

## **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, 16 June 2016 at 6.00 p.m.

### **PRESENT**

Mr T. Brindle  
Mr P. Fidel                      Chair for the meeting  
Ms S. Finch  
Mr T. Hardy Hall  
Mr N. Hayles  
Ms R. Hill  
Ms H. Lyttle  
Mrs K. Palmer                  Executive Headteacher  
Ms M. Quinn  
Ms T. Stickland

### **Also present:**

Ms M. Barry                      Deputy Headteacher – Gordonbrock  
Ms J. Birchall                    Deputy Headteacher – Gordonbrock  
Ms M. Gilmore                  Head of School – Gordonbrock  
Ms J. Klein                        Head of School – Eliot Bank  
Mr M. Ridler                      Deputy Headteacher – Eliot Bank  
Ms K. Walsh                      Deputy Headteacher – Eliot Bank  
Mrs J. Woods                      Clerk

### **1. APOLOGIES FOR ABSENCE, DECLARATIONS OF INTEREST, AND WELCOME TO NEW GOVERNORS**

Apologies for absence were received with consent from Ms Branch, Mr Bremner, Ms Dollin, Mr Henry, and Mr Wilson.

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 were very sorry to learn that Ms Branch was experiencing further complications following her accident earlier in the year. Mrs Palmer informed governors that arrangements had been made for flowers to be sent to Ms Branch on behalf of the Governing Body and she would be visiting Ms Branch in the next few days.

### **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 THE LAST MEETING AND MATTERS ARISING**

#### **(a) To approve the minutes of the meeting held on 7 March 2016**

It was **RESOLVED** that the minutes of the meeting of the Governing Body held on 7 March 2016 be approved as a correct record.

#### **(b) Matters arising**

##### **(i) Page 11, Minute 12 – Protocol for visiting SEN professionals**

Following the discussion at the last meeting, Mrs Palmer circulated a draft protocol for governors' consideration. She reminded governors that there was a need for an agreed protocol to help the schools manage the increasing number

of private professionals who were being commissioned by parents to carry out assessments on their children. The schools were often given very short notice of these assessments, and they could be extremely demanding in terms of staff time. Mrs Palmer had discussed the protocol with Katrina Walsh and both SENCOs, and it was proposed that the document should be appended the relevant policy and given to parents before arrangements were made for a private professional to visit the school.

Ms Stickland asked how often this situation occurred. Mrs Palmer said that there had been three or four such instances at Eliot Bank this year, and these assessments were growing in number as a result of the very high threshold for EHCPs; she explained that when the school informed parents that they would not submit an EHCP application because it would not meet the threshold, parents then made their own application.

It was **RESOLVED** that the Protocol for Visiting Professionals be approved.

**(ii) Page 13, Minute 16 – Safeguarding**

The Chair asked Ms Gilmore to give an update on the concerns raised at the last meeting about a safeguarding issue. She said that the two children had now returned to school and appeared to be fine, but it had been extremely difficult to get support from Social Care.

**4. GOVERNING BODY**

**(a) Changes to the Governing Body**

**Resignation**

<b>Name</b>	<b>Category</b>	<b>With effect from</b>
Ms C. Dollin	Parent	31/7/16

Governors were sorry to learn that Ms Dollin had resigned from the Governing Body with effect from 31 July 2016 and thanked her for her contribution.

Governors were advised that amendments to the School Governance (Constitution)(England) regulations 2012 came into effect on 18 March 2016, and the government had now reduced the number of mandatory elected parent governors on federated governing bodies. From 1 September 2016, it was noted that there would only be two parent governors on each federated governing body, who must be drawn from all the schools in the federation, rather than each school being represented by a parent governor elected from within their parent community. It was therefore necessary for an amendment to be made to the Instrument of Government to reflect this, and a revised model was circulated. The Clerk advised that this change would not affect Mr Wilson, the other parent governor currently in post, who would continue to serve out his current term of office, but if a new parent governor was elected to replace Ms Dollin after 1 September, the election must be held across both schools. Governors expressed their concern about the change to the election process for parent governors, and the impact it could have in future on the balance of representation from the two schools on the Governing Body, but recognised that they were required to do so under the regulations.

There was discussion about the timing of the election to replace Ms Dollin, and it was agreed that it would be preferable for the election to be arranged before the end of term to ensure that the new parent governor was elected from the Eliot Bank parent community and therefore maintain the balance of the Governing Body.

It was **RESOLVED** that (1) a parent governor election would be organised at Eliot Bank Primary School before the end of term, with a ballot, if needed, to be held on parents' evening; and

(2) the revised Instrument of Government be approved.

**(b) DBS checks**

Governors were informed that new rules for DBS checks had been introduced from 18 March 2016 and their attention was drawn to the article included on page 30 of the Governors' Information Pack. It was noted that the Governing Body must now apply for an enhanced criminal record certificate for all governors appointed or elected before 1 April 2016 by 1 September 2016. In the case of governors appointed on or after 1 April who do not hold an enhanced criminal record certificate, the Governing Body must apply for such a certificate in respect of that governor within 21 days of his/her appointment or election.

Mrs Palmer stressed that DBS checks were now compulsory and Ms McAllister had been chasing governors whose checks were outstanding.

Mr Fidel said that he would visit both schools later in the term to check that all governors had had begun the process for their checks, and it was agreed that he would also carry out the summer term review of the Single Central Register in both schools at the same time.

**(c) Governing Body self review**

Governors were reminded that governing bodies were encouraged to review their performance on an annual basis, including whether they had carried out their statutory duties during the year. There was discussion about whether the review should be carried out by the whole Governing Body or if it should be delegated to the Strategic Group. Mrs Palmer reminded governors that Gordonbrock was expecting an inspection and could not be judged as outstanding overall unless governance was outstanding. She emphasised that the Governing Body must not be complacent, and governors must review their performance; she also suggested that attendance at meetings should form part of the review, and pointed out that governors were not in a position to provide challenge to the school if they did not attend regularly.

It was **RESOLVED** that the Strategic Group would consider the performance of the Governing Body, together with attendance, at the meeting of the Strategic Group on 18 July.

**(d) Review of committee membership and link governor responsibilities**

The membership of committees and link governor responsibilities was discussed. It was **RESOLVED** that this would be considered further in the autumn term once the new parent governor had been elected.

**(e) Election of Chair and Vice Chair**

Governing bodies whose chairs/vice chairs did not intend standing for re-election were encouraged to consider succession planning. Governors were mindful that Ms Branch's circumstances had changed and she was experiencing further health issues, and it was not clear for how long she would be incapacitated. Mrs Palmer said that she and Mr Fidel would discuss this with Ms Branch, and this would be an agenda item for the autumn term meeting.

**(f) Agenda plan for 2016/17**

The agenda plan which had been agreed for 2015/16 had been circulated with the agenda. It was agreed that the agenda planner would be used as a basis for the

Governing Body self review, and would be brought back to the next meeting for further consideration.

## **5. EXECUTIVE HEADTEACHER'S REPORT AND HEADS OF SCHOOL REPORTS**

### **(a) Executive Headteacher's report**

The Executive Headteacher's report had been circulated and included items on leadership and organisation, shared working, and professional development to other schools. Mrs Palmer elaborated on areas of her report and answered governors' questions as follows.

#### **• Leadership and organisation**

A significant amount of leadership time had been spent focusing on assessment and recruitment. Although assessment was usually a time consuming area, the workload had increased substantially this year in organising the new tests and digesting the large volume of instructions received from the Department for Education. Senior leaders had also spent a great deal of time attending moderation meetings to ensure that the schools complied with the new requirements, and managing the situation to support staff confidence.

Recruitment had taken up a great deal of time this year, particularly at Eliot Bank where a large number of resignations were received during the summer term. Governors asked the reason for the increase in staff turnover, and Mrs Palmer explained that this was largely due to rising house prices which made it unaffordable for staff to buy property in London. This was extremely frustrating for the school as well as the staff concerned, because they generally did not want to leave the area but had no alternative if they wished to improve their lifestyle.

Both Heads of School had a significant teaching commitment, particularly during the summer term, and the criteria for the writing test had been received so late this year that the necessary evidence was still being gathered.

The induction for Marinda Barry, the new Deputy Headteacher at Gordonbrock was ongoing, and had taken up an additional amount of leadership time from Ms Gilmore and Ms Birchall.

#### **• Shared working**

Mrs Palmer said she was still working with the Oakbridge Federation until the end of the academic year, and was working closely with the new Executive Headteacher. Both Executive Heads were committed to continuing the collaborative working between the four schools, and it was agreed that it would be in everyone's interest to develop the relationship as a hub for school improvement.

All School Direct student assessments were being signed off, and guidance had just been received on recruitment for 2017/18. The window for recruitment would end on 15 July, and it was noted that the cost of the salaried trainees was now becoming prohibitively high because of the reduction in the training subsidy, which meant that salaried trainees would now cost £20,000 each next year. However, schools could now apply for students either through the salaried or training route and could then make a final decision once the level of funding was known. Mrs Palmer said that the schools were now in the process of deciding how many trainees to bid for, but it was likely that non salaried trainees would be appointed because of the cost. It was agreed that this was a great shame because the scheme had been an excellent pathway for people to get into teaching, and would penalise people currently in employment who wished to retrain.

- **Professional development to other schools**

The report listed the wide range of support being provided to other schools. Mrs Palmer, Ms Klein, and Ms Gilmore would be meeting the Lewisham Teaching School to discuss how the Federation could work more closely with the Teaching School. It was noted that funding for school improvement would no longer go to local authorities but would be passed to teaching schools or multi academy trusts.

Mrs Palmer was thanked for her report.

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

Ms Klein's report had been circulated and included items on achievement, standards and assessment, closing the gap, resilience, curriculum, the website, monitoring and evaluation, professional development and INSET, inclusion, the school roll, attendance, mobility, free school meals, accidents and incidents, fire drills, special events, visits and visitors, and staffing. Ms Klein elaborated on items from her report and answered questions from governors as follows.

- **Achievement**

The report included the spring term outcomes from the March assessments, broken down into Reception, other year groups, and Pupil Premium students. The Federation had been developing and implementing the new Standards approach to assessment, which was contributing to a sharp rise in standards. Ms Klein explained that because the assessment for the expected standard was now more of a tick list approach, just one area of learning could be preventing a child from meeting the expectations, and the assessment system was being used to identify and focus on gaps to move children forward.

Governors were reminded that a presentation had been made to the Governing Body last year on the Standards approach, which was being used in conjunction with a range of commercially based tests.

The Assessment Action Group had met twice each term to discuss government updates, analyse data outcomes, review test material, and moderate Years 2 and 6 writing. Teachers from Years 2 and 6 had attended numerous moderation meetings which had helped to support teachers' judgments.

- **Closing the gap**

The school continued to use the Pupil Premium funding to work with the most vulnerable children and to help them to maintain their standards. The report included information on recent initiatives that had been developed including expanding the Explorers Club, the Computer Club, Developing Me, booster sessions, Easter School, and deploying a third teacher in Year 6 to allow for smaller literacy and numeracy groups. It was noted that the Deputy Headteachers for Inclusion were working together to ensure that the offer from both schools was of an equally high standard.

- **Resilience**

Ms Klein informed governors that the school had delivered a workshop at a recent conference at Goldsmiths which had been led by the Family Support Worker. An NPQH candidate was working at the school on a project looking at the impact of strategies such as the Learning Brain and Kagan on the resilience of the children.

- **Curriculum**

Ms Klein informed governors that spelling and grammar had continued to be a focus during the year and now had a much higher profile.

In maths, there had been a focus on logic, reasoning and problem solving, and maths results had been strong across the school. Ms Klein said that there had been discussion

on whether some children had now become over reliant on written strategies now that the mental maths element of the test had been abolished. The introduction of Mathletics for home learning had been very popular, and children who do not have access to a computer at home were able to complete their Mathletics work at the Computer Club and lunchtime club.

Ms Klein informed governors that computing and French had moved on very well this year.

There had been significant improvements to the school website this year, and Ms Klein was keen for it to act as a real advert for the school. In particular, the way in which the school projected itself helped to attract prospective staff to the school.

- **Monitoring and evaluation**

Governors noted that monitoring and evaluation had focused around book looks rather than full classroom observations in response to the new Ofsted emphasis, which had been very useful. However, classroom observations were still being carried out for NQTs and if needed as part of a tailored programme for other teachers. Governors were pleased to learn that the local authority had visited Eliot Bank the previous week to monitor how the school managed NQTs and had described the process as exemplary. This was particularly reassuring because the school would have more NWTs next year.

- **Free school meals**

It was noted that there had been a huge drop in the number of children entitled to free school meals (FSM). Mr Fidel asked whether this was as a result of changing demographics, but Ms Klein said that the main impact was the introduction of Universal Infant Free School Meals, which meant that Key Stage 1 parents did not need to apply for free school meals because they were free anyway. However, although there was a drop in the number of FSM children, there had not been a fall in the number of vulnerable children. In addition, the employment rate was now higher and less parents were entitled to free school meals.

- **Fire drills**

Three fire drills had taken place since March. Governors asked why no time was recorded for the fire drill in May; Ms Klein explained that this had been a genuine alarm and the evacuation had gone very smoothly.

- **Staffing**

Ms Klein informed governors that six teachers were leaving Eliot Bank, and four NQTs had been appointed, two of whom were former School Direct trainees. The remaining class teacher vacancy had been filled that day. It was noted that the new midday supervisor post had been advertised. Two School Direct trainees had been appointed for the coming academic year.

Ms Klein was thanked for her report.

**(c) Head of School's report - Gordonbrock**

Ms Gilmore's report had been circulated and included items on achievement, School Improvement Plan priorities, monitoring and evaluation, professional development and INSET, inclusion, SEN pupils, personnel, school roll, attendance, mobility, free school meals, fire drills, accidents and incidents, special events, visits and visitors, and Ofsted. Ms Gilmore highlighted areas of her report and answered questions from governors as follows.

- **Ofsted**

Ms Gilmore informed governors that she had attended the Lewisham Leadership Forum on 14 June where a briefing had been given by Dr Pauline Watts on short inspections.

The final page of the report contained a summary of the key points that Ofsted found when schools moved from good to outstanding. Under the new framework, good schools would be inspected within five years, which in Gordonbrock's case meant that an inspection must take place by autumn 2017. Ms Gilmore reminded governors that Ofsted would scrutinise a range of documents, including minutes of meetings, and would be looking for evidence of challenge from governors and high expectations. She emphasised that the Governing Body and school must not be complacent and must be completely honest with self evaluation.

- **Achievement**

It was noted that the final Reception data was strong, and very similar to last year, but with some improvements.

The report gave the spring outcomes for other year groups. Governors asked for an explanation of the poor Year 4 outcomes, particularly in writing, and why the proportion of children at the expected standard (ES) was so much lower than other year groups. Ms Gilmore said that this cohort was of particular concern. Year 4 was a challenging year group, with a high level of SEN, and the majority of EHCPs which the SENCO had applied for were for children in Years 3 and 4. She said she was optimistic that it would be possible to close the gap by the time they reached Year 6.

The outcomes for Pupil Premium children were also below average in many areas apart from Year 2, and Ms Gilmore was asked why this should be. She explained that Gordonbrock had a particularly diverse range of children with different needs.

- **School Improvement Plan priorities**

The report included an update on the School Improvement Plan priorities, and gave a summary of the evidence and impact against each of the areas. Governors asked Ms Gilmore to elaborate on some of the key actions and to explain the outcomes in more detail.

Ms Gilmore drew governors' attention to the action to maintain outstanding progress by developing a meaningful learning dialogue between teachers and pupils by ensuring that next steps in marking and feedback for pupils are explicit, clearly modelled and responded to. Ms Gilmore said that this had been demonstrated by the literacy book scrutiny, where there had been an abundance of evidence in the books which had been examined.

Ms Gilmore said that the recent learning walk and book looks had provided strong evidence of the increase in outstanding teaching. She reminded governors that teachers faced many challenges, and a great deal of resilience was needed, particularly in Years 2 and 6. Mark Ridler and Jane Birchall had worked closely together on the termly assessment cycle.

Good progress had been made in developing the role of curriculum leaders and curriculum teams across the school and Federation, with the appointment of new subject leaders for maths and literacy. PHSCE had developed well over the year, and the Empribox Science curriculum had been an excellent development. The children had been very excited by this curriculum and were enjoying the practical investigations in particular. Mrs Palmer added that she had heard science was a focus for Ofsted.

- **Monitoring and evaluation**

Governors were pleased to learn that 100% of teaching had been at least good in the summer term, with 55% outstanding. Governors asked about the progress of the two teachers who had been judged as requiring improvement in the spring term. Mrs Palmer said that they had not been RI in the autumn term which indicated that there was

a need for greater consistency to ensure that they were consistently good, and they had been monitored carefully.

Monitoring had also taken place on PHSE and Circle Time, and the quality of teaching and learning in PE including dance, where all teaching had been good or better. An evaluation had taken place of the quality of the curriculum, and information was given on the recent attendance audit. This had been carried out by the Jean Allen, the school's attendance officer, and the work carried out at Gordonbrock was described as excellent and exemplary, and the school was asked to share the Attendance Policy which was described as the best she had seen.

Ms Barry had taken part in her first learning walk on the quality of teaching and learning, and the three areas for development which had been identified had been addressed. Literacy book scrutiny had also been carried out, and books had been inspected from each class. A number of strengths had been seen, although there had been some issues for individual teachers; the most significant area had been for the subject leader to develop a more consistent whole school approach.

- **Inclusion**

Ms Gilmore informed governors that a full report on inclusion would be presented to the next meeting of the Governing Body, but she pointed out that several of the children on SEN support were in Year 4, where outcomes had been of concern.

- **Personnel**

It was noted that two teachers had resigned and had been replaced by former School Direct students. Catherine Ousbey had been appointed to provide cover. Angela Cronin had also resigned, and it would be necessary to recruit a SENCO. However, Ms Gilmore stressed that it was important to take time to get the advert right, and agency cover would be used in the short term.

- **Free school meals**

The number of children entitled to free school meals had dropped by 2% from last year.

Mr Fidel thanked the teaching staff and senior leadership teams for their outstanding work this year. It was clear that they had needed to be resilient in the face of the moving goalposts, and had put the skills that they had developed with the children to good use.

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

### **(a) Reports from committees**

#### **(i) Strategic Group**

The minutes of the meeting held on 22 April 2016 were received. At this meeting, there had been discussion about staffing and recruitment issues, the quality of teaching and learning, the updated self evaluation forms, and preparation for the SATs. The Strategic Group had also discussed safeguarding issues, and had reviewed the Equalities Policy, data, and objectives. The Strategic Group had met again on 10 June, but the minutes of this meeting were not yet available.

#### **(ii) Resources Committee**

The minutes of the meeting of the Resources Committee held on 23 May 2016 were received. The Committee had reviewed the 2015/16 budgets in detail and had noted variations from the original agreed budgets and the reasons for any under or overspending. The Committee had then discussed the budgets for 2016/17, and after careful consideration had approved the budget plans for

submission to the local authority. There had been discussion on a range of staffing issues and premises and health and safety issues. The Committee had reviewed and approved the Best Value Statement for the Federation, the Statements of Internal Control, the Debt Recovery Policy, Charging and Remissions Policy, and segregation of duties for both schools. There had also been a discussion on academisation and reports on governor visits.

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

Mr Fidel said that he had visited to monitor arrangements for the SATS and had observed the arrangements made for the administration of the tests and the security measures in place.

Ms Stickland said that she had made arrangements to carry out a visit the following week.

**(c) Governing Body training**

Governors' attention was drawn to the training sessions set out in the Governors' Information Pack, and that governors were able to attend as many courses as they wished as part of the service level agreement. It was noted that a cancellation fee had been introduced if three days' notice was not given if a governor could not attend a course where a booking had been made.

Mrs Palmer informed governors that there would be a requirement for governors to receive annual safeguarding from September 2016, which would include training on PREVENT and anti radicalisation. Whilst it was likely that a central training session would be arranged for governors, it was felt that it would be more successful to arrange a whole Governing Body training session. It was **RESOLVED** that a 45 minute safeguarding training session would be incorporated into the agenda for the next meeting of the Governing Body.

Because the training session would reduce the time available for discussion of other issues, all governors were asked to commit to reading the head of school reports for this meeting in advance and to submit any questions by email in advance of the meeting.

## **7. SATS ADMINISTRATION**

Mark Ridler and Jane Birchall talked governors through some of the issues around the SATs.

Mr Ridler explained that there was a huge disparity between the Key Stage 2 test and the teacher assessments; the test was best fit between 55-65% whereas the teacher assessment framework was a secure fit, so all areas must be achieved, which was the equivalent of achieving 100% in the test.

There had been delays in sending the material setting out the expectations for the new tests to schools, and the first information had not been circulated until January, with the final guidance issued in April. This had given only a very small window for teachers to familiarise themselves with the new test requirements. Mr Ridler informed governors that the new expectation was much higher than in the past, and equated to Level 5 under the old system.

Mr Ridler said that he had been to all moderation sessions this year to give confidence that the right judgments were being made; however, the moderation process across the country was inconsistent and there was great misinterpretation of the guidance. He said that he felt confident with the Federation's performance this year, and the teachers had done fantastically well coping with the late changes and broken promises from the government. Eliot Bank had been moderated this year, and Mr Ridler was confident about the accuracy of the predictions. However, Ms Klein said that it was very difficult to predict how the schools would perform against national standards. Although some exemplars had been published in April, the thresholds would not be determined until after the tests had been marked.

Ms Birchall reported on the baseline assessment for Reception. She explained that the government had not been able to draw comparisons between the three providers, and the system had now been scrapped. Eliot Bank and Gordonbrock had now developed a new baseline system which was based on best practice.

The Department for Education had published a model spelling test online, which was later found to be the actual test. Gordonbrock had been selected for early administration of the maths test in Key Stage 1, which had been carried out in April, and the children had coped really well. There had been a lack of clarity on how the Key Stage 1 tests should be administered, and in particular whether the children could take the tests in small groups or as a whole class. In addition, the test used for early administration was the same as the main Key Stage 1 test, so the content of the paper was widely known beforehand.

There had also been irregularities at Key Stage 2, and it was noted that the SPAG test had been published online a week before the test and had been accessible for markers, many of whom were Year 6 teachers. However, the test had not been abandoned.

Governors were informed that all schools had found the Key Stage 2 reading test extremely hard and although it had been expected that the paper would be harder this year, it had not been in line with the sample papers. The way in which the paper had been presented made it inaccessible to many children, and a number of the questions were very ambiguous and phrased in an unfamiliar way. The amount of text had been much longer than had been expected. Mr Ridler said that the reading age for the test had been judged to be 15 years and 8 months.

Mr Ridler said that the maths and SPAG tests had generally been in line with the sample materials.

Despite the significant changes to the tests and the lack of clarity around expectations, the children had coped incredibly well and teachers in both schools had worked to constantly reflect on their practice to make sure that the children were as well prepared as possible. Ms Klein referred to the reports in the national press that children had been extremely upset by the tests; this had not been the case at Eliot Bank or Gordonbrock, and the children had been extremely resilient.

On behalf of the Governing Body, Mr Fidel thanked the staff for their exceptionally hard work.

## **8. 2016/17 BUDGETS**

As noted at Minute 6(a)(ii) above, the Resources Committee had approved the 2016/17 budget plans at their meeting on 23 May 2016.

## **9. STAFFING STRUCTURE REVIEW**

In view of the amount of recruitment that was taking place within the Federation, it was **RESOLVED** that the review of the staffing structure would be considered by the Strategic Group in September.

## **10. OFSTED**

Apart from the safeguarding training referred to above, no further specific action was identified in preparation for Ofsted.

## **11. PERFORMANCE RELATED PAY AND APPRAISAL**

### **(a) Performance appraisal governors**

Governors reviewed the appointment of the performance appraisal governors to review the performance of the Headteacher. It was **RESOLVED** that the Mr Bremner, Ms

Stickland, Mr Henry, and Ms Lytle would continue as the performance appraisal governors.

**(b) Pay Committee and Pay Appeals Committee**

Governors reviewed the membership of the Pay Committee and Pay Appeals Committee, and it was **RESOLVED** that the current membership should remain unchanged.

**(c) To agree arrangements to review the Pay Policy and Performance Appraisal/Management and Capability Policy**

Governors were reminded that the Pay Policy must be reviewed annually, and approval of the Policy could no longer be delegated. It was **RESOLVED** that the Strategic Group be requested to review both Policies in the autumn term, and make recommendations to the next meeting of the Governing Body.

## **12. ITEMS TO NOTE FROM THE GOVERNORS' INFORMATION PACK**

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

- **Safeguarding (page 3)**

Governors were reminded that they should appoint a member of the school's Leadership Team as designated safeguarding lead, and that it was good practice to have a safeguarding link governor in post, although safeguarding was the responsibility of the entire Governing Body. The item emphasised the need for governors to have training in safeguarding, and contained a link to the statutory guidance.

- **Budget update (page 4)**

This item gave information on the financial settlement for the 2016/17 Dedicated Schools Grant, the consultation process on the future of the school funding system, the consultation on the High Needs Block, the consultation on the future role of the local authority, the Schools Forum, and the Education Services Grant; a task group had been set up by the Schools Forum to consider a response to the consultation.

- **HR and finance roadshows (page 5)**

This article gave an update on the HR and finance roadshows which had taken place in the spring term.

- **Early help in Lewisham (page 5)**

Information was given on the programme of work which was under way to look at how early help services could best support children and families in Lewisham in the future.

- **Health and safety training 2016 (page 6)**

This item updated governors on the training available for health and safety during the summer and autumn terms.

- **Update on life without levels and changes to national assessment for primary schools (page 7)**

A detailed update was given on life without levels and the changes to assessment procedures, and the item highlighted issues which were currently of concern to school leavers as well as questions and aspects which governors should think about.

- **Lewisham Education Business Partnership (page 11)**

The article gave details of the work of the Lewisham Education Business Partnership and the range of employer engagement services which were being provided. Information was included on the Work Experience Programme and governors' responsibilities in respect of the provision of independent careers guidance.

- **The Education and Adoption Act (page 29)**  
Royal Assent was given to the Education and Adoption Bill in March 2016, and the item highlighted the new powers created to tackle underperforming and coasting schools, and the strengthened role of the Regional Schools Commissioners.
- **Parent governors of federations (page 30)**  
This item highlighted the change to the regulations in respect of the number of elected parent governors on federated governing bodies.
- **New Education White Paper (page 31)**  
The main provisions of the new Education White Paper were outlined in this article which set out the government's expectations that most schools should join multi academy trusts. The White Paper also set out other proposed changes which were designed to create a schools-led system.
- **Advice on mental health and behaviour in schools (page 34)**  
This article drew governors' attention to the new non statutory advice which had been published in March 2016 in respect of how to support children and young people with their behaviour where there may be an unmet mental health need.
- **Financial efficiency tool from the Department for Education (page 34)**  
A new school efficiency metric tool had been launched which provided schools with an indication of their efficiency compared with similar schools.
- **Floor standards (page 35)**  
This article outlined the previous floor standards under the old assessment system, and gave detailed of the expectations under the new system.
- **Performance data (page 35)**  
Information was given on a new site launched by the Department for Education containing the school performance tables, and a link was included to the new website. It was noted that the Ofsted Data Dashboard would no longer be produced.
- **Governor information to be published on Edubase (page 36)**  
The article gave details of the information that schools would be required to register on Edubase in respect of their informed governors from September 2016.
- **Is your school website compliant? (page 36)**  
Governors' attention was drawn to the link to the information which schools must publish online.

### **13. SCHOOL TERM AND HOLIDAY DATES**

**Governors noted the school term and holiday dates for 2016/17 and 2017/18 which had been appended to the agenda.**

### **14. URGENT BUSINESS**

Mr Fidel circulated a report he had prepared on traffic problems in Thorpewood Road, which had been discussed at the meeting of the Strategic Group the previous week. He had become involved in dealing with complaints from local residents who had been complaining about parents parking across their driveways, and had investigated possible ways to improve the situation.

It was pointed out that because the catchment area of the school was now so small, there should not be a need for parents to drive their children to school, and children should be walking. Mrs Palmer said that some parents were completely unreasonable with how they parked in the vicinity of the school and there had been many occasions when residents had been blocked in or out of their driveways, which caused considerable inconvenience. There

had been ongoing discussions about how the school should deal with this and the level of responsibility that Mrs Palmer and Ms Klein should have.

Mr Fidel's report contained three main thrusts. The first of these was to try to reduce the flow of traffic by encouraging parents and carers to find alternatives to cars for journeys to and from school, and for those who continued to drive to park sensibly and considerately. He said that one of the local residents had contacted one of the ward councillors, who was investigating the availability of funding for interventions. Mr Fidel outlined two schemes operated by Transport for London; the first was the STARS scheme which was an accreditation scheme for schools to inspire young Londoners to travel sustainably, actively, responsibly, and safely, and the second scheme was the Junior Travel Ambassador Scheme whereby children worked to promote independent travel to Year 6 children in preparation for secondary school. Ms Klein pointed out that the percentage of children walking to school at Eliot Bank was significantly above the national average.

The second area covered by Mr Fidel's report was information and education. It was the intention that information about inconsiderate parking would be included in the welcome pack for new parents, and would be included in the home school agreement. Regular reminders would also be included in the weekly newsletters. The school was also intending to purchase high visibility signs to warn drivers of the dangers of stopping on the zig zag lines, and to provide signs for residents to put across their driveways to discourage parents from blocking their entrance/exit. Cllr Upex had been requested to investigate the possibility of funding for the signs and banners. He had initially said that funding could not be provided for the signs because they would be on the road, but Mr Fidel said that he would explain to him that they would be placed on driveways rather than the highway.

The final area was to continue to try to improve enforcement of the parking restrictions and to encourage the enforcement authorities to visit the school on a more regular basis. It was noted that Cllr Upex had been asked to contact them to ask for a presence to be provided while the new initiatives were introduced. Mr Fidel said that some residents assumed that the school was the enforcement authority, and it was important to point out that this was not the case.

Subject to Mrs Palmer checking the report, it was **RESOLVED** that Mr Fidel's report would be published and circulated to residents, and that the actions outlined in the report would be included in the School Improvement Plan.

## **15. DATES AND TIMES OF FUTURE MEETINGS**

It was **RESOLVED** that the following dates and times be approved for meetings of the Governing Body and committees for 2016/17.

### **Governing Body**

Monday, 21 November 2016 – Eliot Bank

Thursday, 9 March 2017 – Gordonbrock

Monday, 19 June 2017 – Eliot Bank

All meetings to start at 6.00 p.m.

### **Resources Committee**

Thursday, 13 October 2016 - Gordonbrock

Monday, 30 January 2017 – Eliot Bank

Wednesday, 24 May 2017 – Gordonbrock

All meetings to start at 6.00 p.m.

### **Strategic Group**

Fridays at 11.30 a.m.

