

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, 14 March 2019 at 6.00 p.m.

PRESENT

Ms J. Branch	
Mr T. Bremner	
Ms B. Eadie	
Mr P. Fidel	Chair
Ms M. Gilmore	Executive Headteacher
Mr C. Hale	Vice Chair
Mr T. Hardy Hall	
Mr L. Henry	
Ms K. Knowles	
Ms H. Lyttle	
Ms M. Quinn	
Mr B. Stephen	
Ms T. Stickland	
Ms R. Van Wyk	
Ms M. Worthington	

Also present:

Ms M. Barrie	Deputy Headteacher, Gordonbrock
Ms N. Connelly	Deputy Headteacher, Gordonbrock
Mr M. Ridler	Head of School, Eliot Bank
Ms K. Walsh	Deputy Headteacher, Eliot Bank
Ms J. Wright	Head of School, Gordonbrock
Mrs J. Woods	Clerk

Two of the items in the confidential section of the agenda were discussed at the beginning of the meeting without staff members in attendance. All members of staff then joined the meeting.

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

No apologies for absence were received.

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

Governors were delighted to welcome Ms Bethany Eadie and Ms Melanie Worthington, the two newly appointed co-opted governors, and Mr Ben Stephen, the newly elected staff governor, to the meeting. All those present introduced themselves, and the new governors gave a brief summary of their skills and experience.

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 19 November 2018

It was **RESOLVED** that the minutes of the meeting held on 19 November 2018 be approved as a correct record.

(b) Matters arising which are not included elsewhere on the agenda

(i) Page 3, Minute 9(B)(III) - Procedures for remote attendance at meetings

The Strategic Group had considered a range of policies for remote attendance at meetings by governors which had been adopted by other governing bodies, and Ms Gilmore had produced a proposed draft Policy which had been recommended for approval by the Strategic Group, and which had been circulated with the agenda. The Policy set out proposals for the number of governors who may attend remotely for any one meeting of each kind, and the number of times in a year when they may request permission for remote attendance. Governors were asked to send any comments to Ms Gilmore by 21 March 2019, and subject to no adverse comments being received by this time, it was **RESOLVED** that the Remote Attendance at Meetings Policy be adopted

(ii) Page 14, Minute 7(d) – Governors’ monitoring schedule / agenda plan

The Strategic Group had also reviewed the strategic overview document for governors’ monitoring, which was linked to the current Ofsted inspection judgments. The schedule allocated areas of responsibility to the majority of governors, and Ms Gilmore pointed out that she had allocated curriculum development to Ms Worthington and Ms Eadie to help them to develop their understanding of the schools. It had not been possible to allocate an area of responsibility to Ms Lyttle because of her difficulty in making planned daytime visits to the schools due to her teaching commitment.

The majority of visits for the spring term had already taken place, and it was agreed that the Heads of School would contact the relevant governors to organise meetings for the summer term. It was **RESOLVED** that, subject to no adverse comments being received by 21 March 2019, the governors’ monitoring schedule be adopted.

(c) To approve the minutes of the extraordinary meeting held on 7 February 2019

It was **RESOLVED** that the minutes of the extraordinary meeting of the Governing Body held on 7 February 2019 be approved as a correct record. There were no matters arising.

4. GOVERNING BODY

(a) Changes to the Governing Body

Appointments

Name	Category	Period of office
Ms Bethany Eadie	Co-opted	Four years from 7/2/19
Ms Melanie Worthington	Co-opted	Four years from 7/2/19
Mr Ben Stephen	Staff	Four years from 5/3/19

The terms of office for Ms Eadie, Ms Worthington, and Mr Stephen were noted. Governors were reminded that there was one further vacancy for a co-opted governor, and in accordance with the agreed allocation of places when the Governing Body had been reconstituted, this place should be filled by a parent from Gordonbrock. It was **RESOLVED** that Ms Gilmore and Mr Fidel would look at the analysis of the recent skills audit to identify any gaps in expertise, and would then seek a parent with the appropriate skills from among the Gordonbrock parents.

(b) Election of second Vice Chair

Further to the discussion at the last meeting, nominations and self nominations were invited for a governor to serve as the second joint Vice Chair. There were no nominations at this stage, and it was **RESOLVED** that the Governing Body would revert to having a single Vice Chair for the time being.

(c) DBS checks

Governors were reminded that they were legally required to complete a DBS check. It was confirmed that all current governors had a valid check in place.

(d) Analysis of governors' skills audit

The analysis of the recent skills audit had been considered by the Strategic Group at their November meeting, and as noted above, this would be used to identify any further gaps in skills when considering the remaining vacancy for a co-opted governor.

(e) Governing Body self review

Discussion of this item was deferred to item 6(f) later on the agenda.

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

(a) Reports from committees

(i) Strategic Group

The minutes of the meetings held on 23 November 2018, 25 January 2019, and 1 March 2019 were received. The Strategic Group had considered a range of safeguarding issues in detail at each meeting. At the November meeting, there had been discussion about succession planning and recruitment, and Mr Fidel's analysis of the skills audit forms. The Strategic Group had discussed issues about car parking at Eliot Bank at their meeting in January, together with the quality of teaching and learning, the cleaning contract, Eliot Bank Nursery, the Remote Participation Policy, and the governors' monitoring schedule. The recruitment of the Head of School for Eliot Bank had been discussed, and the Strategic Group had agreed that both schools should take part in the Operation Encompass initiative.

At the most recent meeting on 1 March, the Strategic Group had discussed the quality of teaching and learning, staffing issues, car parking at Eliot Bank, and the Remote Participation Policy.

(ii) Resources Committee

The minutes of the meeting of the Committee held on 7 February 2019 were received. The Committee had discussed the budgets in detail, together with the three year budget plans. Governors had also considered staffing issues at both schools, benchmarking data, premises and health and safety issues, and the Schools Financial Value Standard submission.

(b) Review of committee membership and link governor responsibilities

Governors considered the membership of committees and link governor allocations. No changes were made at this stage.

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

Ms Branch and Ms Wright had met to discuss the delivery of school improvement at Gordonbrock. Ms Branch had attended a professional development meeting, and the peer reviews had now taken place. She said that she would meet Ms Wright again, and would write up her report.

Ms Stickland's report had been circulated on her school improvement learning walk in December which had focused on the strategies which were in place to support children to learn at greater depth, including Kagan, the use of resources, and open questioning, as well as the growth mindset.

Mr Hale reported on the health and safety audit at Gordonbrock, which he had carried out with Glen Goode. He said that Mr Goode clearly had a meticulous approach to health and safety, and had made all relevant documents available. There had been no areas of concern, with just a couple of very minor issues to be resolved. Mr Fidel had carried out the health and safety audit at Eliot Bank, and again, had identified only very minor issues. Ms Gilmore

informed governors that she was in the process of reviewing the Health and Safety Policy, and would bring this to governors for approval in the autumn term.

(d) Governing Body training

Ms Stickland had attended the safer recruitment training session in February. Mr Fidel reminded governors that the Federation bought into the training SLA with Lewisham, and urged governors to take advantage of the training sessions available, as well as the online training.

(e) Governance training for chairs and clerks funded by the Department for Education
Governors were given details of the availability of training for chairs, vice chairs, committee chairs, and future chairs to provide opportunities for developing leadership skills and confident governance. Funding was available from the Department for Education, and any governor interested was invited to book a place on the course through the NGA. An accredited training programme was also available through the NGA for clerks.

Mr Fidel said that he was considering applying for the training opportunity; however, the course was now under way and it may be too late for him to join. It was suggested that he should discuss this with Sue Kermode in Governors' Services.

6. SCHOOL IMPROVEMENT

(a) Executive Headteacher's report

The Executive Headteacher's report had been circulated prior to the meeting, and included sections on leadership and organisation, Federation partnerships/working, INSET, appraisal, School Direct, school on school support, peer review, policies, and EHT support. Ms Gilmore elaborated on areas of her report and answered governors' questions.

Ms Gilmore informed governors that Gordonbrock was hosting a training session for the local authority on School Improvement Plans/Self Evaluation forms, which was being run by her and Mrs Palmer. So far, 15 governors had booked to attend.

Leadership and organisation - Ms Gilmore said that her main priority this term had been the recruitment of the new Head of School for Eliot Bank, which had now been completed. The list of her ongoing Federation priorities was attached to the report. The Senior Leadership Teams from both schools continued to work closely together, and had been focusing on developing the curriculum offer.

Federation partnerships / working - Many of the partnerships were now very well established, and the Federation was developing as many productive partnerships as possible to benefit the children. Consideration was currently being given to a number of future areas of collaboration, including art, music, science, and possibly a link between the two PTAs.

Year group teams - The year group teams met twice each term for planning the curriculum and moderation of writing. Marinda Barry and Katrina Walsh had carried out the Pupil Premium Grant audit, which had been very successful in its impact on the support offered, and had given insight to the schools' aspirations, particularly for high achievers. Ms Gilmore said that it had been agreed that this model would be replicated for SEND, to give an insight into the experiences for this group of children. Ms Barry and Ms Walsh were supporting the SENDCOs in both schools to audit the provision in one year group which was not involved in the Pupil Premium audit.

The peer reviews had focused on curriculum development and how to evidence the high quality of non-core work for individual children. Ms Gilmore said that there had been a great deal of debate on how to provide evidence in non-core subjects; staff were not being asked to do anything very different but must ensure that they were careful to articulate and evidence pupil progress.

INSET - Helen Youngman had led an INSET day on curriculum development on 15 February. Ms Gilmore said that this had given reassurance that the schools had a deep, rich, and bespoke curriculum in place, and had encouraged staff to look at how to make even better use of the local context. ***Ms Lyttle asked whether the schools were now finding the amount of work involved in preparing risk assessments, even for visits to the park, more time consuming.*** Ms Gilmore said that risk assessments involved a huge amount of work, but the schools had proformas and templates in place which teachers could amend as appropriate, so they rarely had to start a new risk assessment from scratch. Mrs Palmer had also looked at how to streamline the templates as much as possible.

Appraisal - The mid year reviews were under way, and Ms Gilmore said that targets were being reshaped having regard to the School Improvement Plan and monitoring outcomes. There had also been discussion about the role of senior leaders, and the taking responsibility for subjects at every level.

School Direct - Ms Gilmore informed governors that it was becoming increasingly difficult to recruit School Direct trainees through the non salaried route. Salaried trainees were becoming increasingly expensive and were no longer financially viable. Only three candidates had been shortlisted this year; one had withdrawn before the interview, and one had accepted the offer made from September. ***Ms Lyttle asked whether consideration had been given to recruiting students.*** Ms Gilmore said that the Federation had been committed to School Direct and had recruited some outstanding teachers over several years, mostly through the salaried route, but the non salaried route was not attractive to most people, and the situation would be reviewed in the coming months.

Ms Gilmore was continuing to work for the School Improvement Board through Lewisham Learning, but stressed that her role as Executive Headteacher would always take priority, and if she felt that this was compromised in any way, she would not continue with this work.

Peer review - Both schools had had successful peer reviews. The Eliot Bank review would be considered in more detail under Mr Ridler's report, and the report on the Gordonbrock review had not yet been received.

A governor asked Ms Gilmore about the proposal to restructure the peer review group. Ms Gilmore said that Eliot Bank, Gordonbrock, Kelvin Grove, and Horniman would continue to work together for a third year, with Mrs Palmer as facilitator. Stillness Junior School did not wish to continue with the group, but a further two schools had indicated that they would be interested in joining.

Policies - It was noted that the Safeguarding Policy was being updated to include reference to Operation Encompass, and would be brought back to the Governing Body for formal approval.

The SEND annual report had been updated in January 2019 and had been uploaded to both websites.

The Online Safety Policy was being reviewed by the computing leads, and the Health and Safety Policy was also being reviewed.

EHT support/continuing professional development - Ms Gilmore informed governors that she was continuing to meet Kathy Palmer for regular mentoring sessions in her new role. She had joined the newly formed network group for Executive Headteachers, which was facilitated by Mrs Palmer, but this had only met once so far.

Mr Bremner referred to Federation priorities, and said that he though there should be discussion about what these may look like in five years time. This had been raised during Ms Gilmore's recent performance appraisal, and it had been agreed that the Federation had

come a long way 5over the last few years. Mr Bremner said that he would also like to hear from the Heads of School on their vision for the future, and it was **RESOLVED** that this would be discussed at the summer term meeting.

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

The Head of School's report had been circulated prior to the meeting and included items on progress and attainment, monitoring and evaluation, professional development and INSET, appraisal, inclusion, premises, personnel, budget, school roll, attendance, mobility, free school meals, fire and lockdown drills, accidents/incidents, special events, visits and visitors. Mr Ridler drew governors' attention to sections from his report and answered questions as follows.

Progress and attainment

Progress and attainment had been very consistent overall during the autumn term, with very good progress for all children and Pupil Premium children in most year groups. Mr Ridler reminded governors that two points of progress was expected during the autumn term, which then set a pattern for significant progress for the remainder of the year. Governors noted the large proportion of areas where children had made two or more points progress, which were coloured in blue on the report. The small number of areas which were coloured red and where progress was below expectations were being monitored closely. These included Year 5 maths for all children and disadvantaged pupils, and Year 2 disadvantaged children in all areas. Governors asked the reason for the issue with maths in Year 5. Mr Ridler explained that 11 children had not converted from the expected level in Year 4, and these children were being targeted to get them back on track. ***Mr Henry asked about the size of the gap between these children and the expected level, and whether some needed more help than others.*** Mr Ridler explained that the children were one stage behind where they should be. There were issues around confidence, and most of the children had very low baselines at the end of Key Stage 1; many of the children had been targeted each year, and he stressed the importance of sustaining this.

A governor asked the reason for the low progress of disadvantaged children in Year 2.

Mr Ridler pointed out that there were just five children in this cohort, and with such a small number, just one child could skew the data significantly. Two of the children had very low Early Years baselines, and one had an EHCP. Two had been targeted in the spring term, and were now reached or exceeded expectations.

Attainment was very consistent in each year group. Mr Ridler said that work was ongoing to close the gap between all children and disadvantaged children. Although the gap at Eliot Bank was less than national, it could be a challenge to diminish the difference in year groups with a low proportion of Pupil Premium children; for example, in Year 2, each child represented 20%.

Mr Ridler said that writing in Years 5 and 6 continued to be a focus, and it was anticipated that 85% of children would reach the expected level at the end of the year, and 70% of Pupil Premium children

School Improvement Plan

Copies of the review of the whole school priorities had been circulated for information.

Monitoring and evaluation

Mr Ridler drew governors' attention to the profile of teaching for the autumn and spring terms. One teacher required improvement from the latest monitoring, but the teacher had worked closely with Mr Ridler and he anticipated that s/he would be good by the end of the academic year. Within the category of good, he said that this included some teachers who were almost outstanding, as well as others who were just good. The Senior Leadership Team continued to strive for high quality teaching in all classrooms.

The report gave details of the aspects which had been monitored since the last meeting. These included a SLT maths book look, review of learning journey folders, and the peer review. Mr

Ridler reported in detail on the peer review, which had taken place on 22 and 23 January. This had been a really positive experience, and the review team had highlighted many strengths; another headteacher who had read the report had said that it read like a report on an outstanding school. The review team had carried out a desktop review in advance, and had looked in more detail at the key lines of enquiry which Mr Ridler had identified. One of the areas of discussion had been around how to challenge most able learners even further, and the misconception among some teachers that this would involve extra activity; Mr Ridler said that the Senior Leadership Team had worked on how to make this manageable for staff, through lessons and questioning.

Mr Henry asked whether there was a need for more qualitative input or if injections of cash would help. Mr Ridler said that it was just necessary to fine tune current practice slightly to get teachers to focus on what challenge looked like. For example, if some children already know what was being taught to others, they could get started on something else rather than sitting through teaching of something that they already knew.

The peer review had been a very rigorous process, with potential lines of enquiry identified in advance and suggestions for how the school could move forward.

There was discussion about what constituted world class, and whether this was necessarily the best practice; governors also discussed the use of Shanghai maths. Ms Gilmore said that it was important for children to realise that it was OK to make mistakes, and for higher ability children to be given the freedom to go off and explore things for themselves. Mr Ridler gave an example of a science lesson in Year 3 where the most able children were allowed to go off at the start of the lesson, and could then give feedback on what they had learnt at the end of the lesson.

Professional development and INSET

The report included the list of professional development meetings for the spring term, three of which had taken place jointly with Gordonbrock. Governors commented on the amount of professional development which had been undertaken by staff, and Mr Ridler stressed that Eliot Bank remained committed to staff development

Inclusion

The detailed termly report on safeguarding was tabled. This gave information on the number of children on Child Protection plans, Child in Need plans, meetings attended, and referrals made, as well as information on looked after children, EHCPs, attendance, and exclusions.

Personnel

Now that the school's financial situation was more secure, two new teaching assistants had been appointed, both of whom had made a very good start.

School roll

It was noted that there were currently 489 children on roll in total, with 451 in the main school. There were currently 17 spaces in Year 6, and a governor asked the reason for this. Mr Ridler reminded governors that there had been a severe shortage of primary places when this cohort had first joined the school, and it had been agreed that Eliot Bank would take two bulge classes. However, demand for places had waned since this time, and the number of places needed in Lewisham had declined, which had resulted in vacancies in many schools.

Attendance

Governors were pleased to learn that attendance was currently at 97.5%, which the Attendance Officer had said was one of the best in Lewisham. Mr Ridler said that the Inclusion Team worked tirelessly to maintain attendance and reduce the amount of absence.

Mr Ridler was thanked for his report.

(c) Head of School's report – Gordonbrock

The Head of School's report had been circulated prior to the meeting and included items on progress and attainment, School Improvement Plan priorities, monitoring and evaluation, professional development and INSET, appraisal, inclusion, premises, personnel, budget, school roll, attendance, mobility, free school meals, fire and lockdown drills, accidents/incidents, and special events, visits, and visitors. Ms Wright elaborated on areas from her report and answered questions.

Progress and attainment

Ms Wright said that progress was looking strong, and was better than the same time last year, although there were a couple of areas of concern with disadvantaged children, whose progress was shown in red. While progress in reading, writing, and maths was below expectations in Year 1, she pointed out that there were only five disadvantaged children in this year group, so each child equated to 20%. All five children had moved up from Reception well below average at emerging, and there was a degree of SEND crossover with four of them. Ms Wright reminded governors that Gordonbrock was good at closing the gap by the end of Year 1, as had been the case with two children in a similar position last year.

A governor asked about the progress of disadvantaged children in Year 4 in maths, and why this was below expectations. Ms Wright explained that this group included six children with SEND, six vulnerable children, two children on Child Protection plans, and one with anxiety issues which crossed over into child protection. All of these pupils were being monitored carefully and staff were working to close the gap.

Ms Wright was also asked about the progress of disadvantaged children in Year 5 in writing and maths. She said that 4 out of the 24 children in the cohort had not made expected progress. There were child protection concerns with some of these children, and assertive mentoring was in place. **Ms Worthington asked whether staff in the Federation tracked progress with SEND children separately, and if some of the SEND children were higher attaining.** Ms Gilmore said that all children were considered separately, and just because they had special needs, this did not mean that they were not high achieving. Mr Ridler explained how the data at both schools was broken down to look at general themes for underachieving groups.

The attainment of disadvantaged children was very similar to that of all children. Ms Wright informed governors that one child in Year 2 had attendance issues, and the Attendance and Welfare Officer was working hard to get the child into school.

School Improvement Priorities

The update of the whole school priorities had been circulated and governors were invited to send any further questions to Ms Wright.

Monitoring and evaluation

It could be seen from the profile of teaching that 100% of teaching had been at least good in the autumn and spring terms. The proportion of outstanding teaching had increased slightly in the spring term to 56%.

The report included information on a number of aspects of monitoring, including the quality of teaching and learning in dance, PSCE, computing, science book scrutiny, science observations, literacy book scrutiny, maths learning walk, Year 1-6 learning journey portfolios, and maths book scrutiny. There was also feedback on the peer review which had taken place on 16 January. The quality of teaching reviews had looked at the development of progression, knowledge, and skills, as well as transferable vocabulary. Ms Wright said that there had been evidence of strong teacher subject knowledge, positive engagement, and attitude to learning. The key development point had been to ensure that challenge was provided for all groups and to give all children opportunities to move on.

The peer review had focused on science, and had been facilitated by Kathy Palmer. All of the development points from the previous year had been actioned, and a robust review had taken place. Mrs Palmer had felt that the science curriculum was becoming a strength of the school, and had commented very positively on developments and the mapping of vocabulary.

As noted earlier, Ms Stickland had observed maths and design technology across Key Stage 2 and had commented that the high levels of challenge within lessons demonstrated the importance of different teaching choices and learning styles, and clearly underpinned the rationale of the School Improvement Plan focus on developing transferable vocabulary to assist working at greater depth.

Mr Hale had also carried out the health and safety self audit with Glen Goode, and the school had scored 100% in the statutory requirements, and 96% for best practice.

INSET

The list of professional development meetings was included in the report, and it was noted that *Ms Branch had attended the maths session on 30 January. Ms Stickland would be attending the SEND session on 27 March.*

Teachers, teaching assistants, NQTs, and members of the Senior Leadership Team had attended a wide range of courses and Ms Wright said that she had felt well supported during her first two terms as Head of School.

Inclusion

The report included case studies for several vulnerable children in the school, and governors were invited to send any questions to Ms Wright.

Ms Wright informed governors that although there were a small number of high profile children in the school, their behaviour had been exemplary during the peer review.

Ms Wright circulated her detailed termly safeguarding report, which gave information on the number of children on Child Protection plans, Child in Need plans, meetings attended, and referrals made.

Personnel

Ms Wright informed governors that three midday meals supervisors had resigned, and she was looking at alternative ways of retaining these staff. *It was suggested that the vacancies could be advertised in the newsletter, and Ms Eadie suggested that Ms Wright could approach parents who she thought may be interested.*

School roll

There were currently 652 children on roll, compared with 647 for the same time last year

Attendance

Attendance had been 95.76% at the time the report had been prepared, but had now risen to 97.88%.

Special events, visits, and visitors

Governors asked for more information about Buddy Week. Ms Wright said that this had involved a great deal of work between the two schools, and the children really enjoyed spending time with their peers at Eliot Bank.

Ms Wright was thanked for her report.

(d) Peer review reports

The most recent peer review reports were discussed as part of the Head of Schools' reports above.

(e) **Ofsted**

Governors agreed that there was no further preparation needed for Ofsted.

(f) **External review of governance**

Governors discussed the recommendation in the Governors' Information Pack that all governing bodies should consider having an external review of governance. Ms Gilmore pointed out that a number of schools were having a review out of necessity, but it was good practice for all governing bodies to consider holding a review. *It was suggested that Ms Gilmore should discuss this further with Michael Roach, the Interim Head of Lewisham Learning, and the Strategic Group would then discuss this at their next meeting.*

Mr Bremner questioned the scope of a review and who should be commissioned to carry it out. He stressed the importance of ensuring that the right person was selected. Ms Gilmore said that Lewisham Learning was offering a review package to schools, and it was **RESOLVED** that Mr Roach should be asked to meet the Strategic Group to explain what could be offered.

Ms Branch pointed out that the governance review that had been carried out by Lisa Bibby had shown that many governors in Lewisham did not understand the School Improvement Plan or Self Evaluation Form, and as a result training was being offered. Mr Bremner felt that the Federation should be looking at what constituted good governance in education, rather than how other governing bodies operated. Ms Gilmore stressed that she would always want to develop a bespoke package that met the Federation's needs rather than a generic Lewisham model.

7. 2019/20 BUDGET AND THREE YEAR PROJECTION

Consideration was given to the arrangements for setting and approving the 2019/20 and three year budgets, and it was **RESOLVED** that authority be delegated to the Resources Committee to approve the budgets and arrange for them to be submitted to the local authority by the deadline of 1 May 2019.

8. STAFF WELLBEING

Mr Hale had raised the issue of staff wellbeing in the context of the recent health and safety audit with Ms Gilmore. He was mindful that there was now a broader definition of wellbeing, including mental health, particularly of staff, which opened up the broader wellbeing agenda. Mr Hale was keen to get governors' views on how they should be addressing wellbeing and their responsibility towards staff.

Ms Gilmore informed governors that staff wellbeing was now included in the criteria for outstanding leadership and management in the proposed new Ofsted framework. This would include responsibility for workload and stress levels, and leadership should be taking rapid action to address these areas. She informed governors that Katrina Walsh had organised a mental health professional development meeting at Eliot Bank earlier in the year, to look at how staff felt in certain situations, the support they could access, and signposting to this support. There had always been a designated wellbeing budget for both schools, which had been used for events such as the wellbeing breakfast, and both schools had a Wellbeing Board. This did not only look at teacher workload, but considered premises staff, admin staff, and support staff. Ms Gilmore said that regular wellbeing meetings took place at Gordonbrock, for which notes were produced, and staff were invited to come up with proposals for improvements. Suggestions were taken to the middle leaders and phase leaders, and staff knew that their proposals would be listened to and implemented where possible. An example was given of the dads' breakfast at Gordonbrock. This had now become a huge event, and consideration was now being given to stepping back from this in view of the amount of staff time that was involved in organising this. Ms Gilmore said that consideration was being given to ways of making reductions to staff workload which did not compromise the offer for children, and she was always very happy to have open discussions with staff.

Mr Henry asked whether the school had wellbeing champion; Ms Gilmore said that these were not necessary because of the school wellbeing teams. She said that staff made constructive proposals, and discussions took place around what was and was not manageable.

Mr Fidel suggested that this could be an agenda item for more detailed discussion at either the Strategic Group or Governing Body, and Mr Henry felt that it was important to build wellbeing into the infrastructure of the schools. Ms Gilmore said that wellbeing was promoted by the leadership of the Federation, who were mindful that consistency and stability helped to maintain wellbeing.

Mr Bremner asked what Ms Gilmore what staff would like to see from governors to help to maintain and improve wellbeing. She said that she would discuss this with the Senior Leadership Team and talk to staff. *Ms Worthington commented that it sounded like the Federation had a wellbeing strategy in place, but asked where this was published. Ms Quinn asked whether wellbeing surveys would be carried out with staff,* Ms Gilmore said that work was under way to prepare for this.

9. INFORMATION TO BE PUBLISHED ON SCHOOL WEBSITES

Governors were reminded that it was essential to make sure that the information published on the school websites met legal requirements, was up to date, and included key information about governors and associate members and their registered interests, the school's complaints procedure, use and impact of the Pupil Premium and PE Grant, equalities data and objectives, and SEND provision. *Mr Hale had carried out a comprehensive review of the website around 18 months ago,* and had circulated his report. It was **RESOLVED** that Ms Worthington would discuss this with Mr Hale and would carry out another audit of both websites. Ms Gilmore agreed to make arrangements for Ms Worthington to meet Anne-Marie Kucukkaramuklu.

10. ITEMS FROM THE GOVERNORS' INFORMATION PACK

Governors were strongly recommended to read the Governors' Information Pack, which had been circulated electronically, and their attention was drawn in particular to the following items.

- Lewisham Learning – Item 1.1, page 3
- New guidance from the Education Endowment Fund to help schools engage with parents – Item 1.4, page 6
- Preparing your board for the future – new guidance launched – Item 1.6, page 8
- Statutory duties for governing boards of secondary schools: a reminder – Item 1.7, page 9
- Department for Education releases guidance on barring individuals from school premises – Item 2.5, page 14
- Primary school performance tables for 2018 released – Item 3.1, page 16
- Mental health and behaviour in schools – Item 4.4, page 20
- Mental health resources for schools – Item 4.5, page 20
- Teacher workload – Item 5.2, page 22

11. URGENT BUSINESS

Ms Gilmore updated governors on the proposed new Ofsted framework for September 2019. The proposals were currently out for consultation, with a closing date of 4 April, and Ms Gilmore urged governors to respond.

Ms Gilmore had attended a presentation given by an HMI on the new framework, and explained that the Department for Education had become concerned that schools were being diverted from the substance of education and were focused on published outcomes, increasingly teaching to the test, and narrowing their core offer, which had a negative impact on the most disadvantaged and least able children. The greater focus on performance data also created unnecessary additional pressure on teachers' workload. Ms Gilmore informed governors that the new curriculum was at the heart of the new framework. It was proposed that the inspection judgments would be changed, with a new Quality of Education judgment, which would include outcomes, and teaching, learning, and assessment. It was hoped that the new framework would reduce the focus on internal progress data, and would help to

reduce teacher workload. Many professionals had been asking what Ofsted would look at if they were no longer scrutinising progress data, and Ms Gilmore said that there was expected to be a focus on books and teaching.

Ms Gilmore said that many school leaders were worried about how to track and measure progress, and being judged on Key Stage 2 outcomes alone. For example, the last Year 6 cohort at Gordonbrock had been very challenging and the SATs outcomes had dipped slightly, and it had been important to have the internal data to evidence that the children had still made good progress

In addition to the quality of education judgment, the other proposed judgments would be behaviour and attitudes, personal development, and leadership and management. Leadership and management would include new references around workload and continuing professional development.

Ofsted would continue to give a judgment of overall effectiveness, and the current four point grading scale would continue, including the outstanding grade. Section 5 inspections would continue to include the Early Years and sixth forms, where appropriate, and Section 8 inspections of good schools would continue, starting on the assumption that the school remained good. Inspections would continue to have a sharp focus on safeguarding, looking at how leaders and other staff identified children who may need early help or who were at risk of abuse, the action staff took to ensure that children received the right support when they needed it, and how staff and governing bodies managed their statutory responsibilities. Ofsted would continue to judge whether safeguarding in a school was effective or ineffective.

The new framework would be focused on the importance of the curriculum, and development of a deep body of knowledge rather than children being pushed to pass tests. Ms Gilmore drew governors' attention to Ofsted's working definition for the quality of education judgment, which focused on the intent, implementation, and impact/achievements.

Ms Gilmore said that many schools had narrowed their curriculum and were concerned by the new inspection focus, but she reminded governors that this had not been the case at the Federation. She explained the proposed quality of education judgement in more detail and highlighted the key areas for the behaviour and attitudes and personal development judgments. Governors noted that personal development included fundamental British values, and there was discussion about the meaning of this area.

Mr Henry asked whether academies had been included in the consultation, and whether the new inspection framework would apply to all types of schools. Ms Gilmore said that the consultation was open to everyone, and confirmed that the inspection framework, once agreed, would be used in all schools.

Mr Henry asked how the changes translated to children moving to Key Stage 3. Ms Gilmore said that Key Stage 2 outcomes would still be a major indicator. However, Ofsted felt that teachers spent too much time on data, and it could also be difficult to establish the validity of internal data because of the number of different systems being used. The new framework would not look at internal progress and attainment data; Ms Gilmore said that it appeared that elements of the new framework were already being introduced and she gave an example of an inspection which had taken place at a Lewisham school the previous day which had focused on books.

Ms Lyttle asked how the inspection team would choose which books to look at. Ms Gilmore said that this would depend on their focus and lines of enquiry.

Ms Gilmore elaborated on the proposed changes to the inspection process. She reminded governors that Gordonbrock was expecting a Section 5 inspection, and that Eliot Bank should continue to be exempt. It was proposed that Section 8 inspections would increase to two days, and that pre-inspection preparation would take place the day before the inspection began. The new deadline for notification of an inspection would be 10 a.m., and the earliest time that the inspector could arrive at the school to begin inspections was 12.30 p.m.; the latest they could remain in school would be 5.00 p.m.

Governors asked about the rationale for on site preparation, and concern was expressed that this would effectively mean that inspections would effectively begin on the afternoon that notification was received. Ms Gilmore said that there was a great deal of anxiety about this, and the impact this would have for staff to prepare for the inspection. She said that Ofsted had suggested that this was being well received in the consultation exercise, which was extremely surprising.

Mr Henry asked about the impact of the changes on low attaining schools, and Ms Branch asked how schools would be able to show that children were being challenged to make enough progress without having to produce internal progress data. Ms Gilmore reminded governors that every child had a back story which could be shared with the inspection team.

Ms Gilmore agreed to circulate copies of the PowerPoint presentation that had been made to heads, and all governors were urged to respond to the consultation before the deadline of 4 April.

12. 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 remainder of the academic year.

Governing Body

Monday, 17 June 2019 – Eliot Bank

Resources Committee

Monday, 29 April 2018 – Gordonbrock

All meetings to start at 6.00 p.m.

Strategic Group

Friday, 26 April 2019 at 11.00 a.m. – Eliot Bank

Chair 

Date 