

THE GOVERNING BODY OF THE ELIOT BANK AND GORDONBROCK PRIMARY SCHOOLS FEDERATION

Minutes of a meeting of the Governing Body of the Eliot Bank and Gordonbrock Primary Schools Federation held at Gordonbrock Primary School on Thursday, 9 March 2017 at 6.00 p.m.

PRESENT

Ms J. Branch	Vice Chair
Mr P. Fidel	Chair
Ms S. Finch	
Mr C. Hale	
Mr T. Hardy Hall	
Mr N. Hayles	
Ms K. Knowles	
Ms H. Lyttle	
Ms M. Quinn	
Mrs K. Palmer	Executive Headteacher
Ms T. Stickland	
Ms E. Tighe	

Also present:

Ms M. Gilmore	Head of School, Gordonbrock
Ms J. Klein	Head of School, Eliot Bank
Mrs J. Woods	Clerk

1. APOLOGIES / DECLARATIONS OF INTEREST / WELCOME TO NEW GOVERNOR

Apologies for absence were received with consent from Mr Bremner, Mr Brindle, and Mr Henry.

Governors were reminded that they must declare conflicts and pecuniary interest before items were discussed, and must withdraw from the meeting while the item was under discussion.

Governors welcomed Ms Emma Tighe, the newly appointed co-opted governor, to the meeting.

2. TO AGREE THE BUSINESS FOR THE MEETING

The order in which items were to be discussed and those items which would be considered as urgent business was agreed.

3. MINUTES OF PREVIOUS MEETINGS AND MATTERS ARISING

(a) To approve the minutes of the meeting held on 21 November 2016

It was **RESOLVED** that the minutes of the meeting held on 21 November 2016 be approved as a correct record.

(b) Matters arising

(i) Page 5, Minute 6(c) – National database of governors

Mrs Palmer informed governors that the Chair's information had already been uploaded to Edubase, and Simone McAllister and Anne Carter were in the process of uploading the information for the rest of the Governing Body, which should be completed by the end of the week.

(ii) Page 12, Minute 13(b) – Health and safety self monitoring checklist

It was confirmed that Mr Fidel had signed off the checklists for both schools, and Ms McAllister would be asked to confirm that both forms had been submitted to the local authority.

(iii) Page 14, Minute 15 – Children’s Centre

Ms Klein provided an update on the recommissioning process for children’s centres across Lewisham. The bidding process for running the Eliot Bank Children’s Centre had been time consuming and tricky, but the outcome had been successful. The Pre School Learning Alliance and Clyde Nursery had formed a joint organisation and had submitted a bid to run all children’s centres in Lewisham. However, the bids submitted by Eliot Bank and Downderry to continue to run their children’s centres had been successful, and the contract to run the remaining children’s centres had been awarded to the Pre School Learning Alliance/Clyde Nursery.

Ms Klein informed governors that the mobilisation process was now under way and a series of meetings was taking place to agree how the providers would work together. It was noted that the contracts must be signed by 1 April, and would run for three years. The time scale had been extremely tight, and confirmation had only been given of the outcome on 1 March. Ms Klein said that she was extremely pleased that Eliot Bank would still be running the Children’s Centre, and asked that a replacement link governor with responsibility for the Children’s Centre should be appointed. It was **RESOLVED** that Ms Knowles would take over the role as link governor for the Children’s Centre.

There was discussion about the funding for the Children’s Centre. Mrs Palmer reminded governors that the funding was partly based on payment by results, but there had been concerns about this because no targets had been set by the local authority this year. However, the majority of the funding had now been received. Ms Klein said that payment by results was dependent on the local authority monitoring the Centre on a quarterly basis to determine whether targets had been met, but because of staff changes and shortages at Lewisham, monitoring had not taken place for the majority of the year. Ms Branch asked when monitoring was expected to start again. Ms Klein said that this was being discussed at meetings, but a verbal assurance had been given that any lack in action by the local authority would not lead to children’s centres being financially penalised.

The Chair thanked Ms Klein and other staff involved for their hard work in preparing the bid, and congratulated them on the successful outcome.

(c) To approve the minutes of the extraordinary meeting held on 2 February 2017

It was **RESOLVED** that the minutes of the extraordinary meeting held on 2 February 2017 be approved as a correct record.

Governors were reminded that the interviews for the new Head of School would take place on 13 March, and that eight governors must be present for the meeting to be quorate and for a decision to be made in respect of the recommendations of the Recruitment Panel.

4. GOVERNING BODY

(a) Changes to the Governing Body

Appointment

Name	Category	With effect from
Ms E. Tighe	Co-opted (staff)	2/2/17

Vacancies

Governors were reminded that there were still two vacancies for co-opted governors. It was **RESOLVED** that the Clerk would look through the applications received from

prospective governors in Governors' Services and would send copies of suitable applications to the Chair and Executive Headteacher for consideration.

(b) Review of committee membership and link governor responsibilities

Governors reviewed their current committee membership and link governor responsibilities; no further changes were made.

5. EXECUTIVE HEADTACHER'S REPORT AND HEAD OF SCHOOL REPORTS

(a) Executive Headteacher's report

Mrs Palmer explained that she had not prepared a written report for this meeting, because most areas had been covered in the Head of School reports.

Mrs Palmer circulated copies of the SEN information report and for the benefit of new governors, explained that schools were required to publish details on their SEN offer on the website to enable parents of children with special needs to find out what the schools could offer to support their children. She stressed that at both schools, a huge amount of work took place to support SEN children, and it was important to be aware of the potential tipping point.

The information report had been prepared by Mrs Palmer, the Deputy Headteachers with responsibility for inclusion from both schools, and both SENCOs. The report intended to capture as much as possible of the best practice being offered by the Federation, and attempted to answer the questions parents may ask about the provision. Governors noted the emphasis on quality first teaching and the clear information given on staged, targeted support in the classroom and external support from experts leading up to an application for an Educational Health Care Plan (EHCP) where appropriate.

All governors were invited to send any comments or suggestions to Mrs Palmer by 13 March, at which point the information document would be uploaded to the school websites.

Mrs Palmer also gave a report on the appraisal process, and governors noted that the mid year reviews had been completed for all teachers. Mrs Palmer was asked whether any teachers were not on track to meet the expected standard needed to progress up the salary scale. It was noted that at Gordonbrock, all 5 members of the Senior Leadership Team were on track, and 25 out of 26 teachers were on track to meet their objectives. All 7 members of the Senior Leadership Team and 17 Teachers at Eliot Bank were on track.

(b) Head of School's report – Eliot Bank

The Head of School's report had been circulated, and included items on the School Improvement Plan, professional development and INSET, courses, the school roll, attendance, mobility, free school meals, accidents/incidents, special events, visits, and visitors, staffing issues, exclusions, racist incidents, fire drills, and safeguarding. Ms Klein elaborated on areas of her report, and answered questions from governors.

School Improvement Plan

Achievement

Ms Klein informed governors that the progress information was based on the autumn term data, and it was noted that this had been discussed at length by the Strategic Group. She reminded governors that the expected progress for the year was four points, with two points progress by the end of the autumn term, which was extremely ambitious for a single term. Ms Klein explained that these were standards which the school had set for itself, and had been developed over time through a rigorous process of continuous assessment. Eliot Bank was working across the Federation and with another school to refine the assessment process.

Ms Klein said that progress was given first because this was the government's priority. The tables also showed the progress and attainment of disadvantaged children separately. Ms Knowles asked for clarification of the definition of a disadvantaged child, and it was noted that disadvantaged children were those who qualified for Pupil Premium funding and looked after children, although some disadvantaged children would also have special needs.

The Chair pointed out that that progress in Year 5 maths and Year 2 writing was significantly below the 2 points expected progress and asked the reasons for this. Ms Klein said that the lower progress in Year 2 was due to a range of issues, but overall, staff were confident that the children would meet expectations by the end of the year. She explained that there was an NQT in this year group, and the vast majority of disadvantaged children were in the same class; in addition, there was a lower level of parental support in this year group, and a high proportion of vulnerable children. In some cases, the school had recognised that children needed additional support but the parents would not allow the school to investigate to establish what may be holding them back. However, the year group was being monitored very closely, and Katrina Walsh was working very closely with the NQT and the year group as a whole. Although the predictions looked low at present, Ms Klein was confident that the expectations would be achieved.

Ms Klein said that she had looked at the position with Year 5 maths closely. The maths subject leader was working in this year group, so she was satisfied that the children were receiving high quality teaching. She said that she was more concerned about progress than attainment, and had looked at children whose assessment data had been low at the end of last year. A number of children had been identified who were not on track in maths, and discussions had taken place around assessment. Maths booster sessions had begun, and consideration was being given to regrouping the children. In terms of attainment, work was ongoing to embed the more challenging curriculum

Governors asked how progress and attainment compared with the same time last year. Ms Klein said that the current Years 1 and 2 were doing better than last year's cohort at this point. She pointed out that the data showed the school was implementing the new National Curriculum effectively and that staff were putting their energies in the right place. Ms Klein reminded governors that writing tended to be lower than reading, particularly in the autumn term because of the way in which assessments were carried out and the way in which the National Curriculum was structured. However, she was confident that children would catch up with their writing later in the year.

Ms Klein said that the Senior Leadership Team were constantly seeing really high levels of engagement in learning, and this was working particularly well in Year 5.

Monitoring and evaluation

The report gave details of the areas of the school where monitoring had taken place. Literacy monitoring had taken place across all year groups in November around Transforming Writing, which had shown high levels of engagement and motivation by the children, and all teaching had been outstanding or good with one exception.

Learning journals had been monitored from Years 1-6 in the autumn term, and Ms Klein highlighted the many strengths which had been seen, together with the targets set. In December, science books had been monitored, and it was noted that the quality of learning and consistency across year groups had improved significantly since the summer of 2016. Monitoring of maths basic skills had taken place in January, and the spring term maths book look had taken place in early February. This had been followed by literacy book looks later in the month. In all cases, the report gave details of the number of strengths which had been seen, as well as areas for development.

The parent questionnaire had been given out at parents evening, and the results had been analysed. Governors were very pleased to hear that 100% of parents agreed that their child felt safe at school, and the feedback in all other areas had also been very positive.

School Improvement Plan priority overview

Copies of the March 2017 update had been circulated, which gave details of progress shown in green against each priority in every curriculum area.

Ms Klein was thanked for her report, and governors were invited to send any further questions to her by email.

(c) Head of School's report – Gordonbrock

Ms Gilmore's report had been circulated and included items on the School Improvement Plan, professional development and INSET, school on school support, inclusion, SEN, safeguarding and vulnerable children, personnel issues, the school roll, attendance, mobility, free school meals, fire drills, accidents, and special events, visits, and visitors. Ms Gilmore highlighted areas from her report and invited questions from governors.

Progress and attainment

Ms Gilmore said that she was pleased overall with the progress data. It could be seen that disadvantaged children were making slightly less progress than their peers in some year groups, but this was not reflected in the attainment data. Governors were mindful that Year 5 was the most challenging year group, and commented on the pleasing overall progress, although attainment was not as strong. Ms Gilmore was asked to explain the measures in place to improve attainment; she explained the strategies which were being implemented, including assertive mentoring.

Governors asked why some of the Year 4 data was below that of other year groups. Ms Gilmore pointed out that this cohort included a number of children with serious safeguarding issues, which had impacted on their progress, and there were also some disruptive children in this year group.

School Improvement Plan priorities

The whole school priorities had been circulated, and Ms Gilmore undertook to circulate the review of the SIP priorities after the meeting. She said that there had been solid improvements made in the SIP, which reflected the new focus on the growth mindset.

Monitoring and evaluation

The table included in the report showed that 97% of teaching in the spring term was good + and 55% was outstanding. Only 3% of teaching was less than good, and support had been put in place for the teacher concerned.

Detailed information was given on each area which had been monitored. Governors were pleased to note that a range of staff were now involved in monitoring, and the leadership in the school was now much more distributed, with middle leaders taking on more responsibility. Ms Branch said that it was clear the development of middle leaders was being very effective, as evidenced in their increasing involvement. Ms Gilmore said that middle leaders had been running good quality CPD, and were monitoring the impact and offering advice. The development of their role was still a learning curve for the middle leaders. Mrs Palmer added that cross Federation training was being run by Mark Ridler.

Drop-ins had taken place in November to look at circle time, and the report highlighted all of the strengths which had been seen, as well as the areas for further development.

Assessment and moderation of writing in Years 2 and 6 had taken place in December, which had been based on evidence in literacy books, and a range of staff had been involved in the monitoring of the quality of teaching and learning in spelling and phonics which had been carried out just before Christmas. Nikki Connelly had carried out curriculum monitoring in December, looking at the acquisition of skills, using lines of enquiry, enjoyment and engagement, pupils' involvement in producing learning journals, and quality writing pieces in non core areas.

The report gave details of two learning walks which had taken place at the end of January/beginning of February to look at the quality of teaching and learning in all year groups, which had involved all senior leaders and the Chair. Monitoring of the quality of teaching and learning in science had taken place at the end of February, which had involved Mr Hayles and senior staff. Ms Branch asked for more information on the Empribox resources. Ms Gilmore explained that this was a package of materials which involved children in taking part in secondary-style science investigations. Mr Hayles said that he had discussed the impact with the staff involved in the monitoring, and it had been clear that the children were extremely engaged and excited by science, and had been talking about the chemistry reactions they had seen. Having made an investment in the package, he stressed the need to ensure that it was having an impact; data was being collected and added to the tracker to monitor progress.

Pupil Premium

Ms Gilmore informed governors that the local authority had carried out an unannounced compliance website check for Pupil Premium information in December. Gordonbrock was fully compliant, and had been cited as a model of good practice in the Borough.

Pupil interviews with School Improvement Adviser

Governors discussed the pupil interviews which had taken place with Liz Tennant, the School Improvement Adviser. The children had been extremely positive about the school, and had shared the things they felt were best about the school. All of the children had said that learning was challenging, and they thought this was a good thing. Ms Tennant had been very pleased that none of the children could think of a possible unsafe place in the school. It was noted that children from Years 2-6 had been selected at random by number in the class registers. The children had said that they would like to have more table top games in the playground, with less running around, and the School Council had discussed this in more detail at their last meeting.

Staff questionnaire

A staff questionnaire had been carried out earlier in the term, and the outcomes had been extremely positive. 100% of staff responding had agreed with statements that they were proud to be a member of the school, and that children were safe at Gordonbrock. In addition, all respondents knew what they were trying to achieve as a school, and that they were involved in what the school was trying to achieve. Ms Lyttle asked how many forms had been returned; Ms Gilmore said that between 35-40 responses had been received, which had been fairly evenly spread between teachers, support staff, and leaders.

School on school support

Staff from an outstanding school in Bromley had visited Gordonbrock earlier in the term to learn from the strong practice at the school in the teaching, learning, and assessment of writing, and their Executive Headteacher had said that their visit was inspiring.

Ms Gilmore informed governors that she was still working with another local school, but her role had now evolved from mentoring the newly appointed Headteacher to school on school support to raise standards.

Ms Branch asked whether the school was paid for this support work. Mrs Palmer said that the other school was charged for Ms Gilmore's time, and reminded governors that the local authority was focusing increasingly on school on school support to raise standards.

SEN

Ms Gilmore drew governors' attention to the high number of statements and EHCPs in Years 4 and 5. Two EHCP applications for children in Year 5 had been turned down, and further evidence was being gathered. The report highlighted a very challenging situation relating to a child in Year 5, and governors asked about the support that had been put in place and the impact on the child's class.

Safeguarding

The report included key safeguarding information. It was noted that a follow up safeguarding audit had taken place on 31 January, and the feedback had been exceptionally positive. At the time of the first visit, Gordonbrock had been given a score of 95%, and this score had increased further by the time of the follow up visit, and was among the highest in Lewisham. The local authority's safeguarding officer had said that it was clear that safeguarding was a priority at Gordonbrock and she had congratulated the school on the incredible progress made since the first visit, and commended the staff concerned on their willingness to continually review practice.

School roll / attendance

It was noted that there were currently 12 more children on roll than the same point last year. Attendance had improved from last year.

Fire drills

Two planned fire drills had taken place this term. The second drill had taken place the previous day, and the school had been evacuated in 2 minutes and 40 seconds.

Accidents

The report gave details of three recorded accidents which had involved children and three accidents involving staff.

Whole school improvement priorities

Governors discussed the whole school priorities, and in particular the work which had been taking place on the growth mindset, which linked in with work on resilience. A document was circulated which gave an overview of growth mindset lessons for each year group, together with a copy of a leaflet which had been circulated for the Reception Dads; Breakfast which focused on how to support children to become better learners. This particularly addressed the feeling by many parents that mistakes were serious, whereas the school said that they should be seen as learning opportunities.

Catering

Mr Fidel asked Ms Gilmore to report on the recent issues in the canteen. She said that there had been some concerns about the quality of the catering service, but the cook had now left following a very serious incident. A meeting had taken place with the Head of Operations at Chartwells and Janet Smith, and improvements were evident already. Ms Gilmore said that she would send a copy of the action plan agreed for catering improvements to Mr Fidel.

Ms Gilmore was thanked for her detailed report.

6. REPORTS FROM COMMITTEES, LINK GOVERNOR REPORTS, VISITS TO THE SCHOOL, AND TRAINING

(a) Reports from committees

(i) Strategic Group

The minutes of meetings of the Strategic Group held on 11 November 2016 and 13 January 2017 were received. It was noted that a further meeting had taken place on 24 February, but the minutes of this meeting were not yet available. At the November meeting, the Strategic Group had received a detailed presentation on the Pupil Premium Grant strategy, which had subsequently been repeated at the following Governing Body meeting. There had also been discussion about general safeguarding issues, and the Strategic Group had reviewed and agreed several policies. At the January meeting, governors had discussed the autumn term data in detail, and had asked a range of challenging questions relating to the information provided. The Strategic Group had also discussed safeguarding issues, and had reviewed the Complaints Policy and Medicines in School Policy. There had also been a discussion about succession planning.

(ii) Resources Committee

The minutes of the meeting of the Resources Committee held on 2 February 2017 were received. The majority of the discussion had been around the 2016/17 budget updates and the potential budget reductions over the next two years. The Committee had also discussed a range of staffing issues at both schools and had received the detailed termly health and safety report. Reports had been made on governor visits, and on progress in completing the documentation for the Schools Financial Value Standard. Concerns about the catering service at Gordonbrock had also been brought to governors' attention and discussed.

(b) Visits to the school, meetings attended, and other activities

Mr Hayles reported back on his visit the previous week to look at science. He said that he had been extremely impressed at the standard of the work he had seen, and the level of analytical skills demonstrated by the children. He felt that staff were clearly confident in their teaching and subject knowledge. Mr Hayles said that he would pass his written report to the Clerk for circulation to governors.

Mr Fidel had taken part in two half day learning walks at Gordonbrock. He said that the quality of teaching and learning had been impressive, as had the work on display and the level of involvement of the children. Mrs Palmer said that it had been very helpful to have someone involved who was not as embedded in primary education asking questions during the learning walks; his contribution had influenced some of the feedback and had given staff an added dimension for reflection.

Mr Hale informed governors that he had visited Eliot Bank; this visit had been particularly helpful because he was already very familiar with Gordonbrock as a parent, and he felt that the level of engagement of the children was excellent.

(c) Governing Body training

Ms Branch had attended the training session on data, including RAISEonline. She said that it appeared the level of information governors at the Federation received from the Heads of School and Senior Leadership Teams was much more detailed than many other schools, and helped them to scrutinise the data effectively. Mrs Palmer reminded governors that RAISEonline was due to end next year, and it was not yet known what system would be introduced as a replacement.

Mr Hale had attended the new governors' induction session which had been very helpful.

The Chair reminded governors that the Federation subscribed to the governors training service level agreement, which entitled all governors to attend as many training sessions as they wished during the year. Governors were reminded that they must give three days notice if they were unable to attend a session to avoid the school being charged a cancellation fee.

A whole Governing Body training session had taken place in the autumn term on safeguarding, and it was agreed that, at the next meeting, suggestions would be considered on topics for an autumn term session.

7. SCHOOL ACHIEVEMENT REVIEW (SAR)

Copies of the autumn term SAR reports had been circulated with the agenda. For the benefit of new governors, Mrs Palmer explained that the reviews were undertaken by a school improvement adviser working for the local authority and provided an annual health check. The school improvement adviser looked at the data in the autumn term, and then decided on a grade for the schools, which influenced the subsequent level of support and challenge provided by Lewisham. Governors were pleased to note that both schools had been rated as 'green' again, which meant they were considered to be self sustaining and challenging, and did not need additional support.

Governors commented on the very positive nature of both reports.

8. OFSTED

Ms Gilmore said that staff at Gordonbrock felt prepared for the inspection, which was now imminent, and she was mindful that there was still time for a Section 5 inspection to take place before the end of term. Mr Hale asked about the deadline for the next inspection; it was noted that the last inspection took place in October 2012, and the next inspection was due within five years of this time. Governors were informed that there was a shortage of HMIs, and the one day inspection could be carried out by a trained lead inspector who would then hand over to an HMI for a Section 5 inspection.

9. EQUALITIES DATA AND OBJECTIVES

Governors were reminded that they were required to publish equalities data online and set equalities objectives for the next four years. The data and objectives should be updated annually, and the Policy should be reviewed every four years. It was **RESOLVED** that the objectives would be considered by the Strategic Group in the autumn term in light of the summer term SATs outcomes.

Mr Hale asked whether the objectives related to staff and pupils, or just the children. Mrs Palmer confirmed that the requirement only covered pupils. All governors were recommended to revisit the equalities information on the school websites.

10. FINANCIAL MANAGEMENT

(a) 2017/18 budget and three year projection

Governors were informed that schools had been informed the previous week that the closing date for the 2016/17 budget had been brought forward to 24 March. The date for submission of the 2017/18 budget plan had also been brought forward to 1 May, and the summer term meeting of the Resources Committee had therefore been rearranged for late April.

Ms Lyttle asked whether the schools were getting involved in the protest against the changes to the national funding formula and whether any organised strategic opposition was taking place. Ms Gilmore said that the schools had received a letter from Vicky

Foxcroft MP inviting them to a meeting on 11 March, and it was noted that the London Borough of Southwark was also encouraging their parents to become involved.

Mrs Palmer reminded governors that the financial position for both schools was relatively good for next year, with Gordonbrock in a stronger position. However, it was anticipated that the budget cuts would have an impact the following year.

It was noted that a group of children had visited the Mayor recently, who had told them that there were going to be cuts in schools, and they must make sure that they looked after the fabric of the schools.

Ms Gilmore said that she had received a model letter from one of the trade unions which schools were being encouraged to send to their parents to inform them about the budget pressures facing schools, and governors supported this letter being sent out, to include information appropriate to the individual schools. It was pointed out that the link which had been widely circulated to enable parents to see the possible impact of funding cuts on their schools was quite misleading, and it was agreed that it was important to inform parents of the facts rather than to cause panic. It was **RESOLVED** that Ms Gilmore and Ms Klein would review the model letter and send it out to parents.

It was suggested that it would be helpful for governors to discuss communication with parents in respect of the forthcoming budget cuts, and it was agreed that this would be added to the agenda for the meeting of the Strategic Group on 24 March.

(b) Schools Financial Value Standard (SFVS)

It was noted that Mr Hayles and Mr Fidel had worked with the schools to complete and return the SFVS documentation, which had now been submitted to Lewisham Finance.

11. PUPIL PREMIUM AND SPORTS PREMIUM

(a) To receive a report on the use and impact of the Pupil Premium

Governors were reminded that a detailed presentation and report on the Pupil Premium had been made to the Strategic Group and Governing Body in the autumn term, and the required information had been uploaded to the school websites. A full update would be made to the Strategic Group in the autumn term of 2017, which would then be filtered through to the Governing Body.

(b) To receive a report on the use and impact of the Sports Premium

Information on the use of the Sports Premium was available on the website. It was **RESOLVED** that the sports co-ordinators from both schools would be asked to make a presentation on the use and impact of the Sports Premium would be made to the next meeting of the Strategic Group.

12. SAFEGUARDING

Governors were reminded that safeguarding was a standing agenda item for all meetings of the Strategic Group. Mr Fidel informed governors that he had reviewed the Single Central Record at both schools. It was noted that Natasha Orumbie, the local authority's safeguarding co-ordinator, had scrutinised and validated the Gordonbrock Single Central Record, and the same level of documentation was also in place at Eliot Bank. Ms Gilmore said that she would forward the proforma for safeguarding link governor visits provided to Ms Orumbie to Mr Fidel for use for future visits.

13. INFORMATION TO BE PUBLISHED ON SCHOOL WEBSITE

Governors' attention was drawn to their responsibility to ensure that the information published on the school websites met legal requirements, and in particular to the link to the Department for Education guidance. Mrs Palmer said that the schools constantly checked to ensure that all necessary information was kept up to date. It was recommended that governing bodies should

delegate authority to a governor to ensure that the school websites complied with the requirements, and it was **RESOLVED** that Mr Hale would take responsibility for this.

14. INFORMATION FOR GOVERNORS

(a) Items from the Governors' Information Pack

Governors' attention was drawn to the following items from the spring term Governors' Information Pack.

- **Improving governance** - pages 3-4

This item summarised the key findings and recommendations from the recent Ofsted report 'Improving governance: governance arrangements in complex and challenging circumstances'.

- **Revised statutory guidance on governing body constitution** - pages 4-5

A revised edition of the statutory guidance on the constitution of governing bodies had been issued in October 2016, which addressed the requirement for all governors to have an enhanced Disclosure and Barring Service check, the supply of governors' information to the DfE, governor training and development, and clarification of information on parent governors.

- **Multi academy trusts: good practice guidance and expectations for growth** - page 6

A link was given to the DfE guidance on establishing and developing multi academy trusts.

- **Budget update** - pages 10-14

The budget update gave information on the schools funding settlement for 2017/18, explained the reasons for the 1.5% increase in the Dedicated Schools; Grant, and explained the pressures which schools would face in the coming years through higher staff costs, changes to the Early Years funding, and changes to the Education Services Grant. The article also gave information on the new National Funding Formula and the potential impact this would have on Lewisham schools

- **Pupil Premium budget for 2016/17 and reporting required** - pages 14-15

Details were given of the Pupil Premium budget and the information which must be included in the information to be published on school websites.

- **Schools' HR annual health check visits** - pages 15-16

It was noted that all schools which purchased the HR advisory services element of the HR service level agreement were entitled to an annual health check to discuss and plan for future priorities.

- **Health and safety bulletin: spring term 2017** - pages 16-17

This item highlighted the issues raised by the new Health and Safety Schools Adviser, and set out governors' responsibilities in respect of health and safety.

- **Coasting school numbers and definition** - page 18

A definition was given of the criteria which would be used to determine whether a school was coasting; this had been amended to reflect the changes to the assessment system,

- **Knowing and comparing your school: update to Key Stage 2 performance tables** - page 19

This article gave a link to the Key Stage 2 performance tables for 2015/16, and details of the comparative performance database which was now accessible by members of the public.

- **New guidance on calculating Progress 8 and Attainment 8** - pages 19-20.

A summary was given of how the new progress 8 and attainment 8 measures were calculated and how GCSE grades would be translated to the new grading system.

- **Lewisham Virtual School** - pages 22-23

This item gave information about the role and responsibility of the Virtual School in respect of support and advice on the educational progress of looked after children.

- **Safeguarding link governors** - pages 24-26

Information was given on the role of safeguarding link governors, and included a list of suggested questions which could be asked by governors.

- **Inspection and revisions to safeguarding guidance** - pages 27-28

This article included a link to a blog produced by the National Director of Education at Ofsted about inspection and revisions to safeguarding guidance, and summarised his key messages. A further link was also included to Part 1 of the guidance 'Keeping children safe in education'.

- **Update on the Lewisham Alternative Provision Review** - pages 28-29

The ten key recommendations from the Review Action Plan were included in this article; the Action Plan had been produced following the review of structures and systems for Lewisham alternative provision in all key stages.

- **Lewisham Fair Access and Managed Moves protocols** - page 29

This item gave a link to the Managed Moves Protocol and Fair Access Protocol, which had been reviewed and revised in collaboration with primary and secondary headteachers.

- **School attendance guidance updated** - pages 30-31

A link was given to the updated guidance on school attendance which reflected the amendments in 2016 to the Education (Pupil Registration)(England)Regulations 2006.

- **How does the attainment of disadvantaged pupils vary between ethnic groups?** - page 33

A summary was given of the key findings of a report by the Sutton Trust on variations in the academic attainment of disadvantaged pupils at 16 between different ethnic groups. The report also looked at the rates of university entrance by different ethnic groups.

- **EEF funded study found positive impact from primary school breakfast clubs** - pages 33-34

This article summarised the results of a recent randomised controlled trial carried out by the Education Endowment Foundation of children who attended breakfast clubs, which showed that these children benefited from an improvement in their reading, writing, and maths.

- **Online toolkit to measure and monitor children's and young people's mental wellbeing** - page 34

Information was given on the new online toolkit which had been launched to support school staff in measuring and monitoring the mental wellbeing of children and young people.

(b) New Governance Handbook and Competency Framework

Governors' attention was drawn to the link to the new Governance Handbook which had been published by the Department for Education, together with the new Competency Framework for Governance, which set out the knowledge, skills, and behaviours needed for effective governance in schools. The Clerk undertook to print a copy of the Handbook for the Chair.

15. LEWISHAM GOVERNORS' ASSOCIATION

It was noted that the annual Governors' Conference would be held on Saturday, 6 May 2017, and would have a theme of inclusivity. Any governor wishing to attend was recommended to book early to ensure that they secured a place. Ms Branch said that she planned to attend the Conference.

16. URGENT BUSINESS

No items of urgent business were raised.

17. DATES AND TIMES OF FUTURE MEETINGS

Governors were reminded that the following dates and times had been agreed for Governing Body and committee meetings for the remainder of the 2016/17 academic year.

Governing Body

Monday, 19 June 2017 at 6.00 p.m. – Eliot Bank

Resources Committee

Thursday, 27 April 2017 at 6.00 p.m. – Gordonbrock