none"> • Jason 	
2	Declaration of interest	
	There were no declarations of interest for the meeting, (noting that MB was a Camden Councillor and the Cabinet Member for Education).	
3	Notification of Any Other Business	
	<p>Community Safety and Crime Concerns</p> <p>EM shared concerns about rising gang activity and crime, particularly in the area around Garnett Road, where a 17-year-old was recently assaulted by a man with a knife. Despite police involvement, the area lacks CCTV coverage. Ellie also highlighted the need for greater parent engagement in trauma-informed practices, referencing a case of a child impacted by grooming. She and Becca have been collaborating with local schools on transition programs and a vulnerability matrix. Ellie emphasized concerns over rising muggings, especially post-COVID.</p> <p>MB updated the board on anti-social behaviour, noting Camden's high ranking for crime in London. Areas like Holborn and Kings Cross are most affected by issues such as knife crime and GHB use. Camden's police are collaborating with neighbouring areas, and there are discussions about integrating school officers into local neighborhood teams. However, challenges remain with officer availability.</p> <p>EM also raised concerns about vulnerable children walking home between 4 pm and 7 pm and mentioned Acland Burghley School's initiative to provide a safe space during those hours.</p> <p>School Safety Measures and Local Issues</p> <p>In response to safety concerns, DM decided not to send a letter to parents but instead reminded Year 5 and Year 6 students about general safety. Ellie expressed concerns about older students being involved in suspicious activities, including being asked to watch over cars for money. She suggested improving street lighting near the school.</p> <p>A governor shared a personal experience of an assault near the Heath, with no police follow-up. MB highlighted the importance of reporting all crimes, noting concerns over a drop in robbery reports and the lack of cameras in the area. He also discussed the redevelopment of South End Green and local bus routes, which has upset residents.</p> <p>Regarding the Healthy School Street initiative, a governor noted concerns about ambulance access due to the hospital's needs. Don explained that a</p>	



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	report was sent to Camden Council, but no updates have been received. MB suggested a potential solution for ambulance access could be found.	
4	Camden School Report	
4.1	<p>DM reported on partnership progress and highlighted:</p> <ul style="list-style-type: none"> • Report Card Initiative: Camden Learning aimed to create a way for schools to communicate their essence to parents and prospective families, without relying on a data dashboard. • Report Format: The report includes a web app interface that captures the school's ethos, priorities, and comments. All Camden schools are required to produce this report. • Parent Involvement: Focus groups with primary and secondary parents had helped shape the report. Parents emphasized the need to know if their children would be safe, happy, and aligned with the school's values, rather than focusing on data. • Building Back Stronger: This initiative is part of Camden's accountability framework to provide a more holistic view of each school. • User-Friendly Format: The report is designed to be accessible on phones via a website (not an app), with consistent formatting across all Camden schools. • Key Areas Covered: <ul style="list-style-type: none"> ○ School Community and Context ○ Pupil Support and Wellbeing ○ SEND and Inclusion ○ Achievement and Destinations ○ Curriculum and Teaching & Learning • Fleet School Report: DM shared a draft of Fleet School's report card, which will primarily be used by prospective parents. <p>Feedback:</p> <ul style="list-style-type: none"> • A governor asked if the link leads to the Ofsted report, which needs to be verified. • Another governor noted the lack of green space in the photos, suggesting this should be revised to reflect the school's actual outdoor space. • Concerns were raised about the lack of explanations under "Pupil Achievement" regarding terms like Key Stage 1 and EYFS. Don will work on clarifying this. • There was a question about linking the report to the admissions system; Don clarified that it connects to Fleet Primary's admissions system, not the general system. 	



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	<ul style="list-style-type: none"> ○ Governors requested inclusion of nursery information, which Don confirmed would be considered, as not all Camden schools have nurseries. • Future Plans: DM shared that Fleet School is collaborating with the University of Sussex on a project to engage governors, parents, and pupils in defining what makes Fleet School unique. This feedback will inform the annual update of the school report. • Public Awareness: Marcus mentioned that the website was recently highlighted in the news, with interviews from Kristen Gilbert and Jon Hayes. 	
6	Previous minutes from the 1.10.24 FGB meeting	
6.1	<p><u>Governors agreed the accuracy of the circulated minutes from the 18.6.24 FGB meeting.</u></p> <ul style="list-style-type: none"> • PM to upload 18.6.24 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> noting that:</p> <ul style="list-style-type: none"> • School Landscape: The school's landscape will be reviewed by an architect. • Basic Phones: Basic phones have been ordered for the school. A governor inquired whether these phones can take photographs, if the photos can be deleted, and where the photos are stored. It was emphasized that clear processes must be established and communicated regarding this. 	<p>PM MB</p> <p>DM</p>
7	Committee Reports	
	Curriculum and Standards: The items on the agenda, particularly those related to data, were discussed, but no significant conclusions or issues were raised.	
8	Headteacher's report	
4.1	<p>Don (DM) presented the Headteacher's verbal report, highlighting the following key points (see PowerPoint presentation slides for full details):</p> <ul style="list-style-type: none"> • School Contextual Data - Autumn 2: The percentage of pupils eligible for Pupil Premium had increased to 54%, up from the mid-30s. This change reflected demographic shifts in the local area. Don explained that Pupil Premium funding is allocated to schools for children who have qualified for free school meals in the past seven years. • Pupil Numbers: The school has 10 fewer pupils with a total of 214 pupils, including those in Nursery. Each pupil generates around £4,000 in funding, which results in a £20,000 reduction in funding for the school. Despite this decrease, the numbers remain stable compared to 	



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	<p>other schools in Camden.</p> <p>Governor's Query on Funding Impact: A governor inquired whether the shift to over 50% Pupil Premium would affect the allocation of funding. Don clarified that although funding is provided to support all pupils, it is not solely for Pupil Premium pupils. The funding aims to support the broader educational needs of the school. Don shared that many Pupil Premium-eligible children face additional challenges outside of school, such as one family with two children with SEN needs, where both parents work opposite shifts, but they do not qualify for Pupil Premium.</p> <ul style="list-style-type: none"> • Focus of Funding: A governor asked where additional funding would be directed if available. Don explained that the school is collaborating with the University of Sussex on initiatives focused on belonging, engagement, and supporting hard-to-reach parents. These efforts aim to provide holistic support to pupils and enhance their aspirations for success. <p>Governor's Query on Tutoring for Year 5 and 6: A governor asked which pupils would receive tutoring in Year 5 and 6. Don explained that tutoring is primarily targeted at Pupil Premium pupils. While this approach may seem blunt, it is important to note that some high-achieving Pupil Premium pupils exist, and there are also non-Pupil Premium pupils who require additional support.</p> <p>Governor's Question on Class Composition: A governor inquired whether Pupil Premium pupils are concentrated in certain classes or if their distribution is random. Don clarified that there is a balanced distribution of Pupil Premium pupils throughout the school.</p> <p>Governor's Suggestion on Funding Allocation: A governor suggested that funding could be focused on housing. Don responded that stability throughout the school journey plays a crucial role in a pupil's learning. The school's continuity allows staff to build relationships with families, identify unmet needs, and provide additional support, all of which positively impact pupil progress.</p> <ul style="list-style-type: none"> • M Mobile Pupils: A Governor raised concerns about pupils who are mobile and may only attend for part of the year. He asked whether funding should be focused on this area. DM explained that it is difficult to assess the needs of these pupils as it depends on each family's circumstances. While Lisa can assist with applications, housing issues largely remain outside the school's control. <p>Pupils: Attendance, Punctuality, NOR, and Pupil Mobility</p> <ul style="list-style-type: none"> • Attendance and Punctuality: There has been some pupil movement, but attendance has improved, and was currently at 95.6%. Significant efforts have been made to improve punctuality, with a particular focus on the first 10 minutes of the school day. The number of late arrivals has halved, which is a testament to the work of Lisa, June, and Kelly. 	
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	<p>Don emphasized that there should not be a "punctuality window" as punctuality is an important life skill. The school is currently third in Camden for improvement in attendance.</p> <p>Challenges This Year:</p> <ul style="list-style-type: none"> • Extended Leave: Several children had requested or taken extended leave, often during holidays. These requests have generally not been approved in line with government guidelines, and fines have been issued. Family illness had been a common factor in these requests, but the school has had to enforce stricter policies. • Vomiting Bug: While not as widespread as last year's illnesses, a vomiting bug has affected some children. • Hospital Operations and Illness: A small number of children had had hospital operations or serious illnesses, though this was fewer than in the previous year. <p>Persistent Absenteeism:</p> <ul style="list-style-type: none"> • Current Status: There are 20 persistent absentees, down from 30 last year. These children have missed more than 5 days, bringing their attendance below 90%. • Bengali Community: A recurring trend shows children from Bengali backgrounds are often among those with persistent absenteeism. Four of the seven Bengali children have additional factors contributing to this. A governor suggested this may be linked to cultural factors or a lack of understanding about the importance of regular attendance. Don noted that attendance issues are borough-wide, particularly in secondary schools, and suggested further support for these families, recalling a previous role of a Bengali welfare officer. • Boys and SEN Absenteeism: Boys, particularly in Early Years and Key Stage 1, are more likely to be absent. Children with SEN also show higher absence levels, which is largely due to health-related needs. <p>Assessment</p> <ul style="list-style-type: none"> • Phonics: The Little Wandle Phonics Programme is supporting Reception and Year 1 pupils, with daily catch-up for those struggling with early reading. Targeted support is essential, especially for Year 1, due to attendance and mobility challenges. • Adaptations to Phonics Approach: The phonics approach is being adapted to match the National Curriculum pace, helping children progress at a suitable speed. A dedicated SEN staff member focuses on catch-up support. 	
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- **Pupil Progress Review (PPR):** Initial PPRs have set ambitious targets for accelerated progress. Interventions are planned and will be revisited during future meetings.
- **Camden Kids Talk:** Baseline assessments are complete, and action plans are in place. Most children showed progress, and the tool highlighted concerns with speaking skills in nursery children.
- **Phonics & Topic Assessments:** Reception and Year 1 follow the Wandle assessment pattern, with end-of-term assessments upcoming. Topic quizzes and conferencing show good progress and engagement.
- **Year 4 and Year 6 Assessments:** Year 4 continues times table practice, while Year 6 has completed practice SATs. FSM-funded tutoring for Year 5 and 6 is ongoing, with some staffing challenges.
- **End-of-Term Assessments:** Scheduled for later this term, with interventions continuing into the Spring.

Governor's Questions on Tutoring: A governor asked if tutoring should be completed five days in a row. DM explained that this would be logistically difficult, and the current model, which includes spaced sessions, allows for more effective learning. Tutoring sessions use catch-up SATs books aligned with classroom topics.

Governor's Question on Frequency of Tutoring: A governor asked if some children attended tutoring more than once a week and whether this is a significant commitment. DM confirmed that all children attend tutoring sessions twice a week. While some students initially struggled to engage with the programme, most now see its value.

- **Performance Management & Training:** Teacher meetings focused on setting targets and identifying training needs, with courses booked to support these.
- **Interventions & Work Scrutinies:** Interventions are in place, and work scrutinies have been completed to ensure progress.

Safeguarding, CP, CIM, LAC, Early Help

- **Current Caseload with Social Services:** The caseload has seen a significant increase, with lower-level cases added, including early help and assessments:
 - **Child Protection/Child in Need:** 9 children (5 families)
 - **Early Help/Family Support/Other Services:** 6 children (3 families)
 - **Closed Cases in the Last 6 Months:** 10 children (7 families)
 - **Network Checks with No Further Action:** 4 children (3 families)
- **Safeguarding Governance:** Marcus, the Safeguarding Governor, meets weekly to discuss safeguarding matters.
- **FSM/Pupil Premium:** The numbers are expected to rise slightly.
 - **FSM:** 97 children (49% of Reception to Year 6)



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	<ul style="list-style-type: none"> ○ Pupil Premium: 97 children (49% of Reception to Year 6) ○ CP/CIN: 9 children are subject to Child Protection or Child in Need. <p>Behaviour:</p> <ul style="list-style-type: none"> • No exclusions have occurred so far this year. • Behaviour levels are generally positive, with very few incidents requiring escalation to the Senior Leadership Team (SLT). • Negative Behaviour Requiring SLT Escalation: 21 instances at lunchtime (consistent with last year's 20 and a reduction compared to historic levels). • Racist Incidents: 2 instances were reported, one of which was a clear case; the other involved an innocently meant comment about a child's appearance. This was addressed with the child and their parent. • Internal Exclusion: 1 instance, where a child was removed for a morning due to physical aggression towards a staff member. <p>SEND, EHCPs, and ENGs</p> <ul style="list-style-type: none"> • EHCPs (Education, Health, and Care Plans): The school currently has 4 EHCPs. Don explained that EHCPs are legally binding documents that outline a child's specific needs and the support required. The process to obtain an EHCP can take over a year. • ENGs (Exceptional Needs Grants): There are 7 ENGs. These are Camden-based support packages but do not carry the legal weight of EHCPs. In Year 6, there are no ENGs; in Year 5, one ENG and a potential second. • CLIF (Camden Fund for Nursery Children): 2 children are supported by CLIF funding. • Therapist Support: Both Speech and Occupational Therapists are now in place, working with children. • MHST (Mental Health Support Team): The MHST is scheduled to begin this term with a full caseload. <p>Standards Visit and Learning Walk with Camden Professional Partner (CPP)</p> <ul style="list-style-type: none"> • Camden Professional Partner Visit: Bob Hamlyn, the school's new Camden Professional Partner, visited on 23rd October. The visit included: A 'Standards Meeting', attended by Marcus, where the following topics were discussed: <ul style="list-style-type: none"> ○ Outcomes ○ School context, including changes ○ Curriculum ○ Strengths and challenges ○ Areas of priority ○ SEND • A subsequent meeting between Bob, Don, and Lynley (SENDCo) to 	
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	<p>discuss SEND in detail.</p> <ul style="list-style-type: none"> • A Learning Walk, where Bob visited all classes to observe lessons. • A lunch with students, allowing Bob to gather their insights about the school and their experiences at Fleet. • Follow-Up Plans: The school had planned another visit for Bob in the Spring Term to work with the new literacy lead, once the appointment covering Ruth's maternity leave is made. <p>Finances, Funding, and Site/Premises Update</p> <ul style="list-style-type: none"> • Funding Secured: Additional academic support funding has been secured for FSM children in Year 5, with plans to extend this to Year 6. • Outdoor/Classroom Equipment: Quotes are being gathered for replacing outdoor equipment and classroom resources in Nursery, Reception, and the infant playground. • Conditioning/Drainage Works: Summer drainage works are complete, with some snagging tasks finished. • Community Support Projects: A grant for a washing machine for community access has been delayed due to plumbing and electrical issues but is expected to resolve soon. • Sensory Room and Quiet Area: A Camden SEND grant is funding the development of a sensory room and garden, with equipment ordered and some work still needed. • Sound System: The hall's sound system has been replaced, funded by the PTA. • Classroom and Stairwell Painting: Classrooms and stairwells in various year groups have been painted, with Year 2 scheduled next. • Rental Income and Premises: Clarification is needed regarding the responsibility for the site services house. A governor suggested rebuilding the Nursery, but funding is unavailable, and any capital would focus on SEN needs. • Future Site Considerations: Discussion on potential future use of the site, including possible SEN provision or housing for key workers, though no immediate plans for redevelopment are in place. <p>School Fund:</p> <ul style="list-style-type: none"> • Current Balance: £78,910.64 • Agreed Funding for this Year: <ul style="list-style-type: none"> ◦ Music Therapy Sessions for SEND children: £705.60 ◦ New Lighting Rig for Performances: £676.80 • Committed Expenditure: The total committed expenditure for this year amounts to £705.60 + £676.80 = £1,382.40. 	
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	<ul style="list-style-type: none"> • Updated Balance after Expenditure: £78,910.64 - £1,382.40 = £77,528.24 <p>Credit Card Statements:</p> <ul style="list-style-type: none"> • Action from Financial Audit: Following a recent financial audit by Camden, a recommendation was made to ensure proper oversight of the school's credit card statements. • Regular Oversight: The Chair will be tasked with regularly reviewing the credit card statements each month to confirm there is no misuse. • FGB Meeting Reporting: After each review, the Chair will report on this in the Full Governing Body (FGB) meetings, where it will be formally minuted. This oversight process will start this month. 	
9	SDP	
	<p>For Autumn 1, the school has taken a streamlined approach to the School Development Plan (SDP) this year, focusing on fewer, but key priorities to ensure consistency. The primary aim was to ensure that the successful systems, strategies, and interventions already in place are embedded and consistently delivered by all staff, both new and existing.</p> <p>The Governing Body agreed the priorities for the 2024-25 academic year:</p> <ul style="list-style-type: none"> • Outcomes for Children – Writing: To raise attainment in writing across the school to be in line with National Standards at the end of Key Stages. This includes a focus on Oracy, Phonics, and Camden Kids Talk initiatives. • Leadership and Management – Attendance: To improve attendance levels across the school, leading to better engagement and overall outcomes for students. • Outcomes for Children – Communication: To improve communication with the Fleet School Community, particularly targeting harder-to-reach families, in order to positively impact pupil outcomes. • Leadership and Management – Partnership Working: To further develop collaboration with the 1-3-5 Partnership, exploring a new model of school leadership. <p>The milestones for the SDP in the Autumn term have been evaluated to this point, and progress is being monitored closely.</p>	
10	Policies	
10.0	<p>Governors approved the circulated policies for:</p> <ul style="list-style-type: none"> • <u>Admissions</u> 	



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	Agreed	
11	Governance	
11.1	<p>The following items were approved by the Governors:</p> <ul style="list-style-type: none"> • Parent Governor and Staff Governor Elections: <ul style="list-style-type: none"> ○ Fabrizio Sidoli was elected as Parent Governor. ○ Rehana Mishel Rahman was elected as Parent Governor. ○ There remains one vacancy for a Staff Governor. • Governors' Visits & Reports: <ul style="list-style-type: none"> ○ DM provided new governors with an explanation of the governors' visit process. Governors will be assigned to a subcommittee and paired with another governor to report back on their designated area. ○ The current subcommittees are: <ul style="list-style-type: none"> ▪ Curriculum and Standards ▪ Finance and Staffing <p>These steps will ensure continued engagement and effective oversight by the governing body.</p>	
12	Any Other Business (previously notified)	
13	Confidential	
13.1	There were no confidential matters to discuss.	
14	FGB meeting dates 2024-25	
14.1	Governors noted the dates for FGB meeting in 2024-25, (with 1 change agreed):	
	<ul style="list-style-type: none"> • Tuesday 4.2.25 • Wednesday 19.3.25 	<ul style="list-style-type: none"> • Monday 12.5.25 • Tuesday 17.6.25

MC thanked everyone and closed the meeting at 7:59p.m.

**TO BE AGREED AT THE 3.12.24 FGB MEETING AND SIGNED ONLINE BY
Marcus Boyland, Chair of the FGB.**

	ACTIONS FROM THE 03.12.24 FGB MEETING	STATUS
1	Governors to consider being on the Governor Taskforce	??
3.1	a. PM to upload 03.12.24 FGB minutes for GHub.	??
	b. MB to sign previous minutes on GHub.	??
	c. MB to enquiry regarding CCTV and additional security around the School and local area.	??



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4.1	a. Add Governor views on school on School Report Card	??
	b. DM to share School Report Card link	Done
5.1	DM agreed to circulate committee meeting dates.	Done
6	MB to investigate Apprenticeship funding further.	??
	BW to liaise with AB over support from an architectural landscaper	Done – ongoing project
7.1	DM to research a Governor Allowance Policy (in the Key).	Done – will go back to the F&S committee