

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 November 2017 at 6.00 p.m.

PRESENT

Ms J. Branch	Vice Chair
Mr T. Bremner	
Mrs N. Connelly	
Mr P. Fidel	Chair
Mr C. Hale	
Mr T. Hardy Hall	
Mr L. Henry	
Ms K. Knowles	
Ms H. Lyttle	
Ms M. Quinn	
Mrs K. Palmer	Executive Headteacher
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 L. McGuire	Deputy Headteacher, Eliot Bank
Mr M. Ridler	Head of School, Eliot Bank
Ms K. Walsh	Deputy Headteacher, Eliot Bank
Mrs J. Woods	Clerk

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

Apologies for absence were received with consent from Ms Tighe. Mr Hayles sent apologies for lateness.

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 Nikki Connelly, the newly elected staff governor, to the meeting. Governors were also pleased to welcome Ms Colette Dollin back to the Governing Body.

2. REGISTER OF INTERESTS

The Clerk reminded governors that the Governing Body were required to maintain and update annually a register of the pecuniary interests of their members and of members of staff with significant financial responsibilities, which must now be published on the school website. All governors were requested to complete the form which had been circulated with the agenda and to return it to the Clerk before leaving the meeting.

3. ELECTION OF CHAIR AND VICE CHAIR

The Clerk took the chair for this item. Governors were reminded that they had agreed their procedures for the election of the Chair and Vice Chair at the meeting on 21 June 2017, which were as follows.

- 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.

Governors were reminded that anyone standing for election must withdraw while the item is under consideration.

(a) To elect a Chair to serve from the autumn term 2017

Nominations and self nominations were invited for a governor to serve as Chair of the Governing Body for the new academic year. Peter Fidel was nominated and left the room while his nomination was under consideration. In accordance with the agreed procedures, governors voted on the nomination by a show of hands, and it was **RESOLVED** unanimously that Mr Fidel be elected as Chair of the Governing Body for 2017/18.

(b) To elect a Vice Chair to serve from the autumn term 2017

Governors then discussed the election of the Vice Chair. The Chair pointed out that it would be very helpful for succession planning to involve one of the new governors more in the leadership of the Governing Body, and it was agreed that second Vice Chair should be appointed. Jean Branch and Christopher Hale were nominated as joint Vice Chairs and left the room while their nominations were under discussion. It was **RESOLVED** unanimously that Ms Branch and Mr Hale be elected as joint Vice Chairs of the Governing Body for 2017/18.

4. 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.

5. MINUTES OF PREVIOUS MEETINGS AND MATTERS ARISING

(a) To approve the minutes of the meeting held on 19 June 2017

It was **RESOLVED** that the minutes of the meeting held on 19 June 2017 be approved as a correct record.

(b) Matters arising

Page 3, Minute 4(d) – Governing Body self review

All governors were requested to complete copies of the skills audit and to ensure that this was returned to the Chair via whichever school was more convenient.

6. GOVERNING BODY

(a) Changes to the Governing Body

As noted earlier, Ms Connelly had been elected as the staff governor for the Federation for a four year period of office with effect from 9 November 2017. Governors were sorry to learn that Ms Tighe would be leaving the Governing Body at the end of December when she began her maternity leave, and were asked to consider the appointment of Ms Rouxsanne Van Wyk, a teacher from Eliot Bank, to replace her as a co-opted governor.

Governors were also requested to consider the appointment of Ms Colette Dollin to fill one of the vacancies for a co-opted governor, and were reminded that she had previously served as a governor on the former Eliot Bank Governing Body as well as on the Federation Governing Body, but that she had resigned due to other commitments. Ms Dollin had brought valuable skills and experience to the Governing Body, and had indicated that she was now in a position to become a governor once again.

Governors noted that Mr Fidel's nomination as a local authority governor had been approved by Mayor and Cabinet, and in accordance with the decision taken at the June

meeting, his reappointment had therefore been confirmed for a four year period of office with effect from 12 September 2017.

It was noted that Mr Brindle had not wanted to be considered for reappointment, and there were therefore two further vacancies for co-opted governors.

It was **RESOLVED** that Ms Rouxsanne Van Wyk be appointed as a co-opted governor for a four year period of office with effect from 1 January 2018, and Ms Colette Dollin be appointed as a co-opted governor for a four year period of office with immediate effect.

It was noted that all new governors were encouraged to attend induction training, and details of the spring term induction session would be included in the next Governors' Information Pack

(b) DBS checks

Governors were reminded that all governors were now legally required to have a valid DBS check in place, and new governors must make arrangements with the school to apply for a check within 21 days of appointment. Ms Dollin said that she would be meeting the School Business Manager the following week to renew her DBS check.

(c) Governing Body Code of Conduct

Governors were recommended to review and re-adopt their Code of Conduct on an annual basis. Copies of the existing Code of Conduct and the new model produced by the National Governance Association (NGA) had been circulated with the agenda. After discussion, it was **RESOLVED** that the NGA model would be adopted.

(d) EduBase

Governors were reminded that all schools were required to upload details of members of the Governing Body to EduBase, the Department for Education's database of schools. In addition to the information published on the website, this should include the postcode, date of birth, previous names, and nationality of all governors as well as a direct email address for the Chair; it was noted that this information was not published but was held securely by the DfE. Confirmation was given that the information was currently up to date.

(e) Agenda plan for 2017/18

Governors discussed agenda planning for the year, and considered the model agenda which had been circulated with the agenda. It was agreed that it would be helpful to develop an agenda plan, and it was **RESOLVED** that the Chair, Vice Chair, Executive Headteacher, and Clerk would meet to discuss this further in the near future.

7. EXECUTIVE HEADTEACHER'S REPORT / HEAD OF SCHOOLS' REPORTS

(a) Executive Headteacher's report

The Executive Headteacher's report had been circulated and included items on leadership and organisation, federation partnerships, INSET, appraisal, and policy reviews.

Leadership and organisation

The inspection at Gordonbrock had still not taken place, and staff were on constant alert, which was very stressful. It was noted that the framework was changing on a regular basis, and it was necessary to keep up to date with developments.

Governors congratulated Ms Gilmore on her designation as a local leader of education. She had gone through a rigorous assessment process by ETAL, the Lewisham Teaching School, and representatives from Lewisham, and this had recognised her support work for other schools in the local authority.

There had been a seamless transition in the change in the leadership team at Eliot Bank following Mr Ridler's appointment as Head of School. Mrs Palmer said that all of the good qualities at Eliot Bank had stayed the same, and Mr Ridler and his new team were now starting to make changes for the better in other areas. The senior leadership teams from both schools were working closely together, and a list of the main areas which had been covered were given in the report. These had included an INSET session on mental toughness and how to take this forward, non core assessment procedures and non core skills. The new RE syllabus was still awaited from the local authority and would then be updated for both schools. Mrs Palmer said that work was continuing to ensure that the curriculum remained aligned with all new co-ordinators, and that both schools were aligned as much as possible.

Federation partnerships

Mrs Palmer said that a particular strength of the Federation was that when anyone left, there was always a colleague from the other school who could step in and provide coaching. This had been particularly beneficial this term with the coaching that Ms Gilmore had been able to provide for Mr Ridler, and the strong partnerships which had developed between the SENCOs and between Lorraine McGuire and the new nursery teacher at Gordonbrock.

Mr Hayles joined the meeting.

INSET

A very interesting INSET session had taken place on 10 November on mental toughness, which had built on the growth mindset work. Governors asked Mrs Palmer to elaborate on this, and she explained the aspects which had been covered by the session. She had been in contact with Drew Povey and Steve Oakes, who had led the session, and Mr Oakes was keen to continue this work with the Federation in the new year.

Appraisal

Staff appraisals had been completed by the deadline of 31 October. The report listed the objectives which had been agreed for staff, which were related to pupil progress and the School Improvement Plan priorities.

School Direct

Three of the 2016/17 students had taken up employment with the Federation, and five new trainees had taken up places as non salaried trainees. The Senior Leadership Team had agreed that they would like to continue with the School Direct scheme, and the recruitment process would begin after Christmas.

School on school support

The assessment group was continuing with the Oakbridge Federation and Stillness Juniors, and Ms Gilmore continued to work closely with Stillness Juniors.

Peer review

The new group had now met several times, and the first peer review had been carried out at Kelvin Grove. The Headteacher had felt that this had been a rigorous and beneficial procedure and the school and reviewers had learnt a great deal from the process. The next school to be reviewed would be Horniman, and this review would be led by Mr Ridler. A governor asked how many schools were in the group and it was noted that five schools were involved. Eliot Bank would be reviewed in January and Gordonbrock in April.

Equalities objectives

The Strategic Group had reviewed the equalities objectives, which had been informed by the data. Objectives 2, 3, and 4 were the same for both schools, and the first objective

was specific to each school. The common objectives related to the review of the RE Policy to reflect the new agreed syllabus, to ensure that all data was collected on incidents of homophobic and transphobic bullying and that these incidents were dealt with robustly, and to ensure that new assessments procedures continued to include robust systems to monitor the progress and attainment of all underachieving groups, and to ensure that action is taken to diminish the difference between groups.

The Gordonbrock objective related to the progress and attainment of EAL children. Although this was not a major issue, Ms Gilmore said that she wanted to address this now before the worsened. The Eliot Bank objective related to ensuring that the progress and attainment of boys matched that of other groups.

Safeguarding

Minor changes had been made to the Safeguarding Policy to reflect changes in the new guidance. This included strengthening of the section on how to record issues and keep information securely, and a new section of domestic violence. There was also a link to the local authority's Escalation Policy for professionals to escalate concerns if they were concerned about how another professional was dealing with an issue. It was **RESOLVED** that the Safeguarding Policy be ratified.

Educational visits

The Policy had been strengthened in line with the new guidance, and the updated Policy had been discussed and agreed by the Strategic Group

Bullying and Harassment policy

Governors considered the revised Policy. Mrs Palmer said that this would be discussed with both School Councils, who would be asked to prepare a leaflet for the children; a leaflet for parents would also be produced. The new Policy had been updated in line with the July 2017 guidance, and made it clear where the Federation stood with the law, and how bullying outside school was dealt with.

There was discussion about providing a safe environment, and about the outcome of the recent parents questionnaires, where a proportion of parents had said that they did not know how the schools dealt with bullying, possibly because their children had never experienced this. A governor suggested that this could also be due to a misconception among parents of what constituted bullying.

The approach to ICT had been evaluated in light of continuing changes in this area, and included a more detailed approach to cyber bullying. Mrs Palmer said that the schools were making use of outside agencies such as the NSPCC who had visited Eliot Bank that week and would visit Gordonbrock in the near future.

A governor asked what the main priority would be; Mrs Palmer said that the top priority was cyberbullying. This was more prevalent in upper Key Stage 2 and had increased significantly in secondary schools.

Governors asked how the Federation would be able to assess how well it was doing. Mrs Palmer said that all incidents were recorded in detail and the deputy headteachers carried out an audit each half term, and constantly evaluated the position. She pointed out that cyberbullying also happened out of school, and children often didn't understand the consequences of sending unkind text messages, with comments that they would not say face to face.

Governors were asked to send any comments on the Policy to Mrs Palmer by 24 November; subject to no adverse comments being received, it was **RESOLVED** that the Bullying and Anti Harassment Policy be approved.

Governors were interested to hear about the work done on mental toughness, and felt that this was very impressive. Mrs Palmer said that she had been told that the Federation had been the first school to do this, and she hoped it would be effective. Governors agreed that this was another innovative step by the Federation and was part of the continuous desire to explore new initiatives.

Mrs Palmer was thanked for her report.

(b) Head of School's report – Gordonbrock

The Head of School's report had been circulated prior to the meeting and included items on attainment, progress, School Improvement Plan priorities, monitoring and evaluation, governor visits, professional development and INSET, teaching assistant / learning support assistant professional development, courses, inclusion, personnel, school roll, attendance, mobility, free school meals, fire drills, accidents and incidents, special events, visits, and visitors, and confidential items. Ms Gilmore also circulated the termly safeguarding report, the report on the recent computing drop-in, and the CPD planner for teaching assistants. She elaborated on areas of her report and answered governors' questions.

Attainment and progress

The report gave the headline data for the summer term outcomes; governors were reminded that the Strategic Group had scrutinised the data in more depth.

Governors were pleased to note that all of the percentages with one exception showed that attainment and progress were above the national expectations.

Early Years – It was noted that 91% of children had achieved a good level of development, compared with the national average of 71%. Ms Gilmore said that interventions were put in place where necessary, and the data was also scrutinised alongside last year's outcomes to ensure that no children were missing out in just one area.

Year 1 phonics – 88% of children had passed the phonics test in Year 1, against the national and Lewisham average of 81%. Governors asked why the proportion of children passing the Year 2 recheck was not as high as last year, at 50%. Ms Gilmore explained that this was a small group of children with significant and complex needs. Although they had made clear progress in terms of the number of words they could read, they were still not meeting the expected standard.

Key Stage 1 – Attainment was above expectations in all areas as follows.

Reading – 85%

Writing – 80%

Maths – 84%

Overall – 74%

These outcomes were significantly above the Lewisham and national averages in all areas. The Key Stage 1 progress figures showed that progress had been above the expected progress of four points for the year in all three areas.

The Key Stage 2 national progress measure showed above average progress in reading, writing, and maths and +1.5, +1.1, and +1.9 respectively. Governors asked how this compared with last year. Ms Gilmore said that last year's cohort had very strong Key Stage 1 outcomes, which made it more difficult to show significant progress. She reminded governors that the current Year 6 were the most challenging cohort ever, but because they had significantly lower outcomes for the end of Year 2, they would have much stronger progress data.

Key Stage 2 – The percentage of children achieving the expected standard was substantially above the Lewisham and national averages in all areas, as follows.

	Expected standard	High level of attainment
Reading	87%	39%
Writing	88%	27%
Maths	90%	40%
Overall	81%	19%
GPS	87%	45%

Governors were delighted to learn that this placed Gordonbrock in the top 6 schools in the Borough.

Other year groups – the report gave details of the points progress made by the other year groups in reading, writing, and maths. Governors asked whether any significant issues had been identified. Ms Gilmore said that there were no areas for concern, and she drew governors' attention to the very good progress made by Year 5 in writing. The next table gave details of the percentage of children achieving the expected standard in reading, writing, maths, GPS, and overall. It was noted that Year 5 had the lowest data, and the overall percentage in Year 4 was also lower than other cohorts. Ms Gilmore reminded governor that this year group had the highest proportion of Pupil Premium children and children with EHCPs.

Ms Lytle asked what was being done to boost the outcomes for Year 6. Ms Gilmore said that there was an emphasis on high quality teaching, with three outstanding teachers in this year group, and three outstanding teaching assistants. In addition, a number of extra staff were working with children with EHCPs. Ms Gilmore was also providing literacy support on a daily basis, and Ms Birchall was providing daily maths support. The SENCO was working with children with complex needs who needed to work in smaller groups. Ms Gilmore said that there were also other members of staff who could step in when needed.

Governors asked whether similar strategies were being used for Year 4. Ms Gilmore said that the school did not have the capacity to provide this level of support for Year 4, but stressed that the year group had a very strong phase leader.

Ms Branch asked whether the 85% target for Year 6 was still realistic bearing in mind the four new EHCPs which had recently been awarded. Mrs Palmer said that this was now slightly ambitious but she was still hopeful that the final outcome would be above 80%. Ms Gilmore said that every child had been considered in detail at pupil progress meetings and ambitious targets had been set. She assured governors that the school would do everything possible to try to meet the target.

Ms Branch stressed that it was very important for governors to be aware of the problems and challenges facing the schools, particularly at Gordonbrock, and it was noted that Mr Henry had been into Gordonbrock and had met some of the more challenging children.

School Improvement Plan (SIP) priorities

Governors were reminded that the updated SIP priorities had been circulated recently.

Monitoring and evaluation

The report gave details of recent monitoring and evaluation. Ms Gilmore said that she was very pleased in the quality of teaching, which had been judged as 100% good +, with 50% outstanding. She hoped that one more teacher would move to outstanding before Christmas, which would then give the highest proportion ever at the school, at 55%.

Both Heads of School and the Executive Head had taken part in a learning walk to look at the quality of teaching and learning in late September which had included observations, book looks, and progress data to give a very rounded picture. Governors agreed that it was impressive to see that even the new teachers were good. A number of strengths were seen, and areas for development were noted.

Whole school book scrutiny had taken place at the end of October. This had involved Mrs Palmer, Ms Gilmore, and both Deputy Heads, who had looked at the English books from Nursery to Year 6. Although some development points had been identified, it had been clear that staff and children were aspiring to the highest expectations. Maths book scrutiny had also taken place and evidence of strong progress was noted in a large number of areas.

Drop in computing visits had taken place in Years 2, 3, and 4 during October and November.

In addition, phase leaders were also carrying out monitoring and evaluation programmes across their own phases. Ms Gilmore informed governors that the next round of lesson observations had just started.

Governor visits

Mr Hale had attended a new governor's learning walk at the end of the summer term, and Mr Henry had carried out an assertive mentoring review in July. Ms Gilmore undertook to send copies of their reports to the Clerk for circulation.

Local authority register audit

The local authority had carried out a detailed register audit in July with Anne Carter and Jean Allen, the attendance officer. The school had been 100% compliant.

Topmark After School OFSTED inspection

The after school club had recently been inspected, and the inspector had reported that the children's behaviour was exemplary.

Shakespeare Schools Festival

One of the Year 5 classes had given an excellent performance of Julius Caesar at the Broadway Theatre on 9 October. Twenty members of staff had watched the performance and had given excellent feedback.

Open morning

A large number of prospective parents had commented very positively on the quality of the Year 6 guides who had shown them round the school.

Parent questionnaire

The report gave a summary of the outcomes from the autumn term parent questionnaire, which had generally been very positive. Mr Bremner asked Ms Gilmore to elaborate on question 8 relating to bullying and why only 62% of parents felt that the school dealt with bullying effectively. Ms Gilmore said that a large proportion of parents did not have any experience of their children being bullied, and so were not in a position to know how the school dealt with such issues.

Mr Hale commented that the responses to questions 6 and 10 were also slightly low, and asked why. Question 6 related to homework, and Ms Gilmore said that opinion was always divided among parents about the amount of homework their children received, with some thinking it was too much and others wanting homework to be given every day. Question 10 asked whether the school responded well to concerns that were raised.

Mrs Palmer pointed out that some parents would not agree when they did not get the response they wanted.

Mr Fidel asked who had devised the questions on the questionnaire. Mrs Palmer said that she had wanted to replicate the questions asked by Ofsted because the level of response on ParentView was often very low. Ms Branch asked about the number of responses that had been received, and it was noted that over 300 parents had completed the questionnaire.

It was pointed out that the Eliot Bank questionnaire had included a further question asking whether parents would recommend the school, and Ms Gilmore said that this had been omitted in error from the Gordonbrock information. The Chair asked that in future, the information should be presented in the same way for both schools to make comparison easier, and that the number of respondents should also be included.

Mr Hale asked whether parents had been informed of the outcomes. Ms Gilmore said that she would be summarising the findings in due course. It was noted that some parents had also made extremely complimentary remarks in the comments box.

Professional development

The report set out the range of professional development meetings and courses attended this term, and also gave details of the training programme for teaching assistants.

Inclusion

The report gave details of the number of pupils who received SEN support and the number with EHCPs. The report also drew governors' attention to the Inclusion SIP and the Pupil Premium Strategy and impact statement which were available online. It was noted that the Assistant Headteacher from Eliot Bank would be delivering training for the teaching assistants at Gordonbrock on the impact of provision for children with English as an additional language.

Safeguarding

It was noted that assertive mentoring was continuing for the most vulnerable children. The local authority had carried out a safeguarding policy audit that morning. This had taken two hours, and had been very positive. Ms Gilmore informed governors that all statutory requirements had been met and the school followed best practice in all areas. Natasha Orumbie, who had carried out the audit, had said that Gordonbrock was the only school she had visited who had made reference to child sexual exploitation in their Policy. Ms Gilmore said that she would circulate the report as soon as she received it.

Governors considered the detailed termly safeguarding report which gave details of referrals, child protection meetings, and exclusions.

Personnel

Governors were very sorry to learn that Shirley Finch would be leaving at Christmas after 25 years at the school. Mrs Palmer said that she was considering a slight restructuring to fill her role, and would be looking at the possibility of creating a new post at Scale 5, which could also include responsibility for medical needs, as well as providing a small amount of cover.

Attendance

It was noted that attendance was 97.47% at 16 October 2017. Mr Henry asked about the level of persistent absence, and the strategies in place to manage this. Ms Gilmore explained that the threshold for persistent absence had been changed, and many more children now fell into this category. She said that the attendance figures were affected by children returning home late from holiday but Jean Allen, the Attendance Officer, was

very rigorous in her attendance work. Ms Gilmore said that she had received a number of requests for absence over Christmas, but could not authorise leave for holidays. She stressed the school knew every persistent absentee, how often they were absent, and any reasons for this.

Fire drills

Details were given of four fire drills since the last meeting, two of which were unplanned.

Ms Gilmore was thanked for her report.

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

The Head of School's report had been circulated prior to the meeting and included items on attainment, progress, School Improvement Plan priorities, monitoring and evaluation, governor visits, professional development and INSET, teaching assistant / learning support assistant professional development, courses, inclusion, personnel, school roll, attendance, mobility, free school meals, fire drills, accidents and incidents, special events, visits, and visitors, and confidential items. Mr Ridler also circulated the termly safeguarding report. He elaborated on areas of his report and answered governors' questions.

Attainment and progress

The outcomes for the last academic year were excellent, and were mostly above the national average.

Early Years - The outcomes for the Early Years had increased in almost all areas from last year, and the proportion of children achieving a good level of development had increased by 2% from last year to 88%, which was significantly above the national average of 71%.

Year 1 phonics - There had been a dip in the proportion of children passing the Year 1 phonics test last year, but there had been an increase again this year to 85%, against the national and Lewisham averages of 81%. 70% of children who had been retested in Year 2 had passed; Mr Ridler informed governors that three children who had not passed had made huge progress, but had not quite met the threshold, and two children had significant special needs.

Key Stage 1 - The Key Stage 1 attainment was broadly in line with last year, and was above the national and Lewisham averages in all areas. Progress was also broadly in line with last year. The average points score was slightly lower than last year and governors asked the reason for this. Mr Ridler explained that 20% of the Year 1 cohort had moved up to Year 2 having achieved greater depth, which had affected the amount of progress they had made in Year 2.

Key Stage 2 - The progress made between Key Stage 1 and Key Stage 2 was significantly above the national expectation in all areas, particularly in reading and maths. Although progress in writing was lower, it was still above the national average. Governors asked why progress in writing was lower than in the other areas, and Mr Ridler explained that not enough prior middle attainers had achieved greater depth. This was a focus for this year. Mr Ridler added that a couple of children had joined Eliot Bank with the highest possible Average Points Score from their previous school, and he did not believe that this data was accurate. Mrs Palmer pointed out that writing was teacher assessed at Key Stage 2, and staff in the Federation did not assess children as having met the age related expectation unless they were confident that they were really secure, which governors agreed demonstrated a high level of integrity with the assessments.

Governors were extremely impressed with the high proportion of children who had achieved greater depth, particularly in maths, where 50% of children had reached the higher level. It was pointed out that it would be difficult to maintain this outstanding level of achievement in 2018.

Other year groups - The report included information on the points progress made by other year groups and the proportion who had achieved the expected standard. Governors asked the reason why progress appeared to be slightly lower in Year 3 than other year groups, and an explanation was given of the impact of a group of SEN children one class.

Mr Ridler said that the new inspection dashboard had not highlighted any significant areas of underperformance by groups, with the exception of the gap between boys and girls which was being addressed. It was noted that there was also a focus on increasing the proportion of Pupil Premium children reaching greater depth.

Monitoring and evaluation

Mr Ridler reported on the profile of the teachers at Eliot Bank. It was noted that 88% of staff had been judged as good+, with 44% outstanding. Improvements had been observed in those teachers not yet graded Good. It was anticipated that these teachers would achieve a Good judgement overall by the end of the term/early next term.

The report gave details of the monitoring that had taken place during the term. The phase leaders and Senior Leadership Team had carried out drop ins to look at behaviour, relationships, and classroom environment at the start of the year, and Mr Ridler said that the sense of calm which parents had commented on had been apparent.

Maths book looks had been carried out from Years 1-6 by the phase leaders, and it had been clear that progress was evident in all books. A number of strengths had been identified, and some areas for development had also been highlighted. Literacy book looks had also taken place by the Senior Leadership Team and Literacy Team Leader and high levels of engagement and enjoyment had been clear.

An attendance audit had taken place across all year groups, and the school had met 100% of statutory requirements as well as 100% of the local authority's good practice guidance. The overall register audit score had been 103/104. The only area for development had been in respect of monitoring and it was hoped that the new MIS system would help to rectify this.

The outcomes of the parents' survey were included in the report, and governors were pleased to see the very high proportion of positive responses and the very complimentary remarks which had been included. It was noted that the data excluded the responses from one class where parents' evening had been postponed when the teacher went into early labour. As with Gordonbrock, a significant proportion of parents had said that they did not know if the school dealt with bullying effectively but Mr Ridler felt that this was generally because parents had not had any experience of bullying at Eliot Bank. Mr Ridler said that the responses would be shared with parents. Mixed comments had been received about homework, and he said that a further survey would be carried out on homework in the spring term to ascertain parents' preferences.

Mr Ridler said that the school would continue to publicise the excellent work that took place in the arts. Ms Knowles said that she had attended the recent Year 2 assembly, which had been extremely enjoyable, and she had particularly appreciated the piano playing.

Mr Ridler said that a newsletter would also be produced to explain how the school dealt with bullying and to raise awareness among parents.

INSET and professional development

An audit had been carried out among the teaching assistants to identify the professional development they would like, and a programme had subsequently been drawn up.

Breakfast Club

Mr Ridler said that concerns had arisen with the provision for the Breakfast Club earlier in the term, and Ms Knowles had been involved in agreeing an emergency contract with Top Marks. Mr Henry asked whether there were any cost implications involved in the new contract; Mrs Palmer said that the school had said that Top Marks must keep to the same fees for the autumn term.

Staffing

The report gave details of leavers and new staff. The vacancy for a temporary teacher to provide maternity cover had been advertised but it had not been possible to make an appointment, and it was now likely that agency cover would be used. Mr Ridler said that there were currently vacancies for three SEN classroom assistants.

School roll

It was noted that there were currently 494 children on roll, including the Nursery.

Attendance / mobility

Attendance was currently at 97.94%. 15 children had left the school; 7 had moved out of Borough and 3 had moved overseas. One child was being home educated, and four had moved to other Lewisham schools.

Fire drills

Five fire drills had taken place since the last meeting, one of which had been unplanned and had been activated by a teacher using an oven.

Accidents

The report included details of accidents which had involved children and adults since the last meeting, and the action taken to avoid a recurrence.

Visits and visitors

A long list of visits and visitors was included in the report. Governors asked how the introduction of electronic communication with parents had been received. Mr Ridler said that there had been positive feedback about the electronic newsletters and only one parent had said that they would prefer paper copies. He added that there were only seven children in the school whose parents did not have access to email. It was noted that an electronic system was being introduced at Gordonbrock, starting with offering electronic booking for parents evening slots.

Mr Ridler was thanked for his report.

The Chair commented on the very impressive results which had been reported to the meeting for both schools, and governors wished to record their appreciation to all staff for the very hard work that had gone into achieving these outcomes.

8. 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 30 June and 15 September, together with the terms of reference which had been reviewed at the September meeting. At their June meeting, the Strategic Group had discussed a range of staffing issues and had discussed admission to the Eliot Bank Nursery for children who had deferred entrance to Reception. There had also been discussion about the schedule of governors' visits, and the guidance for visits; the Strategic Group had also discussed a visitor protocol for Eliot Bank and the need for the registration numbers of visitors' cars to be recorded to identify anyone who caused an issue to local residents by parking inconsiderately.

In September, the Strategic Group had discussed the Educational Visits Policy in detail. This had been updated in line with the DfE guidance There and Back Again as well as advice from Claire Firmin. A governors' monitoring schedule had been circulated at the meeting, and there was discussion about the new peer review system which had been agreed across Lewisham schools. There had been an update on staffing, and detailed presentations had been made on the 2017 outcomes. The Strategic Group had also discussed a range of safeguarding issues, and governor recruitment.

The minutes of the meeting held on 13 October were not yet available and it was agreed that these would be circulated as soon as possible. Mr Fidel informed governors that, at this meeting, the Strategic Group had discussed staffing issues, safeguarding matters, the Governing Body self review, and governor recruitment. A number of policies had been reviewed and approved, including the Educational Visits Policy, Visitors Policy, SEN Policy, Nursery Admissions Policy, and Appraisal Policy. The Committee had also discussed the SEND information report and had agreed that this should be uploaded to the websites. The Committee had reviewed the Pay Policy and commended it to the Governing Body for ratification.

It was **RESOLVED** that the terms of reference for the Strategic Group for 2017/18 be approved.

(ii) Resources Committee

The minutes of the meeting of the Committee held on 12 October 2017 were received, together with the terms of reference. The Committee had carried out a detailed review of the budget and had scrutinised income and expenditure, and any variations from the approved budget. The Committee had discussed a range of staffing and health and safety issues, and had also discussed the benchmarking data which had been circulated at the meeting. There had been discussion of the Schools Financial Value Standard, and the Scheme of Delegation, and the updated Lettings Policy had been reviewed and approved.

The Committee had also discussed the catering contract and the Breakfast Club at Eliot Bank.

It was **RESOLVED** that the terms of reference for the Resources Committee for 2017/18 be approved.

(iii) Pay Committee

The Pay Committee had met on 12 October to consider the Executive Headteacher's anonymised report which made recommendations in relation to teachers' pay. The Committee had also reviewed their terms of reference, and it was **RESOLVED** that the Pay Committee's terms of reference for 2017/18 be approved.

(b) Review of committee membership and link governor responsibilities

Governors considered proposals for a new link governor structure, which aimed to spread out the workload a little more evenly. It was **RESOLVED** that the link governor roles be agreed, as set out in the appendix to these minutes.

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

As noted earlier, Mr Hale had attended a learning walk at Gordonbrock as part of his induction as a new governor, and had discussed the SIP priorities. He said that he had been struck by the behaviour in school, the learning environment, and the insight into the challenges relating to the then Year 5 and how the children were being managed, all of which had helped him to understand his role as a governor.

Mr Fidel had carried out a health and safety walk with Mr Goode at Gordonbrock, and would be visiting Eliot Bank in December.

Mr Fidel had inspected the risk assessments for an educational visit from Eliot Bank to ensure that it complied with the Policy and had scrutinised the paperwork for the visit with Mr Ridler.

Ms Branch, Mr Fidel, and Ms Stickland had attended a meeting on the new peer review system. Mr Fidel informed governors that the local authority was planning to form a new Lewisham Learning Interim Strategic Board comprising headteachers and governors from a range of schools. There had been issues over the number of spaces allocated for primary governor representation, and some governors felt that the input of primary schools was not always valued as much as that of secondary schools.

(d) Governing Body training

Ms Stickland had carried out safeguarding audit training, and had passed her certificate to Mrs Palmer. She was also due to attend a safeguarding training session.

Mr Fidel reminded governors that the Governing Body bought into the training service level agreement, and urged colleague to take advantage of the training available.

9. SCHOOL PERFORMANCE DATA AND TARGET SETTING

(a) Performance data

Summaries of the performance data had been discussed as part of the Head of School reports. The new Analyse School Performance (ASP) document which had replaced RAISEonline had been received the previous day, and would be considered in detail by the Strategic Group at their December meeting. Mrs Palmer invited governors to come into school to look at the ASP online.

(b) Sports Premium

The Sports Premium report was on the school website, and would be discussed at the next meeting of the Strategic Group.

10. PUPIL PREMIUM GRANT STRATEGY

Governors welcomed Ms Barry to give an update on the impact of the Pupil Premium. She reminded governors that the impact statement for 2016/17 was available on the website together with information on the use of the Pupil Premium Grant.

Ms Barry said that Gordonbrock continued to outperform significantly in terms of the proportion of children reaching age related expectations in all areas at Key Stage 1 and 2 and work had continued to diminish the difference between Pupil Premium children and their peers. The only area of concern had been in writing at Key Stage 2 where the gap in writing had widened slightly, but was still 4% less than the national gap.

Ms Barry reminded governors that there had been a focus last year on increasing the number of Pupil Premium children achieving greater depth in reading, writing, and maths. Ms Barry gave details of the increases, and it was noted that the number of Pupil Premium children achieving greater depth had increased in every year group in maths. There had been increases in writing in Years 1, 2, and 6, and increases in reading in Years 1 and 2.

A target had been set to increase the number of Pupil Premium children achieving a combined greater depth, and there had been increases in Years 2, 3, 5, and 6. There had been no increase in Year 4, but Ms Barry reminded governors that Year 4 as a very vulnerable group with a high level of Pupil Premium children and special needs.

The work to raise the attainment of all Pupil Premium children continued through quality first teaching and targeted intervention, and had been very successful in improving the number of children reaching greater depth in two subjects. Work was continuing with Eliot Bank on targeted support, and as noted earlier, the EAL lead at Eliot Bank would be delivering cross federation training at Gordonbrock.

Ms Barry said that the focus on underachieving Pupil Premium children in maths and writing was continuing to ensure that they made accelerated progress. Work was also ongoing to improve the aspirations of Pupil Premium children as part of the growth mindset and resilience work. It was noted that another audit would be carried out in the new year.

Governors asked for information on how the Pupil Premium Grant was used, and it was noted that the detailed information was available on the school website.

Eliot Bank

Ms Walsh reminded governors that the Key Stage 1 and 2 results were significantly above the national average in all areas, with big gains at Key Stage 1 in writing and reading.

In Year 6, 6 of 11 Pupil Premium children also had significant special needs, and the difference had been diminished significantly with a 60% improvement from the end of Year 5. Diminishing the difference to increase the number of children reaching age related expectations still remained a focus. Improvements had been made to the proportion of Pupil Premium children reaching greater depth in writing, reading, and maths in some year groups but Ms Walsh said that more work was needed to achieve across all three areas.

Work would continue with Gordonbrock next year using quality first teaching, and to develop a greater understanding for Key Stage 2 staff in respect of targeted support. Ms Walsh said that a plan had been put in place to provide additional support for Year 4, and one of the school's most experienced teachers was working in this year group. She said that she would continue to explore enrichment activities for Pupil Premium children.

Mr Henry asked whether parents understood the work the schools were trying to do in relation to greater depth. Ms Walsh said that she had met some of the parents, who were part of the assertive mentoring programme, and had discussed aspirations with them.

Governors thanked Ms Barry and Ms Walsh for their presentations, and for the depth of information which was available on the website.

11. OFSTED

Governors discussed whether any further action was needed in preparation for OFSTED. It was agreed that Gordonbrock was prepared for the inspection, and there was no need for anything more to be done at this stage.

12. TERMLY CHILDREN'S CENTRE REPORT

Lorraine McGuire had taken over responsibility for the Children's Centre from Ms Klein. She was arranging to meet the person from Kelvin Grove with responsibility for the Children's Centre, and would be observing and monitoring the quality of the sessions, with a particular focus on consistency. Once she had done this, Ms McGuire would decide whether an action plan was needed. Ms McGuire said that she would be attending the next Mobilisation Board meeting, which was the local authority's new strategic advisory group which would be looking at the consistency of provision across all areas.

13. POLICY REVIEW

Governors discussed a number of policies.

Pay Policy

The Pay Policy had been reviewed by the Strategic Group. The Policy had been updated to include the agreed terms of reference for the Pay Committee rather than the less robust model terms of reference included in the model policy. It was **RESOLVED** that subject to this amendment, the Pay Policy be approved.

Supporting children with medical needs Policy

Mrs Palmer said that the section on the use of epi pens was being updated, following which the Policy would be circulated to governors.

There and Back Again Policy

It was noted that the Strategic Group had discussed and approved this Policy, which had been based on the local authority's model policy. Arising from discussions about the Policy, Mr Fidel had scrutinised the documentation and risk assessment for a visit at Eliot Bank.

14. ITEMS FOR DELEGATION

(a) General Data Protection Regulation (GDPR)

Governors were informed that the GDPR was new legislation that would be applicable to those with day to day responsibility for data protection and would be introduced in the UK from 25 May 2018. It was noted that the legislation would impose higher standards of data protection; it would be necessary for all schools to review how they managed data protection and to have a designated Data Protection Officer who would have responsibility for all aspects of data protection.

It was recognised that this would be a major piece of work, and Mr Ridler and Ms Gilmore would be attending training in the near future. It was agreed that the Strategic Group would be asked to consider the implications of the GDPR in more detail.

(b) Primary school register audits

The Governors' Information Pack included an item on the register audits which were being carried out of all primary schools in the Borough. As noted in the Head of School reports, both schools had been audited and had passed with flying colours.

(c) Reminder of updated information to be published on the school website

Governors were reminded of the need to ensure that the information published on the school website met current legal requirements and included key information about governors and their registered interests, the Pupil Premium strategy and Sports Premium strategy, the complaints procedure, equalities data and objectives, and the school's SEND information. Governors were reminded that Mr Hale had carried out a

comprehensive audit of the websites recently, and he said that he would be happy to keep this under review on an ongoing basis.

15. INFORMATION FOR GOVERNORS

(a) Lewisham Learning

Further to the earlier discussion, the agenda highlighted the formation of Lewisham Learning, which had been set up by the local authority in response to the Education Commission's review of education provision in Lewisham. Lewisham Learning would aim to deliver a school led model of school improvements in the Borough by facilitating collaboration and challenge between groups of schools who would carry out peer to peer reviews. It was noted that a consultation process had been carried out during the summer term, and copies of the consultation document were available from Governors' Services. More information on Lewisham Learning was given in the Governors' Information Pack, and governors were invite to send any questions or feedback to Michael Roach, the Interim Director.

(b) Items from the Governors' Information Pack

Governors' attention was drawn to the range of useful information which was included in the Governors' Information Pack, and governors were urged to read the following articles in particular.

- Lewisham Learning – page 3
- Clerking Competency Framework – page 4
- School leaders and governing bodies: What do we expect of each other? – pages 5 and 51
- The General Data Protection Regulation (GDPR) – Is your school ready? – page 6
- School budgets – page 9
- Common themes emerging from internal audit reports (2016/17) – page 10
- Financial benchmarking information – page 11
- Apprenticeship Levy page 12
- IR35 – page 13
- New deal to help schools save cash on computer equipment + Fire safety – page 14
- There and Back Policy – page 15
- Lewisham primary schools pupil headline outcomes, Early Years to Key Stage 2, 2017 – page 17
- Update on Analyse School Performance (ASP) and RAISEonline – page 18
- School and college performance tables: Statements of Intent – page 19
- Safeguarding audits using the LA Section 11 tool – page 22
- Updated DfE exclusions guidance and Lewisham update – page 23
- Ofsted – page 25

(c) Exclusions guidance

Governors' attention was drawn to the updated guidance on school exclusion which came into force in September 2017.

(d) Lewisham Governors' Association (LGA)

Governors were informed that the autumn term meeting of the LGA had been cancelled because it had not been possible to secure an external speaker.

16. URGENT BUSINESS

Mr Ridler informed governors that the final deadline for school journey payments had passed, and payments were still outstanding for eight families. He and Ms Walsh were working closely with the families to try to encourage them to pay, but he was concerned that it may not be possible to obtain the money. It was noted that there was currently a deficit of £1,500 for the school journey. It was suggested that in future, parents could be given a longer period to pay,

and that putting payment plans in place further in advance would enable action to be taken if any families began to fall behind.

17. DATES AND TIMES OF FUTURE MEETINGS

Governors were reminded that the following dates and times had been agreed for meetings of the Governing Body and committees for the 2017/18 academic year.

Governing Body

Monday, 12 March 2018 – Eliot Bank

Thursday, 21 June 2017 – Gordonbrock

All meetings to start at 6.00 p.m.

Resources 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.

Chair

Date



12th March 2018