

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

Minutes of a meeting of the Governing Body of the Eliot Bank and Gordonbrock Primary Schools Federation held at Eliot Bank Primary School on Monday, 19 November 2018 at 6.00 p.m.

PRESENT

Ms J. Branch	
Mr T. Bremner	
Mrs N. Connelly	
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	
Ms T. Stickland	
Ms R. Van Wyk	

Also present:

Ms M. Barrie	Deputy Headteacher, Gordonbrock
Ms L. McGuire	Deputy Headteacher, Eliot Bank
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

1. APOLOGIES FOR ABSENCE

Apologies for absence were received with consent from Mr Hayles. Governors were sorry to learn that Ms Dollin had resigned from the Governing Body.

2. DECLARATIONS OF INTEREST AND REGISTER OF INTERESTS

(a) Declarations of interest

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.

(b) 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

(a) To agree procedures for the election of Chair and Vice Chair and terms of office

The Clerk took the chair for this item. Governors were reminded that prior to holding the elections, the Governing Body must determine the term of office for the Chair and Vice Chair, which should be between one and four years, and governors should also agree their election procedures. Governors were reminded that the following procedures had been agreed at the meeting on 21 June 2017.

- 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.

It was **RESOLVED** that the above procedures be approved without amendment.

(b) To elect a Chair to serve from the autumn term 2018

The Clerk invited nominations and self nominations for a governor to serve as Chair for the current academic year. Mr Fidel was nominated, and withdrew from the meeting while his appointment was under consideration. It was **RESOLVED** unanimously that Mr Fidel be elected as Chair of the Governing Body for 2018/19.

(c) To elect joint Vice Chairs to serve from the autumn term 2018

Nominations and self nominations were then invited for governors to serve as joint Vice Chairs for 2018/19. Mr Hale and Ms Branch were nominated, but Ms Branch said that she wanted to step down from this position, but would continue as a governor. Ms Stickland was also nominated, but said that she would like to give this more thought before making a commitment. Mr Hale withdrew from the meeting while his appointment was under consideration, and it was **RESOLVED** unanimously that he be elected as Vice Chair of the Governing Body for 2018/19.

Governors thanked Ms Branch for her service and commitment as Vice Chair, and previously as Chair, for many years.

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. COMPLETION OF SKILLS AUDIT

All governors were given ten minutes to complete their skills audit forms, which were returned to the Chair for analysis.

6. MINUTES OF THE LAST MEETING AND MATTERS ARISING

(a) To approve the minutes of the meeting held on 21 June 2018

It was **RESOLVED** that the minutes of the meeting held on 21 June 2018 be approved as a correct record.

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

(i) Page 2, Minute 4(b)(i) – Ofsted report

Ms Gilmore reminded governors that a complaint had been made to Ofsted around the wording of the judgment for Gordonbrock which had not matched the wording in the framework. Changes had been made to aspects of the report that had been challenged, but Ofsted had suggested that the complaint about the wording was an issue with the framework rather than the process followed. There had been no response to Mrs Palmer's formal complaint, which had been made with a view to requesting an early inspection. However, Ms Gilmore said that following this up had not been a high priority for the first half of her term as Executive Headteacher, and she was mindful that, by March, it would already be one year since the inspection, which was halfway through the two year window for the next inspection. She recommended that this should not be pursued further at this stage, but that the Federation should focus on working towards the new framework which would be

introduced in January. It was **RESOLVED** that no further action would be taken in respect of pursuing the response from Ofsted.

(ii) Page 3, Minute 5(c) – Procedures for remote attendance at meetings

Governors considered two policies for remote attendance at meetings which had been agreed by other Lewisham schools. It was recognised that these were significant variations between the two policies, and it was suggested that governors should give thought as to which areas they would like to see covered in a new policy for the Federation. It was noted that it was particularly important for the policy to give clarity on the number of governors who could participate remotely at any one meeting, the number of times a governor could take part remotely in any one year, and the measures governors must put in place to ensure confidentiality when taking part. There was discussion on the circumstances when remote participation was more likely to be necessary, and it was agreed that this could be particularly helpful when convening meetings for single agenda items such as Head of School/Deputy Headteacher appointments. Governors were also mindful that, while remote participation should only be used in exceptional circumstances, it was important to have provisions in place to give all governors equal access to meetings. After discussion, it was **RESOLVED** that the Strategic Group would be asked to look at the policies in more detail at their next meeting, and report back to the next meeting of the Governing Body with a recommended policy.

Ms Gilmore informed governors that a parent had requested remote participation at a recent parents' evening, and this would be considered further.

(iii) Page 13 – Minute 10(a) – Safeguarding report

Further to the discussion at the last meeting, Ms Stickland had attended the Strategic Group to discuss the recent training session she had attended on the Single Central Record and overseas checks. Lewisham had now changed their policy regarding overseas checks, and schools were now being asked to carry out overseas checks for staff who had been employed prior to 2016 and who had worked or lived overseas for a period of 12 months since the age of 18. Ms Stickland pointed out that there were circumstances where it could be extremely difficult to carry out an overseas check and this could also be intrusive for staff who had been at the school for some time. Mr Fidel expressed concern that this placed an additional burden on the admin staff, and could be a fruitless process. Ms Stickland questioned at what point the school should stop trying to obtain an overseas check if this was not readily available.

Ms Gilmore informed governors that she had discussed this with Simone McAllister and Anne Carter, and was confident that both schools were able to demonstrate that reasonable attempts had been made to obtain overseas checks, and the schools had met all statutory requirements. Ms Stickland said that the Single Central Record had been very well regarded in the recent inspection at Gordonbrock, and she reminded governors that the Record was checked on a daily basis and represented a snapshot for each particular day. It was **RESOLVED** that the schools should continue to adopt a proportionate and reasonable response and ensure that all reasonable attempts were made to obtain overseas checks for staff where applicable.

(a) Changes to the Governing Body

Governors were reminded that, following Ms Dollin's resignation, there were now three vacancies for co-opted governors, and appointed governor places must be filled with due regard to the skills needed to contribute to the effective governance and success of the school. It was agreed that the filling of the vacancies would be discussed further at the forthcoming meeting of the Strategic Group in the light of the outcome of the skills audit. In the meantime, any governor who knew anyone with appropriate skills who may be interested in being considered to fill one of the vacancies was asked to contact Mr Fidel. Ms Knowles

said that she had a friend with legal experience who was interested in joining the Governing Body, and she agreed to pass on her details to Ms Fidel and Ms Gilmore.

(b) 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.

(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, and all governors were asked to sign to confirm that they agreed with the provisions of the Code.

(d) Agenda plan for 2018/19

All governing bodies were encouraged to plan their work for the coming year, including the business to be covered each term, reports to be given, and policies to be reviewed. It was **RESOLVED** that this should be delegated to the Strategic Group for consideration.

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

(a) Reports from committees

(i) Strategic Group

The minutes of the meeting of the Strategic Group held on 21 September and 19 October 2018 were received, together with the terms of reference for 2018/19. At the meeting on 21 September, the Strategic Group had received an update on the use and impact of the Pupil Premium for 2018, and had discussed the summer term attainment and progress in detail. An update had been given on staffing changes, and there had been discussion on safeguarding issues at both schools. The Strategic Group had also discussed issues with the new cleaning company at Gordonbrock. The terms of reference had been reviewed, and no changes were proposed for 2018/19. It was **RESOLVED** that the terms of reference be approved for 2018/19.

At the meeting on 19 October, the Strategic Group had discussed the priorities for the School Improvement Plans for 2018/19 in detail, and had considered a number of safeguarding issues. Ms Stickland had attended the meeting to discuss the Single Central Record and the requirement for staff to undergo overseas checks. The Strategic Group had reviewed a number of policies, including the Safeguarding Policy, Staff Code of Conduct, SEND Policy, Teaching and Learning Policy, Acceptable Use Policy, and Pay Policy, and had commended the Safeguarding, SEND, and Pay Policies to the Governing Body for ratification. These policies were referred to under the Executive Headteacher's report.

(ii) Resources Committee

The minutes of the meeting of the Resources Committee held on 11 October 2018 were received, together with the terms of reference. The Committee had considered the budget updates for both schools in detail and governors were pleased to note that the budget situation was now looking far more secure than at the end of the summer term. Additional funding had been received for looked after children and Pupil Premium, and as a result of the streamlining that had taken place, the budgets were looking much healthier. Ms Gilmore stressed that it was essential to ensure that standards remained high, while ensuring prudent budget management continued. However, Eliot Bank had now reached the limit for further reductions in the support staff. Mr Fidel informed governors that Ms McAllister was starting to investigate with

Lewisham ways of spreading some of the expenditure to balance out the budgets across the schools.

An update on staffing had been given to the meeting, and a range of premises and health and safety issues had been discussed, including the problems with the cleaning company at Gordonbrock. The Committee had considered options for the provision of a new finance package for the Federation, and had approved the recommendation to move to the SIMS financial management system with effect from 1 April 2019. The terms of reference had been reviewed, and it was **RESOLVED** that they should be adopted for 2018/19.

Governors considered the arrangements for the completion of the documentation for the School Financial Value Standard (SFVS), and it was **RESOLVED** that authority be delegated to the Resources Committee to take any action needed to meet the requirements and to ensure that the documents were submitted to the local authority by the deadline of 28 February 2019.

(b) Review of committee membership and link governor responsibilities

Governors considered the membership of committees and link governor allocations. It was **RESOLVED** that Ms Stickland be appointed to the Strategic Group to replace Mr Henry.

Mr Hale asked whether there were opportunities to have more than one link governor for each role. Mr Fidel proposed that the governors' monitoring visit document should be considered again at the Strategic Group against the governors in post, and the outcomes of the skills audit. He said that he remained keen to even out the responsibilities of Governing Body members, and to ensure that governors were visible in school.

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

Mr Hale had carried out a health and safety walk at Gordonbrock, but no general learning walk had taken place this term. It was agreed that Ms Knowles and Ms Stickland would carry out a learning walks at Eliot Bank and Gordonbrock respectively.

(d) Governing Body training

Governors considered their training needs and the training sessions which were offered by the local authority. Mr Hale had attended the safeguarding training, which he had found extremely helpful; he felt that this was important for wider awareness and recommended that all governors should commit to undertaking such training annually.

(e) Collaborative training in managing complaints

It was noted that Lewisham was offering training on managing complaints for headteachers and governors in collaboration with the Safeguarding in Education Co-ordinator, Natasha Orumbie. This training had been adapted to include concerns highlighted during the year and was free for governors of schools subscribing to the Governors' Central Training or Support and Training SLA and for up to two governors per school from schools subscribing to the Safeguarding in Education Enhanced/Premium SLAs. It was noted that governors could access the training materials if they were not able to attend the sessions.

Mr Fidel informed governors that he had discussed past complaints with Ms Gilmore last term, and all concerns raised had been resolved satisfactorily through the complaints process. He said that both schools had a good record of addressing complaints.

9. 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, INSET day, appraisal, School Direct, school on school support, peer review, policies, Executive Headteacher

support / CPD, and Federation priorities. Ms Gilmore elaborated on areas from her report and answered governors' questions.

Leadership and organisation

Ms Gilmore outlined her main priorities for the term, and emphasised that the most important aim was to ensure a smooth transition with the leadership changes. She was pleased that the feedback from parent governors and parents in the playground had been very positive, and this had been supported by the outcomes from the questionnaires.

Standards in all areas had remained high in both schools, as evidenced in the Head of School reports.

A major piece of work for the term had been to ensure that all policies had been reviewed and were up to date and that the website was fully compliant. Ms Gilmore pointed out the importance of having a regular review cycle and to remain vigilant in respect of safeguarding practices, particularly in the light of the GDPR.

It was agreed that governors had been kept well informed of developments with the Federation, which had been particularly effective through the Strategic Group.

Ms Gilmore had worked to ensure that Ms Wright felt supported and was challenged constructively in her new role. It had also been a priority to ensure that the pupils, parents, and staff at Eliot Bank had felt her presence and had felt well supported.

The senior leadership teams of both schools continued to work closely, and half termly meetings were continuing.

Federation partnerships

The report gave details of the staff from each school who were working closely together in partnership, and a new partnership which was planned for art.

INSET day

The whole Federation INSET day had taken place in the autumn term in the past, but had been moved to the spring term this year. The training would be led by Helen Youngman, an educational consultant, who was running training on the 'big Ofsted Curriculum Conversation' across the country. This would focus on the wider curriculum, not just core subjects, as well as looking at how the curriculum was the backbone and ethos of the school.

Training on the Big Curriculum Conversation had also been provided by Lewisham Learning this term for school leaders, and Helen Youngman would be delivering a bespoke package for the Federation.

Appraisal

Mr Henry referred to the first objective around pupil progress, and whether a target for 85% of children to reach age related expectations in reading, writing, and maths combined was realistic. Ms Gilmore said that this was challenging, but reflected the ambition and high expectations for the end of Year 6.

The second objectives were linked to the School Improvement Plans. At Eliot Bank the objective was around the development of strategies to promote pupil wellbeing and at Gordonbrock, the objective was to develop further pupils' reasoning skills and their ability to apply the skills to problems solving, ensuring high levels of challenge to result in accelerated progress. Ms Gilmore said that this had been agreed in response to the dip in Key Stage 2 outcomes at greater depth and because this was a very challenging cohort.

The third objective was linked to professional development.

It was noted that the Executive Headteacher's review would take place before the end of term, and would be followed by a meeting of the Pay Committee which would also consider the recommendations in respect of the staff on the Leadership scale.

School Direct

The three students from the 2017/18 cohort had now been appointed to permanent posts within the Federation and had started NQT training. It had been extremely difficult to attract new trainees this year, and only one non salaried trainee had been appointed this year.

Mr Henry asked whether the Federation would continue to use the School Direct programme. Ms Gilmore said that although the trainees became good teachers, they only tended to stay for a fairly short period and turnover had been high, particularly at Gordonbrock. She said that the Federation had expressed interest in continuing with School Direct for a further year.

Ms Branch was mindful that the School Direct programme had been a very good resource of new teachers over the last few years, and asked how serious the recruitment situation was in London at present. Ms Gilmore said that the only areas where there had been a significant overspend in the budgets had been on recruitment, and it was necessary to recruit staff through agencies for most appointments. Mr Fidel asked the reasons why the former School Direct trainees left. Ms Gilmore said that they often had rapid career progression, and some travelled overseas. Mr Henry pointed out that the cost of living in London was too high, and some trainees moved overseas when they had qualified, and then returned to the UK having earned enough for the deposit for a house.

School on school support

EBGB continued to lead the Assessment Group with the Oakbridge Federation and Stillness Junior School, which was looking at further refinement to the assessment and moderation procedures.

Ms Gilmore said that she was continuing to work for the Lewisham School Improvement Board but had made it clear that if it was felt that the Federation was suffering in any way, she would stop this work.

Peer review

The peer review group had agreed to work together for a further year, with Kathy Palmer acting as the facilitator. The group had agreed that they would like to have a further year of input from an Ofsted trained consultant, and Gulshan Kayembe, who worked with a number of schools in the Borough and with Lewisham Learning, had agreed to take on this role.

Policies

Ms Gilmore said that the equalities objectives had been updated for 2018/19, and she outlined the objectives for each school. At Gordonbrock, the aims would be to ensure that the attainment of EAL children matched that of other groups and to continue to develop and embed the RE policy and curriculum to reflect the new agreed syllabus. The objectives for Eliot Bank were to continue to ensure the progress and attainment of boys matched that of other groups, and to develop and embed the RE policy and curriculum. The third objective for both schools was still to be confirmed.

Governors asked about the support provided by the local authority for developing equalities objectives. Ms Gilmore said that Lewisham had recognised that schools needed training, and Lewisham Learning would be running a training session on 5 December around meaningful equalities objectives and statutory policies, which she would be attending.

The Safeguarding Policy had been reviewed and considered by the Strategic Group. Ms Gilmore outlined the changes that had been made to the report, which included referenced

to the updated Keeping Children Safe in Education guidance, the Lewisham Children's Safeguarding Board protocol on resolving professional differences, the transfer of child protection files, the removal of the reference to disqualification by association, and overseas checks, which had been discussed earlier in the meeting. In addition, the section on child sexual violence and sexual harassment had been updated, together with the Staff Code of Conduct and Acceptable Use Policy. New appendices had also been added on female genital mutilation and self harm.

The Pay Policy had been updated to reflect the changes to the salary scales. The Appraisal Policy had been reviewed, but no changes were necessary this year.

The annual SEND report would be produced in January 2019, and the Policy had been reviewed by the Strategic Group. The Teaching and Learning Policy had also been reviewed and approved by the Strategic Group at the October meeting.

It was **RESOLVED** that the Safeguarding, SEND, and Pay Policies be approved.

Executive Headteacher support/CPD

Ms Gilmore thanked the Governing Body for agreeing to fund her mentoring sessions with Kathy Palmer, which had been very useful. The local authority had set up a new Executive Headteacher network group, which was being facilitated by Mrs Palmer, which enabled executive heads in Lewisham to come together to discuss different models.

Ms Gilmore had met the Chair on a regular basis since September, and she said that she had found these meetings to be very helpful, constructive, and challenging.

Mr Bremner asked whether, having regard to their previous working relationship, having Mrs Palmer as mentor gave Ms Gilmore enough space to develop into her new role as Executive Head. Ms Gilmore said that the support had been extremely valuable and she had not made any significant changes so far, but she may want to review the situation going forward.

Federation priorities

The report ended with a list of the draft Federation priorities for the year. These had been considered by the Strategic Group at the October meeting, and had now been ranked in priority order. Ms Gilmore said that the first three priorities were non negotiable, with the top priority being to maintain outstanding progress and attainment across the Federation.

Mr Hale felt that the priorities were very concise and clear, and suggested that they should be displayed in the school offices.

The Chair had asked for the staff structure for both schools, and copies were circulated at the meeting.

Ms Gilmore was thanked for her detailed report.

(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 attainment and progress, School Improvement Plan priorities, monitoring and evaluation, professional development and INSET, appraisal, inclusion, premises, personnel, budget, school roll, attendance, mobility, free school meals, fire drills, accidents and incidents, and special events, visits and visitors. Mr Ridler highlighted areas from his report, and answered questions from governors.

Attainment

Ms McGuire elaborated on the Early Years information. 88% of children had achieved an overall good level of development (GLD) at the end of Reception. This was above the national average of 72%, and the overall level of GLD had been maintained. Although this

had been a very good cohort, there had been some behavioural issues, and a small number of children had not achieved a GLD.

90% of children had passed the Year 1 phonics screening test, which was the highest so far, with just 6 children not meeting the expected standard. This was above the national and Lewisham averages. One child who had joined the school quite late in the year had not passed the Year 2 re-check, but all other children had met the standard in the re-check. At the end of 2016/17, the proportion of boy passing the phonics test had been slightly below the national average at 74%, but a great deal of work had taken place last year, and this proportion had now risen to 89%.

The Key Stage 1 results were significantly above the national and Lewisham averages in all areas. However, the proportion of children reaching the expected level in reading was one percentage point lower than the in writing, which was unusual. Mr Ridler assured governors that this reflected the profile of a small number of children who were, in fact, better at writing than reading, and the children concerned were being targeted this year.

Governors noted that progress over the academic year was improved from last year.

At Key Stage 2, the national progress level between Key Stages 1 and 2 was again substantially above the national average. Governors asked for clarification on how progress was measured. Ms McGuire explained that the national progress was always zero, and any positive outcome below that represented more than average progress. The progress in reading, writing, and maths was +1.9, +1.2, and +1.9 respectively. Progress for disadvantaged children was also above average at +0.6, +0.3, and +2.2 respectively.

In terms of attainment, 91% of children had achieved the expected standard in reading, 91% in writing, and 95% in maths. The proportion of children reaching expectations in all three subjects was 86%, which was a slight increase from last year, with 95% reaching expectations in GPS.

Mr Ridler reminded governors that this had been the cohort where there had been concerns about the number of children who would achieve greater depth, but this had been sustained in reading and writing. The most challenging area had been in maths, and Mr Ridler assured governors that the same teachers had been in this year group as last year, and the quality of teaching had been unchanged; however, the children had not had the same level of aptitude as the previous year. Although the proportion of children working at greater depth in maths had declined, this was still in line with the outcome two years ago, and the in-year school progress measure showed that maths progress had matched the year below. Governors noted that there was a very consistent profile, with no obvious underachieving groups.

SIP priorities

The report included the SIP priorities, which had been discussed by the Strategic Group, and Mr Ridler gave a brief update on each of these.

Work on the priorities around personal development, behaviour, and welfare had begun, and were being developed further.

There were no obvious underachieving groups, and individual children were being targeted. Specific targets had been set for Years 5 and 6, which were set out in the report, including increasing the proportion of children working at or above the expected standard in writing, the proportion of children achieving greater depth overall at the end of Key Stage 2, and the proportion of Pupil Premium children achieving greater depth overall in Years 5 and 6 and in reading across the whole school.

There was also a focus on non core skills and the development of vocabulary across the curriculum. A review of times table provision was being carried out, and the school would be taking part in the trial of the new end of Year 4 times tables tests this year.

The leadership and management priorities included supporting the new Executive Headteacher in her role, and supporting the new Arts Team leaders.

Monitoring and evaluation

The report included details of the monitoring which had taken place during the autumn term and gave the profile of the 25 teachers at the school at the time of the first learning walk. Ms Branch asked for more information on the four teachers who had been judged as requiring improvement, and whether they were new to the school. Mr Ridler explained that this profile was not unusual for the start of the year, and it was anticipated that they should all move to at least good by the end of term; three of the teachers were new to the school, and two were NQTs.

Drop in sessions had taken place at the start of term; the children had been well settled for the beginning of the year, behaviour had been very good, and routines were in place.

The phase leaders had carried out a maths and literacy book look for a random sample of children from Years 1-6 in early October, and had fed back their findings to the Senior Leadership Team on areas for development.

The outcomes from the parent questionnaire carried out at the parents' evening on 18 October had been very positive. Governors asked Mr Ridler whether there was cause for concern with the 29.4% of parents who did not know whether the school dealt effectively with bullying. He said that this was likely to be because their children had not experienced bullying at the school. Mr Fidel suggested that it would be helpful to make parents aware of how both schools dealt with bullying, and Mr Ridler said that he had shared a leaflet with parents across the Federation last year, and this year would produce a children's newsletter in the spring term on anti bullying. Ms Gilmore pointed out that it was important not to assume that the response was because children had not experienced bullying, and Ms Knowles suggested that this could also include parents who did not feel that their experience of bullying had been well handled.

Mr Henry said that governors should act on the results of the questionnaire, and Mr Ridler said that the school would investigate any areas where less than 90% of parents agreed with the statements, and a response would be sent to parents.

Ms Branch congratulated both schools for the many lovely comments that had been made by parents on the questionnaire, and felt it was clear that parents held the school in very high regard. In particular, governors were delighted by the comment made by a parent who wished Eliot Bank had a secondary school so that their child would not have to change schools.

The safeguarding audit had taken place, and the school had scored 100% in the statutory and good practice categories. An enhanced audit would take place later in the year to identify any areas where practice could be improved further.

The Senior Leadership Team had carried out a book look earlier in the month, which had shown a number of strengths and had been very positive. Some areas for improvement had been identified, and it had been recommended that Year 6 should share examples of best practice.

Mrs Palmer had visited the school with the Headteacher from Rushey Green Primary School, and extremely positive feedback had been received.

Mr Ridler shared an email that had been received from a parent in response to the kindness special edition newsletter, which had been highly complementary about the content. Another email had been received from a parent expressing how impressed they had been by the work carried out during Black History Month.

Inclusion

It was noted that there were currently 63 children at the school who were receiving SEN support, 7 of whom had EHCPs. The report gave a breakdown of the school's safeguarding personnel and practise.

Personnel

Details were included of all appointments and resignations since the last meeting, together with maternity leaves.

Mobility

The report included information of the number of children on roll, and those who had left the school since the last meeting. Governors asked for more information on the two children who were being home educated. Ms Walsh said that it was unusual to have two children who were educated at home; home education had begun for one sibling at the start of the summer term, and the other from half term. Another parent had requested home education, but after discussion had agreed that this would not be the best option. The Chair asked how home education was monitored. Ms Walsh explained that the local authority was responsible for monitoring; however, they did not have the right insist on coming into the home. Ms Gilmore added that there was nothing the school could do if parents decided to educate their children at home; any safeguarding concerns could be raised with the Elective Home Learning Officer, but the school could take no further action. She said that parents generally did not realise that if they wanted to return their children to school, they must go back to their original home school.

Accidents

A detailed schedule of accidents involving children and adults was included in the report. Mr Henry asked whether the structure and layout of the school reflected the type of accidents which took place, for example the number of steps on the site. Mr Ridler said that the school had always had Year 5 helpers on the steps at the front of the school to slow down younger children, but now also had Year 6 helpers on the steps at the back of the school. Work had taken place with Claire Firmin on the risk assessment for the hall at lunchtime, and she had been extremely impressed when she had observed a typical lunchtime. Mr Ridler had met the teaching assistants to ensure that they were clear about their roles and had looked at how medical incidents were recorded as a new system had been established to replicate the good practice at Gordonbrock.

Ms Gilmore said that behaviour at the school was outstanding, and children walked round the site very well. Mr Henry asked about the member of staff who had been kicked by a child, and whether this had resulted in an exclusion. Mr Ridler explained the circumstances surrounding the child who had carried out the assault.

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 attainment and progress, School Improvement Plan priorities, monitoring and evaluation, professional development and INSET, appraisal, inclusion, premises, personnel, budget, school roll, attendance, mobility, free school meals, fire drills, accidents and incidents, and special events, visits and visitors. Ms Wright highlighted areas from her report, and answered questions from governors.

Attainment

The proportion of children achieving GLD had fallen from 90% last year to 89%. Governors asked the reason for this, and Ms Wright explained that some children were able to meet most of the areas which were taken into account but not all areas, and a small number of children had struggled with their feelings and behaviour.

91% of children had passed the Year 1 phonics test, which represented 82 out of 90 children, and was significantly above the national and Lewisham averages. 50% (7 out of 14) of children had passed the Year 2 phonics re-check. Ms Wright explained that of the 7 children who had not passed, 1 had an EHCP, 2 had pending applications for EHCPs (one of which had since been agreed), and 1 was on dual roll. Other children were either new to the school, had EAL or SEN, or a mixture, and were still being targeted.

Attainment at Key Stage 1 was above the Lewisham and national averages again and was very similar to last year. Progress continued to be strong, and the progress between Key Stages 1 and 2 was above the national average in reading, writing and maths. However, progress in maths was +0.4, which was not as high as had been predicted, and the school was looking at how to build on the rate of progress in previous years. Ms Wright said that a number of children had joined Gordonbrock with Key Stage 1 results from other schools which were questionable, and which affected the average. Ms Wright gave an update on the predictions from pupil progress meetings and stressed that the school was continually working for an upward trajectory.

The proportion of children achieving the expected standard at Key Stage 2 was above the national and Lewisham averages in all areas. The percentage of children who had reached a high level of attainment in maths was disappointing at 20%, and was below the national average. The aim was for this to increase to 25-30% next year. Mr Henry asked how the percentages related to the number of children concerned. Ms Wright explained that each child equated to 0.86%, and four or five children had narrowly missed the threshold for greater depth. In terms of progress over the academic year, 4 points of progress had been made in reading, and 5 points each in writing and maths.

SIP priorities

The whole school priorities were circulated and Ms Wright highlighted the key areas. She informed governors that work was continuing to try to embed the priorities which had been developed over a three year period.

A great deal of work had taken place over the last half term on KAGAN, to help to teach children the way in which brains learn best. Work was also under way on the growth mindset, with assemblies taking place across the Federation. Ms Gilmore said that it was important for children to understand what, why, and how they were learning, to enable them to become lifelong learners. There had been a huge impact last year on the work to improve the presentation of learning, particularly handwriting, and this was being developed further, together with parents' understanding of the importance of effort and learning from mistakes to build resilience.

The priorities made reference to the Ofsted findings from 2012 and the 2018 inspection, and it was unclear which key issues would be considered at the next inspection. The focus would continue on identifying and underachieving individuals or groups and to take rapid action to diminish any differences, and to achieve higher outcomes for disadvantaged children, particularly for boys in writing and girls in maths.

The priorities also included work to increase the proportion of outstanding teaching and to develop leadership and management at all levels to continue to drive rapid improvement. This included developing the provision of school on school support to other schools, and new aims to further embed the work of the curriculum team in raising achievement for all pupils in non core subjects, and to further deepen the curriculum and how it is assessed through applying transferable skills across the curriculum. Mr Henry asked how difficult this would be

to achieve in the time available. Ms Gilmore had referred to this in her report, and said that the Federation was already ahead of most other schools and was reviewing each subject, starting with history and geography.

Monitoring and evaluation

The report gave details of the monitoring that had taken place. At the end of the summer term, the Music subject leader had looked at the quality of provision for music and the pupil voice. The Senior Leadership Team had carried out learning walks across all year groups to look at the quality of teaching and learning, and had seen exemplary behaviour and strong engagement across the school.

Literacy book scrutiny had taken place in early October by the Assistant Headteacher and phase leaders which had highlighted a number of strengths, and science book scrutiny had taken place which had shown strong outcomes. The maths book scrutiny had been carried out the previous week.

As noted earlier, Mr Hale had carried out a health and safety walk with the Premises Manager.

Languages Day on 25 September had been a great success and many parents had commented on how much their children had enjoyed the event.

Bigfoot Theatre Company had written to say how welcoming they had found the school when they had delivered a series of workshops for Black History month, and that the children had been amazing. Further complimentary feedback on the children's enthusiasm, self motivation, and engagement had also been received from Urban Synergy after their recent mentoring event.

A total of 270 responses had been received from the parent questionnaire, which were summarised in the report. The outcomes were broadly in line with last year, with an improvement in the proportion of parents who felt that the school dealt effectively with bullying. Governors were pleased to learn that 98% of parents would not recommend Gordonbrock to another parent.

Professional development and INSET

Ms Barry had worked to develop an extended and supportive package for the five NQTs

Personnel

The report gave details of appointments and resignations since the last meeting. It was noted that a teacher would be required for Year 3 from January to replace a teacher with a background in music who would be going to teach music across five schools.

Ms Wright was thanked for her report and governors expressed their appreciation for the high quality of information that was provided for both schools.

SEND

It was noted that there were currently 61 children receiving SEN support, including 5 children with EHCPs. The report included case studies for five high profile children on the school roll.

Safeguarding

The detailed safeguarding reports were circulated for both schools. Ms Gilmore pointed out that schools were required to give an annual report to the Governing Body on safeguarding, but she intended to continue with the practice of making termly reports. She stressed that it was vital the schools never became complacent, and to ensure that the children were made aware of risks without scaring them. Ms Gilmore undertook to discuss a governors' action plan with Ms Walsh, Ms Barry, and Ms Stickland.

(d) Peer review reports

An update on the peer review arrangements for 2018/19 had been included in the Executive Headteacher's report.

(e) OFSTED

Governors were reminded that an update on Ofsted had been given under matters arising.

10. SAFEGUARDING AND HEALTH AND SAFETY

(a) Safeguarding reports

The detailed safeguarding reports had been discussed as part of the Head of Schools' reports.

(b) Keeping Children Safe in Education

The DfE guidance *Keeping Children Safe in Education* has been revised with effect from 3 September 2018, and a link to the new guidance had been sent to all governors. The Chair reminded governors that they must be aware of their responsibilities in respect of safeguarding, and must never assume that someone else would report a potential issue. All governors were asked to sign the sheet that was circulated at the meeting to confirm that they had read and understood the guidance.

(c) Health and safety report

A report on health and safety matters had been made to the recent meeting of the Resources Committee.

Mr Hale had carried out a health and safety walk at Gordonbrock and had been very impressed by the thorough attention to detail that he had seen. He said that he would arrange to meet the Premises Manager again in February. Mr Fidel said that he would arrange to carry out a health and safety walk at Eliot Bank as soon as possible.

(d) School health and safety self-monitoring checklist

Governors were advised that the annual health and safety self monitoring checklist was due to be circulated during November, and it was **RESOLVED** that authority to complete and return the checklist would be delegated to the Resources Committee.

11. INFORMATION TO BE PUBLISHED ON SCHOOL WEBSITE

Governors were reminded that they had responsibility for ensuring that the information published on the school website met legal requirements, was up to date, and included key information about governors and associate members of committees and their registered interests, the school's complaints procedure, use and impact of the Pupil Premium, equalities data and objectives, and the school's SEND provision.

Ms Gilmore said that she had reviewed the information required and would ensure that all relevant documents were uploaded; however, the equalities objectives were not quite ready to be added. As part of her review, Ms Gilmore said that she had audited the websites of a number of other Lewisham schools.

12. INFORMATION FOR GOVERNORS

(a) Lewisham strategic review of governance

Governors noted that Lewisham Learning and the local authority were in the process of undertaking a strategic review of governance, in order to develop and improve services to support governance in Lewisham. A survey had been carried out, and dates had been made available for governors to meet Lisa Bibby, the consultant leading the review, to discuss their views on the current services and to make suggestions for initiatives that could support them in their role.

(b) Items from the Governors' Information Pack

Governors' attention was drawn to a number of items from the Governors' Information Pack which were particularly relevant.

13. URGENT BUSINESS

No items of urgent business were raised.

14. 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

Thursday, 14 March 2019 – Gordonbrock

Monday, 17 June 2019 – Eliot Bank

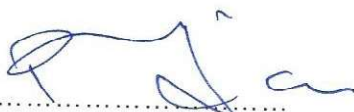
Resources Committee

Thursday, 7 February 2018 – Eliot Bank

Monday, 29 April 2018 – Gordonbrock

All meetings to start at 6.00 p.m.

Chair



Date

14th MARCH 2019