

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 Eliot Bank Primary School on Monday, 19 June 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 L. Henry	
Ms K. Knowles	
Ms M. Quinn	
Mrs K. Palmer	Executive Headteacher
Ms E. Tighe	

Also present:

Ms M. Barry	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 / DECLARATIONS OF INTEREST

Apologies for absence were received with consent from Mr Bremner and Ms Lyttle.

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.

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 9 March 2017

It was **RESOLVED** that the minutes of the meeting held on 9 March 2017 be approved as a correct record.

(b) Matters arising

(i) Page 1, Minute 3(b)(i) – National database of governors

Mrs Palmer confirmed that all the required information had now been uploaded to the Edubase website.

(ii) Page 10, Minute 10 – Communication with parents on budget cuts

Mrs Palmer informed governors that both schools had included items on the budget cuts in their newsletters. However, because Eliot Bank and Gordonbrock were in a better financial position than many schools and the situation with the national funding formula had still not been resolved at government level, it had been felt that there was no point in worrying parents unduly at this point. It was noted that Simone McAllister and Anne Carter had attended the recent School Business Managers' Conference, and the schools may not now lose the £30,000 from this year's budget that had been anticipated.

Ms Gilmore informed governors that all headteachers in Lewisham had signed an open letter to Theresa May, a copy of which was on the websites.

Mr Hale said that parents were concerned about the situation, and the item in the newsletter had been very helpful.

(iii) Page 10, Minute 11(b) – Sports Premium

All governors were urged to read the detailed report on the presentation given on the use and impact of the Sports Premium which was included in the minutes of the meeting of the Strategic Group held on 24 March 2017. Both of the PE Co-ordinators had attended the meeting and had given a full presentation on the range of sporting initiatives in each school the very positive outcomes.

(iv) Page 10, Minute 13 – Information to be provided on the school website

Governors discussed the report on the school websites which had been prepared by Mr Hale following his recent review. He said that both websites were fully compliant with all requirements, and it was clear that the schools understood the requirements and reviewed and updated the contents regularly. Mr Hale said that both websites were clear and easy to read, and included a large number of images which captured the ethos of the schools very well. In addition, information, such as newsletters, was up to date, and both websites were generally consistent in their approach. He had noted some duplicated navigation in some places, and suggested that this could be streamlined in future.

Governors thanked Mr Hale for his comprehensive report.

(c) To approve the minutes of the extraordinary meeting held on 13 March 2017

It was **RESOLVED** that the minutes of the extraordinary meeting of the Governing Body held on 13 March 2017 be approved as a correct record.

4. GOVERNING BODY

(a) Membership

It was noted that the term of office for the following governors would end as follows.

Name	Category	With effect from
Ms S Finch	Staff	1/9/17
Mr P Fidel	LA	12/9/17
Mr T. Bremner	Co-opted	12/9/17
Mr T. Brindle	Co-opted	12/9/17
Ms J. Branch	Co-opted	12/9/17
Mr T. Hardy Hall	Co-opted	12/9/17
Mr L. Henry	Co-opted	12/9/17
Ms H. Lytle	Co-opted	12/9/17

It was noted that a staff governor election would need to be organised to take place before the end of term or beginning of the autumn term. Consideration was given to the reappointment of the six co-opted governors whose term of office was due to end on 12 September. It was noted that Mr Brindle had previously indicated that he intended to stand down from the Governing Body, and consideration of his reappointment was therefore deferred. It was **RESOLVED** that Mr Bremner, Ms Branch, Mr Hardy Hall, Mr Henry, and Ms Lytle would all be reappointed as co-opted governors for four years with effect from 12 September 2017.

Governors were informed that Mayor and Cabinet were due to consider Mr Fidel's nomination for reappointment as the local authority governor in July. In order to ensure continuity of office, it was **RESOLVED** that Mr Fidel be reappointed as the local authority governor for a four year period of office with effect from 12 September 2017, subject to his nomination being confirmed by Mayor and Cabinet.

Vacancies

It was noted that the application forms for potential candidates to fill the two vacancies for co-opted governors had been out of date, and it was **RESOLVED** that the Clerk would look for further potential candidates.

(b) DBS checks

Governors were reminded that all governors were now required to complete a DBS check, and the Governing Body must apply for an enhanced criminal record certificate for new governors within 21 days of their appointment or election. In addition, and in response to Department for Education guidance, the local authority had advised schools to request overseas checks for any member of staff who has been out of the country for three or more months in one particular place since the age of 18 years, and had advised that the same checks should apply to governors. If the check was clear, a Certificate of Good Conduct would be issued.

The issue of overseas checks had caused considerable concern among many headteachers and governing bodies, and Mrs Palmer informed governors that discussions were taking place with the NAHT and local authority officers. The Clerk added that Natasha Orumbie, the local authority's Safeguarding in Education Co-ordinator, had advised recently that schools should take no further action in respect of overseas checks for governors pending further advice.

(c) Review of committee membership and link governor responsibilities

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

(d) Governing Body self review

All governing bodies were encouraged to review their performance having regard to the DfE's Competency Framework for Governance on an annual basis. It was noted that a new skills audit had been produced by the National Governance Association. It was **RESOLVED** that the Governing Body self review would be included on the agenda for the Strategic Group in September.

(e) Election of Chair and Vice Chair and succession planning

Governors were asked to review their procedures for the election of the Chair and Vice Chair in the autumn term. It was **RESOLVED** that the following election procedures, which had been agreed on 21 November 2016, be endorsed without amendment.

- Term of office – one year.
- If the term of office of Chair or Vice Chair is broken, the Governing Body will appoint a successor initially only for the remaining period of office.
- Nomination and self nomination for appointment to be made at the meeting.
- Election procedure to be by secret ballot, but in the event of a single nomination, the Governing Body will vote on the nomination by a show of hands.

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

(a) Executive Headteacher's report

The Executive Headteacher's report had been circulated prior to the meeting, and included items on leadership and organisation, shared working, and professional development to other schools. Mrs Palmer elaborated on areas of her report.

Leadership and organisation

Mrs Palmer said that recruitment was becoming increasingly difficult, and there were still a couple of vacancies across the Federation. She said that agencies were now tending to recruit NQTs while they were still at college, and offering them incentives; as a result, there were fewer candidates in the job market to apply for vacancies and schools had to either pay a high daily rate or a finder's fee. It was often the case that only one application was being received for vacancies and both schools were now having to increase the number of job share arrangements to ensure that posts were filled.

Shared working

Ms Gilmore was continuing to work with Stillness Juniors, who had now joined the Assessment Group. This group included the assessment leads from five schools and was working very effectively.

The School Direct students were currently undergoing their final assessments, and all three were being appointed to posts in the Federation. Six students had been recruited to the PGCE fee paying programme for September, but one student was no longer sure if she could fund herself, and it may be necessary to look for a replacement.

Because the role of the local authority continued to contract, schools were now expected to take a greater role in monitoring and evaluation through peer mentoring and assessment. Various models had been considered, and Mrs Palmer said that it had been decided that the Federation would join up with a small group of local schools rather than a larger national group, and a peer review group was being formed between Eliot Bank, Gordonbrock, Stillness Juniors, Horniman, and Kelvin Grove. A meeting had taken place that day to discuss how the group would work, and it had been agreed that the group would buy in the services of an Ofsted trained professional to work alongside the senior leaders to monitor and evaluate the quality of teaching and learning in each other's schools. The external adviser would ensure that outcomes were robust, and reports would be made to the governing bodies and local authority, which would replace school achievement reviews. Mrs Palmer felt that this arrangement had a great deal of potential and the headteachers and senior staff were very committed to the process. The local authority was happy with this model, which would be kept under constant review.

Mr Henry asked how the new system would be funded. Mrs Palmer explained that she anticipated costs to be low at around £2,000. The schools had agreed to buy in the external adviser for a minimum of two days initially, with one day being used for training in peer reviews, half a day for data analysis, and half a day to write the report. It had been agreed that each school would provide a small amount of money for admin support, and if additional support was needed, the local authority would be asked for funding.

Ms Branch asked whether Lewisham envisaged that there would be more small peer assessment groups organised along these lines. Mrs Palmer said that the local authority had suggested that schools could use Challenge Partners or SSAT, but these were more expensive, national organisations, and the support provided would not necessarily be local. She had felt that both of these bodies were too large and she was keen to keep the system local, and Lewisham was open to any models which could be shown to be robust.

Mr Henry asked how the schools in the group had been selected. Mrs Palmer said that Gordonbrock had been asked to work with Stillness Juniors, and it was therefore natural to work with them, and the Federation worked with Kelvin Grove and Horniman, both of which were very local schools to Eliot Bank. She said that there may be a further two schools who were interesting in joining the group, but at present, these five schools had

confirmed their commitment. If asked to provide support to a red/amber school, Mrs Palmer felt that the group would have the capacity to do so, and would be able to seek funding.

Professional development to other schools

It was noted that Ms Gilmore continued to work closely with the Headteacher and Senior Leadership Team and Stillness Juniors, and support was also being provided by other Federation staff. Lorraine McGuire was working in the Early Years at Holbeach, and Eliot Bank was providing support to Kelvin Grove. In addition, Mrs Palmer had worked with Holbeach with their school achievement review and was working with Bromley Road Primary School.

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

The Head of School's report had been circulated and included items on progress and attainment, progress on the School Improvement Plan priorities, monitoring and evaluation, professional development and INSET, inclusion, the school roll, attendance, mobility, free school meals, accidents and incidents, events visits and visitors, staffing, and safeguarding. Ms Klein elaborated on areas of her report and answered questions from governors.

Progress and attainment

Ms Branch asked for more information on progress in Year 3, where a significant proportion of children had not made the expected level of progress. Ms Klein explained that the information contained in the report was the spring term data, and there would be a significant improvement in the summer term data. A range of issues had been identified among this year group and a great deal of work had been carried out with the children; it was noted that some of the disadvantaged children had made poor progress during Year 2, but this had been addressed through interventions this year.

Progress on School Improvement Plan (SIP) priorities

The SIP priorities had been circulated separately, and Ms Klein gave an update on progress.

There had been a number of new staff at Eliot Bank last September, and one of the priorities had been around ensuring that new staff had the necessary support. There had been a co-ordinated effort and it had been very useful for the whole staff to have refresher PDMs and other training. Ms Klein said that, as the year went on, this had been a highly successful approach; there were real strengths within the Federation, and it had been possible to provide tailor made support. All of the NQTs were very strong at the end of the year, and had felt extremely well supported.

Ms Branch asked about the ways in which the school was working to reach and support the Pupil Premium children and their families, and stressed the importance of governors seeing evidence of the use and impact of Pupil Premium funding. Ms Klein said that the school used a range of measures and interventions to support Pupil Premium children, and a presentation would be made to governors later in the meeting.

Monitoring and evaluation

Governors noted that Sara Williams, the Executive Director for Children's Services, had visited the school, and had been to all year groups from Reception to Year 6. She had been very impressed with the school, and had commented favourably on the many strengths she had seen.

Maria Gilmore had carried out a learning walk with Ms Klein, and had been particularly impressed with the behaviour and environments in the school. Ms Klein said that it had been extremely helpful to have the additional guidance from Ms Gilmore's visit.

The report gave details of other areas where monitoring had taken place, including PE, targeted observations, and handwriting. Because of the turnover in staff, there had also been a turnover of team leaders, and governors agreed that it was good to see that the new team leaders were getting involved in monitoring.

External monitoring had taken place in Reception and the Key Stage 2 SATs, and the practices had been judged as exemplary.

A wellbeing survey had been carried out in the spring term, and the responses were now being analysed. Mr Hale asked about the proportion of staff who had responded to the survey; Ms Klein said that 48 out of 65 staff had responded, which was sufficient to be able to get a good picture of the school overall.

Mr Fidel asked at what point the booster groups for the SATs ended, and whether there was any overlap with the arrival of the test papers. Ms Klein said that boosters continued as late as possible, but assured governors that the test papers were kept locked securely until the day of the tests.

Inclusion / SEN

It was noted that there were currently two children with statements, two with EHCPs, and five more were in process. Ms Klein said that the assessment process should take a maximum of 20 weeks, but Lewisham was struggling to meet this timescale because of the high number of applications and lack of Educational Psychologists.

Attendance / mobility

It was noted that attendance had increased slightly over the year, and there had been a recent improvement in mobility.

Staffing

The report gave details of all new appointments, which included the new Head of School and Deputy Headteacher, as well as one part time and one full time teacher. There were currently three vacancies for class teachers, and one nursery lunchtime supervisor.

Safeguarding

The detailed safeguarding report was included at page 13 of the report. Governors were pleased to learn that the school had been given a score of 100% in the recent safeguarding audit.

Governors thanked Ms Klein for her report.

(c) Head of School's report – Gordonbrock

The Head of School's report for Gordonbrock had also been circulated prior to the meeting, and included items on progress and attainment, progress towards the SIP priorities, monitoring and evaluation, professional development and INSET, SEN, safeguarding, premises, personnel, the school roll, attendance, mobility, free school meals, fire drills, accidents and incidents, and events, visits and visitors. Ms Gilmore highlighted areas from her report and answered governors' questions.

School Improvement Plan and progress data

The report included the spring term progress data, and governors were reminded that the summer term data had just been collected. Ms Gilmore said that there had been some pleasing progress data, and well as some areas where further work was still needed. The progress data for Year 5 was good in view of the challenges presented by this cohort, which had been brought to governors' attention over a period of time. However, progress had been weaker in one of the classes, and progress in maths and by Pupil Premium girls had been identified. Marinda Barry had been working with this year group, and progress had been made, but needed to be accelerated further. Ms

Gilmore said that progress was very well evidenced in books but was not so strong in data.

Governors asked about the spring term data for Reception and how this compared with 2016. Ms Gilmore said that the projections looked stronger overall than last year.

Page 2 of the report gave the spring term percentages of children who were on track in each year group. Ms Branch pointed out that the data showed that progress was 'red' in Year 4 in all categories, but this was not reflected in the attainment information. And asked whether this was because there was a higher proportion of more able children in this cohort. Ms Gilmore said that this was an able year group, and a high proportion of children were on track for attainment. There had been a change in teaching personnel which had impacted on this year group, but she said that the summer term data was looking much better. Ms Gilmore explained the support that had been put in place, and progress had picked up again and was now looking strong. She added that there was a high proportion of SEN and children with EHCPs in Years 4 and 5, as well as two children with considerable medical needs who skewed the data.

Mr Hale asked for more information about the attainment data in writing and maths for Year 5. Ms Gilmore reminded governors that this was Gordonbrock's more challenging year group, with a high number of children with SEN, as well as a high proportion of Pupil Premium children, and children with behavioural challenges. An assertive mentoring programme was in place for 10 children and a great deal of additional adult support had been provided for this year group. However, it had still been a challenge to raise attainment, but most children were now making at least expected progress in reading and writing. The quality of teaching in this year group was strong, but it would be a challenge next year to get these children to the same level as the current Year 6. In addition, Year 5 had been affected by high mobility, with many of the higher ability children leaving and being replaced by less able pupils.

Ms Branch asked for information on the Year 6 writing assessments. Ms Gilmore expected that this would be around 85%, and said that staff were being quite cautious in levelling of writing.

SIP priorities

Mr Henry referred to the comment on the phase leaders taking a rigorous role in maintaining outstanding progress, and asked what they were doing differently, and how they were adding additional value. Ms Gilmore said that they were taking greater responsibility and accountability and were being far more proactive, coming to her rather than the other way around, and were anticipating answers. Mr Henry asked if it would be possible to attend a phase leaders' meeting, and Ms Gilmore agreed to arrange this.

Ms Branch asked for more information on the first priority, including the growth mindset and the work being done to engage parents. Ms Gilmore said that the first Dads' Breakfast had taken place for Reception parents and had focused on what made a good learner, and how parents could spot and celebrate these characteristics at home, and report successes to teachers. The dads had responded well to this. She elaborated on the work which had been taking place on the growth mindset which included a successful assembly presented by the School Council on how the growth mindset could help to overcome challenges in learning.

Monitoring and evaluation

The report gave details of the aspects of the school which had been monitored since March, and also included a table of the profile of teaching for each term. It could be seen that 97% of teaching had been judged as good in the summer term, with 55% outstanding and 3% RI. Governors asked whether this was likely to change with the changes in staffing next term but Ms Gilmore said that she anticipated the percentage of

outstanding teaching would remain constant, and aimed for all new staff to move to good as quickly as possible. Governors asked whether the RI teacher was the same as in the spring term; Ms Gilmore confirmed that this was the same teacher, and there had been improvement following changes in roles and responsibilities.

Mr Hale asked whether, given the challenges in staffing, the balance of competencies and skills across the school was suffering, and if there was scope to develop staff where needed. Ms Gilmore said that the changes would not be detrimental to the school, but some teachers would need to step up; however, Gordonbrock teachers were always willing to take on challenges and there was a good collegiate atmosphere in the school. She said that she was confident there was sufficient skill and strength in the Senior Leadership Team and middle leaders. Mrs Palmer added that over the year, it was possible to see the new teachers improving rapidly; the phase leaders were pivotal in this process, and had been involved in recruitment to a greater extent this year. The monitoring of middle leaders and curriculum leaders had moved on very well this year, and Ms Branch said that a step change had been evident at the last meeting of the Strategic Group, and in the way people were being held to account.

Governors congratulated Ms Gilmore on the very clear and detailed information provided on the aspects of monitoring. Ms Klein had attended the learning walk to look at literacy and maths and had found this extremely useful. A number of strengths had been apparent, and an area for development had been identified around the deployment of additional adults to make the best possible use in accelerating progress.

The local authority had monitored the administration of the Key Stage 2 SATs and had judged that the procedures were exemplary, and were a model of best practice which could be used across Lewisham. The Year 1 phonics screening had also been monitored and systems had been found to be strong, robust, and rigorous. The EYFS end of year assessment outcomes had also been moderated, and all of the school's judgments had been validated in all areas. Governors were delighted to hear that the moderator had commented that the children's learning was a joy to look at, and teachers clearly knew the children extremely well.

SEN

The report gave an update on the number of children receiving SEN support at the school. It was noted that there was one child with a statement, and six children with EHCPs, with a further three due to be agreed during the summer term. Governors noted the high number of EHCPs in Years 4 and 5. Ms Gilmore informed governors that one of the EHCP applications was very urgent, and involved a child who was new to the school and who had full time support from 8.45 a.m. until 3.15 p.m.; the child would be facing permanent exclusion without constant adult support, and the cost of this support was being met from the school's budget.

Staffing

Five new teachers would be starting in September, two of whom were new to the school. One of the new teachers had been working as a teaching assistant, but had qualified teacher status and had worked very well in Reception. One of the three School Direct trainees had been allocated to each school, and the third would be placed depending on where need was greatest.

Six new teaching assistants had been appointed from September, and three staff would be starting maternity leave by autumn half term.

A total of eight resignations had been received, which included three teachers, and five teaching assistants, one of whom was becoming a School Direct trainee.

Internal recruitment was under way for a SENDCO, and this post was currently being covered on an interim supply basis. There was still one vacancy for a class teacher, two vacancies for teaching assistants, and three midday supervisor vacancies.

Accidents

No accidents had been reported involving children, but there had been one incident where a member of staff had been hit on the side of the head by basketball which had been kicked by one of the children.

Ms Gilmore was thanked for her report.

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

(a) Reports from committees

(i) Strategic Group

Governors received minutes of meetings of the Strategic Group held on 24 February, 24 March, and 19 May 2017. At the first of these meetings, there had been detailed discussion about high attainers, together with updates on the quality of teaching and learning, staffing issues, and safeguarding. A full presentation had been given to the meeting on 24 March by the PE co-ordinators from both schools and the Strategic Group had also discussed a range of staffing and safeguarding issues, as well as communication with parents around the funding situation. At the meeting on 19 May, there had been discussion about staffing issues, safeguarding, and the quality of teaching and learning. At governors' request there had been a detailed discussion about the Year 5 progress data, together with an update on the appraisal process. The Strategic Group had also considered the increased nursery entitlement and how this would be reflected at both schools, and had received an update on succession planning.

(ii) Resources Committee

The minutes of the meeting of the Committee held on 27 April 2017 were not yet available.

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

Ms Branch, Mr Fidel, and Ms Stickland had all attended the school improvement consultation event the previous week, and circulated copies of the presentation to governors. Mr Hale felt that this was a good initiative, but was concerned that there was little funding available for what was being proposed. Mr Fidel agreed that this had raised funding issues, and governors had been told that funding would be limited to leaders and deputy leaders, and schools must backfill as necessary.

Ms Branch had attended the Lewisham Governors' Association annual conference, and said that Cllr Maslin had given a good speech.

Ms Hale asked whether there was a current schedule of governors' visits. Ms Gilmore suggested that the model used at Stillness Junior School could be adapted for use by the Federation, and it was **RESOLVED** that this would be considered by the Strategic Group in the autumn term, together with a review of link governor roles and responsibilities.

(c) Governing Body training

Mr Hale said that he had attended safeguarding and other training sessions this term.

Mr Fidel was due to attend the looked after children training session the next day.

Ms Branch informed governors that the Strategic Group had felt that it would be helpful to have another whole Governing Body training session in the autumn term, and invited suggestions on possible topics. Mrs Palmer emphasised that governors should stay up to date with safeguarding, particularly in respect of the additional guidance which had been received over the last year on child sexual exploitation, PREVENT, and FGM. It was **RESOLVED** that John Guest would be asked to deliver a one hour training session in the autumn term, and the Strategic Group would discuss topics for the second hour at their first meeting in the autumn term. It was suggested that the issue of social media and internet safety could be a focus for the second hour.

7. CHILDREN'S CENTRE

Ms Klein gave an update on the Children's Centre. The contract for provision of Children's Centre services in Lewisham had now been awarded, and the Pre School Learning Alliance / Clyde Nursery were running all of the centres in Lewisham except for Eliot Bank/Kelvin Grove and Dowerry. With the contract being split three ways, there had been early issues around the way in which the Health Service would work with the children's centres, but agreement had now been reached on rotating membership of the management board.

It was noted that Lewisham had decided to keep the payment by results element, which was disappointing. Ms Klein reminded governors that 80% of the funding was automatic, with the remainder becoming payable if the targets were achieved. However, because of cuts within the local authority, monitoring meetings to establish whether the payment by results was payable had not taken place for the last year, and children's centres had been given the extra 20% in March. Children's centres had again been given 100% of the funding for the first quarter of the current financial year.

Ms Klein said that an Early Years Strategy Board was being set up which would meet every half term and would involve a wide range of stakeholders, including CAMHS and Social Care.

Mr Henry asked whether there was a danger that the budget could be affected significantly if the payment by results element was not paid. Ms Klein explained that this would not impact on the service providers, and it was highly unlikely that the Children's Centre would ever lose the full 20%; however, it was possible that in the future 1-2% of the funding could be lost if the targets were not met.

8. OFSTED

Governors discussed whether any further action or training was needed to prepare for Ofsted. It was agreed that this would be discussed again in the autumn term, but both schools were well prepared and no immediate action was needed at this time.

9. PUPIL PREMIUM AND SPORTS PREMIUM

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

Marinda Barry and Katrina Walsh were welcomed to the meeting to give a presentation on the Pupil Premium Grant. Ms Walsh began by reminding governors that a Pupil Premium audit review had been carried out, and she said that all of the children from the original audit had been interviewed again to complete the same questions. The analysis of the audit had shown that children were enthusiastic about their learning, they had strategies which they could use to independently support their own learning, and they knew who to get support from. Staff knew who the Pupil Premium children were, and put appropriate interventions in place, which was evidenced by the wide range of learning in books.

Ms Barry said that not all staff were aware of children who were high attaining but under achieving, and children's views of their own strengths and weaknesses did not always match with the views of staff. Ms Barry showed governors copies of the spring term data

for Eliot Bank, from which it could be seen that 10 of the 23 Pupil Premium children in Year 4 were high achieving. The data showed the number of children who were on track and those who were at the expected level but who teachers would expect to be higher because of their high prior attainment. In Year 5, the proportion of Pupil Premium children was higher, and the data showed which pupils were on track and those who were behind in each subject. All Pupil Premium children in Year 6 were at least on track.

Ms Barry and Ms Walsh presented the data comparisons for Gordonbrock, and took governors through each year group, highlighting where children were on track or below expectations. They paid particular attention to the Year 5 data, which confirmed the issues previously raised around progress and attainment in this cohort.

Governors noted that a great deal of support had been put in place for the high attainers who were not making expected progress, and the impact that this had had. Ms Barry and Ms Walsh focused on Year 6 and explained that six high attaining children had been tracked from the autumn term. Only two of these children had been on track to make the level of progress expected in all subjects, but five were now on track in writing. The maths interventions had also been extremely successful, with five children on track. It was noted that the effectiveness of the interventions would be reviewed in more detail once the SATs results were available.

Ms Walsh said that Pupil Premium children were always discussed at pupil progress meetings, but it was now made very clear which children were high attaining low achievers. She said that the children were now showing much more resilience and were far more positive, and more children were accessing enrichment activities and looking for opportunities to do more. The children were very proud of their achievements, and governors were shown comparisons of handwriting from the start of the year and the summer term. It was noted that both schools had increased the number of opportunities for enrichment and aspiration for Pupil Premium and non Pupil Premium children.

Governors were informed that parental engagement had improved, but more workshops were needed to support them in helping their children with enrichment. Ms Barry said that some of the children were now talking about their future aspirations, and in particular had been talking about science as being fun, and had been trying to recreate experiments at home.

Ms Barry then outlined the main points from the Action Plan, which included developing aspiration, parental engagement, and development of secretarial skills. She said that the top priority was to continue to give children aspirational opportunities and to make sure that they were thinking about their future. This linked in with parental engagement. Work on secretarial skills was ongoing, and it was hoped that children would set high standards for themselves.

Governors thanked Ms Barry and Ms Walsh for their informative presentation.

Mr Henry was interested that the funding was not only used to benefit Pupil Premium children, and he asked about the sustainability of the programme. Mrs Palmer said that schools had not been told that the Pupil Premium Grant would be cut back, and stressed that both schools used the funding carefully and very effectively to maximise the impact on the children.

Ms Walsh was asked to circulate a copy of the audit to all governors.

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

As noted earlier, governors were recommended to read the detailed report on the presentation which had been given to the Strategic Group on 24 March 2017 on the use and impact of the Sports Premium.

10. STAFFING STRUCTURE REVIEW

It was suggested that governors should consider any changes to the staffing structure which might be needed in the coming year, and it was **RESOLVED** that this would be considered by the Strategic Group.

11. PERFORMANCE RELATED PAY AND APPRAISAL

(a) Governor appraisers

Governors reviewed the appointment of the performance appraisal governors to review the performance of the Executive Headteacher. It was **RESOLVED** that the Mr Bremner, Ms Stickland, Mr Henry, and Ms Lyttle would continue as the performance appraisal governors, and that Liz Tennant would continue as the external adviser if she was available.

(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) Policy review

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.

(d) Review of staff appraisal and performance related pay awards

Governors were asked to agree arrangements to receive the written reports on staff appraisal by the Executive Headteacher and Heads of School, which should include anonymised information linking performance appraisal to salary progression. It was **RESOLVED** that this would be delegated to the Pay Committee for decision in the autumn term.

12. SAFEGUARDING AND HEALTH AND SAFETY

(a) Safeguarding report

Governors were reminded that the detailed safeguarding report was included in the Head of Schools' reports. Safeguarding audits had been carried out in both schools, together with audits of the Single Central Record, and both schools had been judged to have exemplary practice.

(b) Health and safety

Governors were reminded that a detailed health and safety report was made to the termly meeting of the Resources Committee.

13. TERRORISM RISK ASSESMENTS

Mrs Palmer circulated copies of a risk assessment on the threat of terrorism in public places. She said that in light of the recent serious incidents, it had been agreed that there was a need to look carefully at risk assessments when taking children on trips, and a new risk assessment had been drawn up for both schools.

Detailed discussions were taking place when each trip was being planned, and were reviewed as the trip got closer. The risk assessment set out the potential hazards, who may be affected, and a list of control measures, all of which were designed to maximise the children's safety. The control measures included issues such as whether to use public transport or coaches, taking additional first aid boxes on trips, together with protein bars etc. Although the schools

wanted to take children on trips, Mrs Palmer said that there was an awareness of a heightened level of threat, and she wanted governors to be aware of the processes when planning trips.

Mr Henry asked whether central guidance and advice had been given. Mrs Palmer said that some advice had been received, but it was for schools to make the decision whether or not to take children on particular trips. She said that almost all parents had been happy with how both schools had handled the risks concerned, and one Gordonbrock parent had been unhappy with the cancellation of one recent trip.

Mrs Palmer said that she was drafting a lockdown procedure in the light of guidance received, which would be slightly different for both schools. Governors were asked to take the risk assessment away, and let her know if they felt anything had not been covered.

Ms Klein pointed out that there was a great deal of misinformation about safety, and schools must consider the local authority advice for individual events, such as the choir's performance at the Royal Festival Hall. Teachers had always briefed parents before trips, and this was now incorporated into the new risk assessment document.

Mrs Palmer said that only one trip had been cancelled, which had been scheduled to take place just after the incident at Borough Market, and it had been felt that it would not have been appropriate for this particular trip to take place under the circumstances. The Senior Leadership Team always talked to the children about each terrorist event, and held a minute's silence. Children were told to talk to their teachers if they were concerned about any aspects of a trip. It was emphasised that it was also important to support staff, and to have an ongoing risk assessment process which was reviewed on the day of an intended trip.

Governors agreed that this was a very reassuring and welcome document.

14. INFORMATION FOR GOVERNORS

(a) Items from the Governors' Information Pack

Governors were urged to read the summer term Governors' Information Pack, which contained a range of useful information, and their attention was drawn to the following articles in particular.

- *A new school places strategy – page 5*
- *Workshops on the Pupil Premium and on forming or joining MATs – page 9*
- *General Data Protection Regulation (GDPR) – page 10*
- *National Funding Formula – page 15*
- *The Apprenticeship Levy and The Enterprise Act 2016 – page 20*
- *30 hours – are you prepared? – page 21*
- *Health and Safety Committees for Lewisham schools – page 23*
- *RAISEonline ceases + Understanding GCSE grades – page 25*
- *New plans for education on sex and relationships – page 26*
- *New minimum standards for 16-18 provision – page 27*
- *Lewisham Music – page 28*
- *Promoting positive mental health – page 30*
- *Monitoring the Single Central Record – page 32*
- *Lewisham attendance (or absence) and persistent absence for 2015-16 – page 34*
- *Independent report: Behaviour in schools – page 35*
- *Communications Select Committee: 'Growing up with the Internet' – page 38*
- *Low income pupils' progress at secondary school / Understanding childhoods – growing up in hard times – page 39*

(b) School term / holiday dates

Governors' attention was drawn to the school term and holiday dates for 2017/18 and 2018/19 which had been circulated with the agenda.

Ms Branch referred to a discussion which had taken place at the Chairs' Briefing on the result of the coroner's inquest on an autistic child who had been found dead after their mother had died. It had been recommended that if a child was absent from school and there was no answer when the school rang the parent(s), a visit should be made by the home/school liaison officer from the school, and if there was no response, the Police should be contacted. Ms Branch asked how the schools approached issues such as this, and whether the Police would really be able to respond. Mrs Palmer said that the school made home visits in these circumstances, but capacity to do so would be reduced as the budget cuts impacted. She gave the example of an incident at Eliot Bank where the school had visited to find that the parent had suffered an epileptic fit, but said that the Police did not have the ability to provide this service.

(c) Consultation on primary assessment in England

Governors were advised that the Department for Education had launched a public consultation on proposals for improving the primary assessment system. At the same time, a parallel consultation was asking for views on the recommendations of the independent Rochford Review on statutory assessment arrangements for pupils working below the standard of national curriculum tests at the end of Key Stage 1 and Key Stage 2. Governors of primary and all through schools were invited to consider responding either individually or via their governing body. It was noted that the consultation closed on 22 June 2017 and could be accessed through the link provided on the agenda.

15. URGENT BUSINESS

Eliot Bank nursery

Ms Klein sought governors' views on how to manage the 30 hour entitlement in the Eliot Bank nursery, and gave an update on developments since the last meeting. The uptake for the 30 our entitlement had been much less than previously anticipated, and many parents had not been able to obtain the code for the increased entitlement. She said that there were currently two nursery classes with two teachers and nursery nurses, but only enough children to fill one class, with 25 fe rather than the 50 which had been expected. Ms Klein said that she had looked at the numbers in detail and had obtained advice, and said that the Governing Body had the authority to reduce the number of classes to 1 fe from 2 fe for September. If it appeared at a later stage that there was a significant increase in demand, it would then be possible to reinstate the second class. She explained the financial rationale to this proposal, and said that it would be possible to break even if the nursery remained at 2 fe, but the school could make a profit of £45,000 if the intake was reduced to 1 fe. Ms Klein said that if the reduction to 1 fe was agreed, all applicants could be accommodated, and there would be no need for any redundancies because of the staff from the surplus class could be redeployed elsewhere in the school.

After careful consideration, it was **RESOLVED** that the proposal to reduce the Eliot Bank nursery to 1 fe from September 2017 be approved, and would be reviewed in the event of there being a surge in the number of parents seeking places.

Head of School

Governors were extremely sorry that this was Ms Klein's final meeting of the Governing Body, and thanked her for her hard work and commitment to the school. Mr Fidel said that she had been a highly effective Head of School who had shown great professionalism, and had been instrumental in the work around bidding for control of the Children's Centre. As a result of Ms Klein's exceptional work, Eliot Bank had seen very high results, and she had helped to develop a range of staff who had been able to move on to further their careers. On behalf of the Governing Body, Mr Fidel wished Ms Klein the very best for the future.

16. DATES AND TIMES OF FUTURE MEETINGS

It was **RESOLVED** that the following dates and times be agreed for meetings of the Governing Body and committees for the 2017/18 academic year.

Governing Body

Thursday, 16 November 2017 – Gordonbrock

Monday, 12 March 2018 – Eliot Bank

Thursday, 21 June 2017 – Gordonbrock

All meetings to start at 6.00 p.m.

Resources Committee

Thursday, 12 October 2017 – Eliot Bank

Followed by Pay Committee

Thursday, 1 February 2018 – Gordonbrock

Thursday, 26 April 2018 – Eliot Bank

All meetings to start at 6.00 p.m.

Strategic Group

Fridays at 11.30 a.m.

