

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 Thursday, 21 June 2018 at 6.00 p.m.

PRESENT

Ms J. Branch	Vice Chair
Mr T. Bremner	
Mrs N. Connelly	
Mr P. Fidel	Chair
Mr T. Hardy Hall	
Mr N. Hayles	
Ms K. Knowles	
Ms H. Lyttle	
Ms M. Quinn	
Mrs K. Palmer	Executive Headteacher
Ms T. Stickland	
Ms R. Van Wyk	

Also present:

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

1. APOLOGIES AND DECLARATIONS OF INTEREST

Apologies for absence were received with consent from Ms Dollin, Mr Hale, and Mr Henry.

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

2. TO AGREE THE BUSINESS FOR THE MEETING

The order in which items were to be discussed and those items which would be considered as urgent business was agreed.

3. APPOINTMENT OF DEPUTY HEADTEACHER

Ms Connelly and the Deputy Headteachers withdrew from the meeting during this item. Governors discussed the appointment of a new Deputy Headteacher at Gordonbrock, to replace Ms Wright, who had been appointed as the new Head of School, and this is recorded under the confidential section of the minutes. Ms Connelly and the Deputy Heads rejoined the meeting, and governors were pleased to confirm Ms Connelly's appointment to the Deputy Headteacher post.

4. MINUTES OF PREVIOUS MEETINGS AND MATTERS ARISING

(a) To approve the minutes of the meeting held on 12 March 2018

It was **RESOLVED** that the minutes of the meeting held on 12 March 2018 be approved as a correct record.

(b) Matters arising

Mr Fidel reminded governors that all documents for meetings of the Governing Body and committees were now only being sent out electronically, but the Clerk would be happy to

continue to provide paper copies for collection at the meeting for any governors who would prefer to receive paper copies.

(i) Page 6, Minute 6(b) – Ofsted report

Ms Branch asked about the response to the formal challenge made to Ofsted regarding the wording of the letter following the recent inspection at Gordonbrock. Mrs Palmer said that a letter had been received in response to the formal complaint, and Ofsted had wanted to deal with the issues raised outside the formal complaints procedure. A slight amendment had been made to the report, but the complaint that the phrasing in the letter had not reflected the phrasing in the framework had been ignored. Mrs Palmer had written again and said that she wanted the concerns raised dealt with under the formal complaints procedure, but there had been no response so far. She had also raised this with Sean Harford, who had been a little evasive, and had said that the Federation should have been pleased with the contents of the letter. Ms Branch then asked whether there had been any progress in the suggestion that the school should pay for a Section 5 inspection to be carried out. Ms Gilmore explained that it had been felt that this could not be pursued until the correspondence with Ofsted had been concluded, and Mrs Palmer added that she had expected there to be a groundswell among other schools which had received similar letters; however, the two other schools in Lewisham who had been in a similar situation appeared to be content with the outcome of their inspection. Ms Gilmore pointed out that Gordonbrock was approaching the end of the five year window for a Section 5 inspection to take place, which would mean an inspection would be due in October. However, although schools were not working towards the new framework to be introduced in September 2019, in reality, Ofsted were beginning to assess against this.

The Chair sought colleagues' views on whether they wished to pursue the complaint. Mr Bremner asked for clarification on whether Ofsted had dealt with the complaint under the formal process; Mrs Palmer said that the complaint had been submitted under the formal procedure but Ofsted had said that they wished to deal with it outside of the process. Mr Bremner asked whether it was possible to escalate the complaint; Mr Fidel explained that Ofsted were not answerable to the Secretary of State, but just the Permanent Secretary. Ms Gilmore said that it appeared that Ofsted felt their complaints procedure should be used to deal with issues about the process and way in which an inspection had been conducted, but this was a slightly different challenge. After discussion, it was **RESOLVED** that Mrs Palmer would pursue the formal complaint.

(ii) Page 2, Minute 4(b) – Skills audit

Governors were reminded that they should complete their skills audits as soon as possible if they had not already done so.

(ii) Page 2, Minute 4(b) – Agenda plan

It was noted that the Governing Body agenda plan would be discussed at the next meeting of the Strategic Group.

(c) To approve the minutes of the extraordinary meeting held on 11 May 2018

It was noted that Ms Connelly had been omitted from the list of those present at the meeting. Subject to this amendment, it was **RESOLVED** that the minutes of the extraordinary meeting of the Governing Body held on 11 May 2018 be approved as a correct record.

5. GOVERNING BODY

(a) Changes to the Governing Body

Governors were informed that Ms Stickland's term of office had ended recently and Mr Hayles' term of office was due to end in the autumn term. Both indicated that they would like to continue as members of the Governing Body and it was **RESOLVED** that Ms Stickland be reappointed as a co-opted governor for a four year period of office with effect from 13 March 2018 and Mr Hales be reappointed as a co-opted governor for four years with effect from 19 November 2018.

Governors were reminded that there were two vacancies for co-opted governors, and these places must be filled with due regard to the skills needed to contribute to the effective governance and success of the school.

(b) Governing Body self review

All governing bodies were being encouraged to review their performance on annual basis with reference to the Department for Education's Competency Framework for Governance. Mrs Palmer informed governors that Lewisham Learning was preparing a core offer, and intended to offer schools in the green category a review of governance every three years, to be carried out by an external adviser. The service would start in September, and governing bodies would be reviewed on a rolling programme; however, Mrs Palmer said that it would be possible to ask Michael Roach, the Interim Director, for the review to be carried out sooner.

(c) Procedures for remote attendance at meetings

Governors discussed whether they wished to adopt procedures for remote attendance at meetings. If they wished to pursue this, governors were advised that it would be necessary to agree the conditions under which governors could take part in meetings via remote connections, as well as addressing issues of security, quoracy, etc. It was **RESOLVED** that a model policy would be circulated for consideration at the next meeting.

(d) Election of Chair and Vice Chair

Governors discussed the need for succession planning for the future, and Ms Branch emphasised that there were now a number of experienced governors who would be able to work with Mr Hale as joint Vice Chairs. All governors were urged to consider whether they wished to put themselves forward for election as Vice Chair during the summer holidays.

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, shared working, and professional development to other schools. Mrs Palmer elaborated on areas from her report and answered governors' questions.

Leadership and organisation

Both Heads of School had taken on a significant teaching role to support Key Stage 2 outcomes, and Mrs Palmer felt that it was a strength of the Federation that they were both expert teachers as well as skilled leaders. They had both had a significant impact on outcomes and had worked very collaboratively with the Year 6 teams.

Recruitment had been a major issue this year, with three significant leadership posts to be filled as well as other vacancies. The new shadow structure was now in place for September.

Shared working

The assessment group, which comprised the assessment leads from five schools, had continued to meet to review the assessment arrangements for this year, evaluation, and planning for next year. Work had also taken place with Rushey Green, where a new Headteacher was being recruited from September, and the school was very interested in joining the group.

The final School Direct assessments had been completed. All three students had been successful, and two had been outstanding. They had all been appointed to vacancies at Eliot Bank and Gordonbrock. Mrs Palmer informed governors that there had been a disappointing reduction in the number of applicants for recruitment to the scheme for the coming year.

The peer review group had been a strong feature this year, and the schools had worked well together, with excellent leadership from Pauline Watts. A report had been drafted after each review which identified the strengths of the school concerned as well as areas for development, and this was circulated to each school. Arrangements were now being made to go back to each school to look at the impact of the recommendations made. Mrs Palmer felt that this was a very strong model, which compared well against other models being used in terms of rigour and cost effectiveness. It had been agreed that the group would continue next year, with continuing support from Pauline Watts.

It was noted that the RE co-ordinators had been working on the new RE curriculum for September, and the music co-ordinators had also met to review music provision.

Professional development to other schools

Ms Gilmore had continued to work closely with the Headteacher and Senior Leadership Team at Stillness Juniors, and had been working with Mrs Palmer on School Improvement Board work. Mrs Palmer said that this had been extremely interesting and had involved carrying out school reviews, writing reports, etc., and they would be running a one day course for headteachers with Michael Roach on the link between self evaluation forms, school improvement plans, headteachers' reports, and appraisal. In addition, Mrs Palmer and Ms Gilmore had redrafted the School Improvement Framework, which had now been presented to heads, and the schools risk assessment profile had been redrafted.

Mrs Palmer had also accepted an offer to work with Rushey Green which had been very time consuming. She was working intensively with the Acting Headteacher, Mark Ridler had been providing support with data, Lorraine McGuire was working with Rushey Green on the Early Years, and Katrina Walsh was carrying out a phonics audit. In addition, Simone McAllister was working with the school on reorganisation of their office. In response to a question from Mr Bremner, Mrs Palmer confirmed that the Federation received payment for the support provided.

Mrs Palmer had also conducted a Pupil Premium review at Sir Francis Drake, and was chairing the Drumbeat ASD outreach review. Mr Bremner asked for more information on what the Drumbeat review included. Mrs Palmer said that schools had been buying in support from Drumbeat through a service level agreement, and the aim of the review was to make this a more open, opaque, and aligned service which provided good value or money.

Mr Fidel asked whether this support would continue next term. Mrs Palmer said that she was currently negotiating to continue the work with Drumbeat, and while her work with Rushey Green would probably stop, she would remain on contract with the School Improvement Board for a number of days over the year. She confirmed that her contract for any work carried out from September would be with the local authority, rather than through the Federation. With regard to Ms Gilmore's work, she said that she would

continue to support Stillness Juniors and the School Improvement Board, but this would be kept under review. Ms Gilmore stressed that her priority would be to the Federation, and she had made it clear that if she did not feel this additional work was manageable by the end of the autumn term, she would end her involvement.

Mrs Palmer was thanked for her report.

(b) Head of School's report – Gordonbrock

Ms Gilmore's report had been circulated and included items on progress and attainment, School Improvement Plan priorities, monitoring and evaluation, professional development and INSET, appraisal, inclusion, safeguarding, premises, personnel, budget, school roll, attendance, mobility, free school meals, accidents/incidents, and events, visits, and visitors. Ms Gilmore elaborated on areas from her report. Ms Gilmore answered governors' questions and elaborated on aspects from her report.

Progress and attainment

Ms Gilmore reminded governors that due to the timing of meetings, the data was always a term behind; the majority of this report was based on the spring term information, and the summer term data was currently being inputted. However, the final Reception data had been included.

Page 1 included a table showing the progress made by children in each year group during the spring term, from which it could be seen that progress in Year 6 during the spring term had been very high. Ms Gilmore reminded governors that this cohort had always been very challenging.

The proportion of children in Reception who had reached a good level of development (GLD) was 89%, which was 1% below the prediction. Ms Wright explained that a couple of children were struggling with emotional issues, which had brought the score down.

Page 2 of the report included two tables showing the proportion of children in each year group who had met the expected standards for attainment in reading, writing, maths, and GPS; the tables also showed the proportion of children who were below expectations as well as those exceeding expectations. The first table showed all pupils and the second showed Pupil Premium children.

It was noted that the Key Stage 2 SATs results were due on 10 July. Mrs Palmer said that she thought the reading paper had been slightly easier this year, which could have an impact on the pass mark, whereas arithmetic had been harder. She said that the Key Stage 1 reading paper had also been difficult.

Ms Stickland asked the reason for the lower proportion of children in Year 5 who had made the expected level of progress, and expressed particular concern about the progress of disadvantaged children in this year group. Ms Gilmore said that there was a high proportion of Pupil Premium and SEND children in this cohort, including those with EHCPs. Two children had high medical needs, and one was a persistent absentee, with attendance of only 54%, which had a significant impact. There had also been a change of teachers in one of the classes, and there had been only a short period of time to build up relations. Ms Gilmore said that some children had made very good progress, whereas others had not, and she was mindful that there was a group of children whose progress had been below expectations as a result of the change in teacher. However, the Year 6 teachers were outstanding and had sufficiently strong experience to accelerate progress next year.

Mr Fidel asked why the progress of disadvantaged pupils in Year 1 was below expectations. Ms Wright explained that because the proportion of Pupil Premium children was much lower in Year 2 than other year groups, each child represented a

higher percentage than in other year groups. She said that 6 out of the 11 children had made 4 points progress; one child had an EHCP and had not made progress in line with the school's expectations, and two others had made just two points. One of the children had been new to the country, so it had not been possible to measure progress. Mr Fidel asked whether the proportion of disadvantaged children in Reception was also low. Ms Gilmore said that the number of Pupil Premium children was falling significantly, and there were only four children in Reception; because all infant children received free school meals, there was little incentive for parents to register for the Pupil Premium. Mr Bremner pointed out that it was likely that there was still a level of disadvantage in the Early Years and Key Stage 1, and he was aware of the challenge facing the Governing Body not to lose sight of children who may be entitled to Pupil Premium funding. Ms Gilmore said that there had been discussion about offering incentives to parents to sign up. Mrs Palmer pointed out that the cut off level was quite low, and if one parent was working, they would not necessarily be eligible for Pupil Premium funding. It was also pointed out by Ms Lyttle that the proportion of disadvantaged children was higher further up the school because of the effect of 'Ever 6' whereby funding was received for every child who had been eligible for free school meals at any time during the previous six years.

Mrs Palmer informed governors that schools were now required to use Pupil Premium funding to benefit all children in the school, and to do so in an innovative way. When considering the interventions to be used, careful consideration was given to the children who were just below the Pupil Premium threshold.

Ms Lyttle asked why there was such a significant gap between Pupil Premium and non Pupil Premium children in writing in Year 6, with just 4% of disadvantaged children at the expected standard. Ms Gilmore reminded governors that this data had been from the spring term, and the children had moved on considerably since this time.

School Improvement Plan priorities

The report included a number of quotes from Ofsted; Ms Gilmore explained that many of the comments made had been very strong and positive, and she had included them as evidence that the objectives had been met, together with reference to monitoring documents and other evidence/impact.

The first priority to ensure that pupils developed as highly effective learners, equipped with vital life skills, remained fundamental to the school's principles to move forward. Ms Gilmore drew governors' attention to the proportion of outstanding teaching, which was currently at 57%, the highest ever. Although there could be some movement as a result of staff changes in September, she said that the proportion of outstanding teaching was not expected to fall below 50%. Ms Gilmore highlighted the comment from Ofsted on page 5 which referred to teaching having moved to the next level and beyond.

The priorities for next year had been discussed, and in particular whether these should relate to the Section 5 or Section 8 report. Ms Gilmore said that she would discuss this further with Ms Wright.

Work was continuing to develop leadership and management and to develop the curriculum leaders further. In addition, the work of the Inclusion Team was being embedded further, and a presentation on the use and impact of the Pupil Premium Grant would be made to governors in the autumn term.

Monitoring and evaluation

The outcomes from the peer review which had taken place on 24 April had been included in the report; the review had focused on maths and science. The group were supported by Dr Pauline Watts, who was an Ofsted lead consultant and independent consultant, and who was extremely challenging. As well as highlighting many strengths

and achievements, the review had also identified areas for development, which had included providing more opportunities for reasoning and mastery for all ability groups in maths lessons, and ensuring the teaching was organised effectively to make sure that the most able children were moved on to more demanding learning as soon as they were ready in maths. An issue around inconsistent marking of maths in one year group had already been addressed.

The group had looked at EMPIRIBOX, and had recommended that this should be reviewed to ensure a balanced programme of study in science with a significant focus on developing skills, scientific knowledge, and understanding. Ms Gilmore said that this was under way, and the school was working closely with EMPIRIBOX with a view to implementing any changes from September.

Pauline Watts had scrutinised areas of the curriculum including curriculum data or history and geography, website information for the curriculum, examples of mind maps, examples of learning journals, feedback from pupil voice interviews, work scrutiny, history and geography skills progress maps, and trips, visits, visitors and events timetable and review. Page 9 of the report set out the main strengths, and areas for development. Ms Gilmore said that some conflicting advice had been given on how to record the curriculum compared with that given at Eliot Bank. However, this had been a useful meeting.

Ms Gilmore circulated a separate report on the literacy book scrutiny which she and Ms Birchall had carried out for all year groups on 18 June. This had been an extremely pleasing process, and very strong progress had been seen. There had been evidence in books of accelerated progress and the impact of marking, and the report included a number of quotes from Ofsted on the quality of writing, which included reference to fantastic examples of peer assessment. A very small number of areas for development had been identified.

Monitoring of the quality of teaching, learning, and engagement in computing had been carried out by Mr Hardy Hall in April. This had covered Years 5 and 6, and learning areas for development had been shared with the Senior Leadership Team.

A report was also included on the local authority's moderation of Key Stage 2 writing. The moderators had been extremely complimentary about what they had seen, and had confirmed that all judgments about writing were accurate.

A register audit had been carried out, and Gordonbrock had been 100% compliant again in all statutory areas. The school's practice had been described as exemplary.

Ms Gilmore drew governors' attention to a number of examples of praise which had been given to Gordonbrock from a range of outside people, including a TES QTS tutor, the Mill Rythe School Journey instructor, a Bromley Schools Collegiate tutor, and Shaun Dellenty, one of the Differences Week speakers, who was writing a book about being an LGBT advocate, had said that he could tell from the children's comments that the school celebrated difference all the time, rather than just for a specific week. He also said that the children had asked extremely sophisticated questions.

Inclusion

Ms Gilmore informed governors that Sophie Long had been working very hard to achieve the SENDCO qualification, and expected to complete this by the end of term. It was noted that there were currently 68 children at Gordonbrock receiving SEN support, which had fallen from 80 for the same time last year; this number was expected to drop further when the current Year 6 cohort left the school. There were currently 10 children with EHCPs, 5 of whom were in Year 6.

Governors were reminded that there were a number of children in Year 6 with very challenging behaviour, and the report also included case studies of five high profile and aggressive children across the school. The discussion of these case studies is recorded under the confidential section of the minutes.

The termly safeguarding report was circulated at the meeting.

Personnel

The Chair asked whether there were any concerns around staffing for the new academic year. Ms Gilmore said that the school was fully staffed for September, and six new teachers had been appointed. These included two NQTs who had previously been School Direct students within the Federation, and two other NQTs. In addition, a teacher was returning from maternity leave for three days per week. Governors asked about the induction process for newly qualified teachers. Ms Gilmore explained that they would have a two year induction period, and were entitled to a mentor and an afternoon each week out of class, which would be difficult to sustain financially. She said that consultation was currently taking place on a new proposal which could see NQTs being out of class for 1.5 days each week, which would be extremely challenging for schools.

Attendance

Persistent absence had increased slightly, but was still below the national average. Ms Gilmore said that this was largely due to the impact of the child with extremely poor attendance who had been referred to earlier.

Governors thanked Ms Gilmore for her report, and congratulated her and the staff for the impressive progress made by Year 6, particularly having regard to the very challenging nature of the cohort.

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

Mr Ridler's report had been circulated and included items on progress and attainment, School Improvement Plan priorities, monitoring and evaluation, professional development and INSET, inclusion, premises, personnel, school roll, attendance, mobility, free school meals, accidents/incidents, and special events, visits and visitors. Mr Ridler elaborated on aspects of his report and answered questions from governors.

Progress and attainment

Progress had been consistently good across the school, and a breakdown was given by year group, with the progress of disadvantaged children shown separately. However, an issue had been identified with the progress of disadvantaged children in Year 3 with writing and Year 2 in maths, where progress had been below the three points expected by the end of the spring term. Governors asked the reasons for this. Mr Ridler explained that three of the four children in Year 2 had now made the expected level of progress, and the other child had specific learning difficulties. Five of the eight Year 3 children had made the expected amount of progress in writing.

The Reception data had now been finalised, and the proportion of children who had achieved a good level of development (GLD) was in line with last year at 87.9%, compared with 88.1% in 2017. Mr Ridler said that one boy who had been expected to reach a GLD had not done so as a result of behaviour issues.

Governors considered the table showing attainment by year group in reading, writing, and maths, together with the separate table giving this information for disadvantaged children. It could be seen that there had been a real improvement in many areas. Mr Ridler was asked the reason for the low attainment in writing in Year 4, and explained that approximately 45% of the year group had SEN, were Pupil Premium or a combination of both. Teachers had worked very hard to close the gap, and the early

indicators for the summer term showed that this had been achieved, and had now risen to around 70% at the expected standard or above.

Governors recognised the improving picture in most areas, and in particular noted the improvement in Year 6 writing for disadvantaged children. Ms Walsh pointed out that the proportion of Pupil Premium children was very low in Years 1-3, and Mr Bremner asked about the challenge this presented. Teachers looked carefully at progress, and governors were reminded that just a couple of children could affect the data significantly when the group concerned was small. Governors discussed the impact of different groups of disadvantaged children, and expressed concerns about the need to be aware of children who were just below the threshold for the Pupil Premium Grant and how governors could know about these children and measure progress. It was agreed that eligibility for free school meals was a very crude measure, but Ms Gilmore suggested that it might be helpful to look at one year group and to focus on the vulnerable children who were just below the threshold for free school meals, and to compare them to the disadvantaged group. It was agreed that it could be difficult to identify these children, and Mrs Palmer pointed out that some of the disadvantaged pupils in the Federation were not necessarily stereotypical Pupil Premium children. Although the level of Pupil Premium/disadvantaged children was reducing, she stressed that the level of need may still be the same.

Monitoring and evaluation

A number of teaching and learning evaluations had been included for subject areas, which had been prepared by the team of middle leaders, and Mr Ridler said that this had been a very successful year of development. He said that it had not been possible to identify an intervention programme which it had been thought would work well for maths, and the team leader had worked with the SENCO to devise a bespoke programme. This had now been delivered and had had a huge impact.

All year groups had been monitored in February and March to look at the impact of circle time. Mr Ridler said that during early discussions about the SIP priorities, it had been felt that circle time would be helpful for children be able to articulate their emotions. The structure had been adapted to work for Eliot Bank, and had been very successful. Children had said that they felt circle time helped them to listen in other lessons.

Mr Fidel asked about the timeframe for the establishment of systems for non core assessment and whether this just involved computing. Mr Ridler said that history, geography and PE was in place. RE was on hold because of the late introduction of the new curriculum. Computing was currently under discussion, and music/arts was being finalised.

Maths and literacy monitoring had taken place in February and March, in response to the SIP priorities and peer review. Weaknesses previously identified in marking had been addressed, and significant improvements had been noted.

Mr Fidel had taken part in a learning walk across all year groups which had looked at challenge, and it had been clear that children were thriving on the challenge of learning. Books had been scrutinised, and evidence of more extended writing had been apparent, with higher ability children having more opportunities to write.

A SLT literacy book look had taken place on 11 June, and further tweaks were being made to the literacy curriculum.

Jackie Jones, the Service Manager for School Improvement and Intervention, had visited the school on 4 May 2018, and had been extremely positive about what she had seen during a learning walk across all year groups.

PSHE peer observations had taken place during May and June, which had provided a good CPD opportunity to assess the new PSHE curriculum.

A science book scrutiny had taken place on 15 June, which had identified a number of areas of good practice.

A positive home learning survey had been conducted, and as a result, the reading journal was being reviewed.

An attendance audit had been carried out on 30 April, which had found the school to be 100% compliant in all areas, including statutory, good practice, and best practice.

Ellie Reeves MP had visited Eliot Bank on 21 May, and had met Mr Ridler and Mrs Palmer, as well as having a tour of the school. She had sent an extremely complimentary email following her visit, saying that it had been an absolute pleasure to visit the school. She said that the dedication and passion of staff was exemplary and this was reflected in the standard of pupils' work and the level of classroom engagement. She was also very struck by the warm and open culture of the school, which was a testament to the committed and diligent team of staff and local community.

Inclusion

Hattie Emirali and Katrina Walsh had reviewed the SEN register in detail and children who had been flagged up by teachers in review meetings. The number of children on the register had increased from 68 to 75, and there were now 4 children with EHCPs, with another 3 in progress.

Personnel

The report gave details of recent appointments, maternity leaves, and staff changes. There were currently no vacancies at Eliot Bank.

Attendance

Attendance was in line with last year at 97.42%.

Free school meals

The proportion of children in receipt of free school meals had fallen to 5.49%, which equated to just 27 children.

Accidents / incidents

Mr Fidel referred to the injury sustained by a member of staff who had lifted a heavy box containing wooden bricks, and suggested that a sign should be put on the box.

Safeguarding

The termly safeguarding report was circulated.

Mr Bremner said that he had really enjoyed reading the peer review report, and asked if other schools followed this process. Mrs Palmer explained that almost all primary schools in Lewisham were engaging in the peer review process, but some were using Challenge Partners. However, this was a much more expensive option which was more akin to an Ofsted inspection, and could involve schools from across the country. Some other schools were using the SSAT model, but Mrs Palmer felt that the system being used by the Federation was more rigorous. She said that this was particularly helpful for Eliot Bank, where many staff had not experienced an outside review for some time.

Mr Ridler was thanked for his report.

(d) Peer review report

Governors were reminded that the peer review reports had been covered under the Head of School reports.

(e) School Improvement Framework (SIF) consultation

Governors were informed that a consultation exercise had taken place on the current Lewisham School Improvement Framework, which had ended on 27 April. As noted earlier, the new SIF had been finalised and had been presented to headteachers at Director's Briefing earlier in the month.

(f) OFSTED

An update on the representations made following the recent Ofsted inspection had been given under matters arising from the minutes of the March meeting.

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

(a) Reports from committees

(i) Strategic Group

The minutes of the meetings of the Strategic Group held on 2 February and 26 March 2018 had been circulated with the agenda. At the first meeting, the Strategic Group had discussed the update on the quality of teaching and learning, the School Direct programme, safeguarding issues, and the introduction of the General Data Protection Regulation on 26 May. A presentation had been made to the meeting on 26 March on the Pupil Premium Grant audit for the spring term, and governors had discussed the effectiveness of the interventions, barriers to learning, and the next steps. There had also been an update on staffing issues and discussion about the Head of School appointment at Gordonbrock. Following the Ofsted inspection at Gordonbrock, the Strategic Group had also discussed the possibility of requesting an early Section 5 inspection. A number of safeguarding issues had been discussed, and the new Staff Code of Conduct had been approved. The Strategic Group had also agreed to an increase in the contribution requested from parents for lunchtime provision at the Eliot Bank Nursery.

(ii) Resources Committee

The minutes of the meeting of the Committee held on 26 April 2018 had been circulated with the agenda. The main discussion had focused on the budget outturn for 2017/18 and approval of the new budgets. Mr Bremner drew governors' attention to the discussion recorded under Minute 6 relating to the need for consideration to be given to further budget reductions in the coming years, and in particular to the lack of support provided by the local authority to enable schools who were not yet in deficit to plan their budgets effectively. Mrs Palmer reminded governors that schools which were already in difficulty with their budgets were receiving priority from the local authority, but a request had been made for training to be provided for schools who were not yet in crisis. The Executive Director had agreed that this was a good idea, but the Finance Team did not have the capacity to deliver this. It was agreed that it was essential to plan ahead for a smooth transition, and it was suggested that consideration could be given to buying in an external consultant to deliver training.

Copies of the revised Segregation of Duties document for Gordonbrock were circulated at the meeting. Governors were informed that this had been updated to reflect the recent appointments within the Senior Leadership Team at the school, but followed the same structure. It was **RESOLVED** that the Segregation of Duties for Gordonbrock be approved.

(b) Review of committee membership and link governor responsibilities

The list of committee membership and link governor responsibilities had been circulated with the agenda. Any governor who wished to change their responsibilities was asked to let the Chair know, and any amendments would then be ratified at the next meeting.

Mr Fidel reminded governors to complete their skills audit forms, and it was **RESOLVED** that the Clerk would circulate further copies of the form in the autumn term.

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

Mr Hayles had postponed his scheduled visit because of the Key Stage 2 moderation visit, and said that he would rearrange this as soon as possible.

(d) Governing Body training

No training reports were made. It was noted that, from the summer term, the Governors' Information Pack was only being circulated electronically. Unfortunately, none of the governors present had received their copies, and the Clerk was asked to raise this with Governors' Services.

8. CHILDREN CENTRE TERMLY REPORT

Ms McGuire gave an update on developments with the Children Centre. There had been a restructuring of contracts after the last meeting, and some budget issues had arisen. Ms McGuire and Mrs Palmer had met the Children Centre, and had discussed the management fees for Ms McGuire and the Kelvin Grove Deputy Headteacher; all contracts had been reviewed, and cuts had been made where necessary. It was noted that the hours of the Family Support Worker and Play Worker had been reduced to three days per week, but Ms McGuire stressed that the provision would not be compromised by these reductions. It had been possible to make savings of £25,000 to bring the budget back in line.

9. PERFORMANCE RELATED PAY AND APPRAISAL

(a) Governor appraisers

Governors reviewed the governors who should carry out the Executive Headteacher's performance review, and it was **RESOLVED** that Mr Bremner, Ms Stickland, Mr Henry, and Ms Lyttle would continue as the governor appraisers. There was discussion about the appointment of the external adviser to work with the appraisers, and it was proposed that Mrs Palmer should take on this role; it was noted that she would also be acting as mentor to Ms Gilmore from September. It was **RESOLVED** that Mrs Palmer would be appointed as the external adviser.

(b) Pay Committee and Pay Appeals Committee

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

(c) Policy review

The arrangements to review the Performance Appraisal Policy and Pay Policy were discussed, and it was **RESOLVED** that both policies should be considered by the Resources Committee, and that recommendations should be made to the Governing Body in respect of the Pay Policy.

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

Governors were asked to consider arrangements to receive the Headteacher's anonymised written report on staff appraisal. It was **RESOLVED** that the report would be submitted to the Pay Committee for consideration before the deadline of 31 October 2018.

10. SAFEGUARDING AND HEALTH AND SAFETY

(a) Safeguarding report

Governors considered Ms Stickland's safeguarding report, which related to changes to procedures relating to the Single Central Record (SCR). She had undertaken recent training which had focused on the SCR, which was a huge document to manage. Although both schools had been audited recently by Lewisham, and the feedback from Ofsted following the recent inspection of Gordonbrock had been very complimentary, Ms Stickland stressed that the SCR was the first document which Ofsted considered when inspecting a school, and any serious shortcomings could potentially mean that a school could be placed into special measures immediately. The local authority had updated their 2016 guidance to improve consistency, and tighten up the system relating to DBS checks. Governors noted that all staff employed at the school who had lived or worked outside the United Kingdom for any period in excess of 12 months since the age of 18 must seek an overseas check; the Lewisham guidance also extended this requirement to include governors.

Ms Stickland said that the SCRs had already been scrutinised to ensure compliance, and risk assessments were in place to track and monitor any anomalies. However, she pointed out that it was not always possible to obtain an overseas check, and the process could be prohibitively expensive in some cases; under these circumstances, governors were asked to consider whether undertaking robust risk assessments, and third references where appropriate should be used. Ms Stickland informed governors that there was also a potential clash with the requirements of the General Data Protection Regulation (GDPR) and the data held. It was **RESOLVED** that the Strategic Group should be asked to consider this in more detail at their next meeting, and that Ms Stickland would attend.

(b) Health and safety report

Governors were reminded that health and safety was a standing agenda item for the Resources Committee, and any issues would be raised at the next meeting.

11. INFORMATION AND DATA MANAGEMENT

(a) General Data Protection Regulation (GDPR)

Mr Bremner asked whether all necessary steps had been taken to ensure compliance with the GDPR, which had come into effect on 25 May. Mrs Palmer said that Simone McAllister had done a huge amount of work across the Federation, and had given very high quality presentations to the Senior Leadership Teams on the implications of the GDPR. All necessary work had been completed with the exception of the need to look again at the use of photographs at Gordonbrock, which was in hand. In particular, all privacy notices had been revised, and the pupil database had been updated.

(b) School website

Governors were reminded that Mr Hale had carried out a comprehensive audit of the school websites, and was happy to continue to take responsibility for reviewing compliance of the websites. Ms Gilmore said that Allesha McDonald was working her way through the revised list of requirements for the websites.

12. INFORMATION FOR GOVERNORS

(a) Items from the Governors' Information Pack

Governors were particularly recommended to read the following items from the summer term Governors' Information Pack.

- *Lewisham Learning: p.3*

- *Being Strategic: a guide for governing boards*: p.4
- *General Data Protection Regulation (GDPR)*: p.5
- *GDPR compliant model privacy notices for schools*: p.8
- *Guide to support recruitment of school governors and trustees*: p.8
- *Schools Financial Value Standard*: p.9
- *Government responds to consultation on support for disadvantaged pupils*: p.11
- *School age immunisation*: p.12
- *Mentally Healthy Schools website launched*: p.13
- *New Advanced Maths Premium*: p.14
- *GCSE new grading scale: factsheets updated*: p.14
- *Phonics screening check – 2017 results and a visit to the Minister*: pp.16 and 46
- *What do I need to know about the new Safeguarding self-assessment tool?* p.17
- *Prevent briefing*: p.19
- *DfE announces a review into school exclusions*: p.20
- *Elective home education and exclusions*: p.21
- *Ofsted updates*: p.23
- *Ofsted's expectations of schools*: p.24
- *Supporting pupils with SEND – 3 key messages for schools*: p.25
- *New NGA research exploring headteacher appraisal*: p.26

(b) Being Strategic: a guide for governing boards

Governors were informed that the National Governance Association and Wellcome had produced a guide for governors setting out an annual cycle for creating, monitoring, and reviewing strategy, along with advice and questions for governors to ask. This was available to download as a PDF file from <https://wellcome.ac.uk/sites/default/files/being-strategic-a-guide-for-governing-boards.pdf>.

Ms Branch said that she had read the guide and was confident that the Governing Body carried out all of the recommendations, and had a strategic overview of the schools.

13. URGENT BUSINESS

Mr Bremner referred to the recent report by the Educational Endowment Foundation report. Ms Gilmore said that this linked with work carried out in the Federation relating to resilience, the learning brain, growth mindset etc, and she agreed to send the link to the report to all governors.

Oh behalf of the Governing Body, Mr Fidel thanked all members of staff for their very hard work during the year.

Governors wished to record formally their deep appreciation for Mrs Palmer's very many years of outstanding work and commitment as Headteacher at Eliot Bank and latterly as Executive Headteacher of the Federation. Governors agreed that she had made an extraordinary contribution to both schools through her exceptional leadership, and wished her every success for the future.

14. DATES AND TIMES OF FUTURE MEETINGS

It was **RESOLVED** that the following dates and times be agreed for meetings of the Governing Body and Resources Committee for the 2018/19 academic year.

Governing Body

Monday, 19 November 2018 – Eliot Bank
 Thursday, 14 March 2019 – Gordonbrock
 Monday, 17 June 2019 – Eliot Bank

Resources Committee

Thursday, 18 October 2018 followed by Pay Committee

Thursday, 7 February 2018 – Eliot Bank
Monday, 29 April 2018 – Gordonbrock

All meetings to start at 6.00 p.m.

Chair



Date

19th Nov 2018