

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, 12 March 2018 at 6.00 p.m.

PRESENT

Ms J. Branch	Vice Chair
Mr T. Bremner	
Ms C. Dollin	
Mrs N. Connelly	
Mr P. Fidel	Chair
Mr C. Hale	<i>Vice Chair</i>
Mr T. Hardy Hall	
Mr N. Hayles	
Mr L. Henry	
Ms K. Knowles	
Ms H. Lyttle	
Ms M. Quinn	
Mrs K. Palmer	Executive Headteacher
Ms R. Van Wyk	

Also present:

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 Stickland.

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 EXECUTIVE HEADTEACHER

All members of staff who were not governors were excluded from the meeting during this discussion, and this item has been recorded under the confidential section of the minutes.

At the conclusion of the discussion, members of staff were invited in to the meeting, and on behalf of the Governing Body, Mr Hale congratulated Ms Gilmore on her appointment as the new Executive Headteacher from September.

4. MINUTES OF PREVIOUS MEETINGS AND MATTERS ARISING

(a) To approve the minutes of the meeting held on 16 November 2017

It was **RESOLVED** that the minutes of the meeting held on 16 November 2017 be approved as a correct record.

(b) Matters arising

(i) Page 2, Minute 5(b) – Skills audit

Any governor who had not yet completed their skills audit was requested to do so as soon as possible and return the form to either of the school offices.

(ii) Page 3, Minute 6(e) – Agenda plan

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

(iii) Page 13, Minute 13 – Supporting Children with Medical Needs Policy

Governors were reminded that the Policy had been discussed by the Strategic Group at their last meeting. The main changes to the Policy related to the Department for Education guidance regarding epi pens and asthma pumps, and the schools now had a supply of spare epi pens and asthma pumps were kept in strategic positions in both schools. Mrs Palmer said that work was currently taking place to update the First Aid Policy, which had been taken out of the Health and Safety Policy. It was **RESOLVED** that the Supporting Children with Medical Needs Policy be approved.

(c) To approve the minutes of the extraordinary meeting held on 1 February 2018

The minutes of the extraordinary meeting of the Governing Body held on 1 February 2018 were received. Mr Henry raised concerns that the minutes did not reflect some of the comments he had made at the meeting, and it was agreed that the Clerk would review the content and circulate a revised draft.

5. GOVERNING BODY MEMBERSHIP

(a) Changes to the Governing Body

New governors were encouraged to attend induction training, and details of the next session would be included in the summer term Governors' Information Pack which would be issued at the start of next term.

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) DBS checks

Governors were reminded that all governors were legally required to undergo a DBS check; it was confirmed that all current governors had a check in place.

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

(a) Executive Headteacher's report

The Executive Headteacher's report had been circulated and included items on leadership and organisation, cross school working, and professional development to other schools. Mrs Palmer elaborated on areas of her report and answered questions from governors.

Leadership and organisation

The main focus in this area had been the recruitment of the new Executive Headteacher, which had been carried out in close consultation with the Governing Body.

The mid year appraisal reviews were currently taking place.

Mrs Palmer said that she and Ms Gilmore had both been recruited to the new Lewisham Learning School Improvement Board and would be working with Michael Roach to audit and categorise schools, and to broker support.

Cross school working

A great deal of work was taking place across the two schools, and the curriculum remained at the heart of the work of the Federation.

Anti bullying

Mrs Palmer said that the feedback received from many parents at both schools was that they did not understand how bullying was dealt with. She hoped that this was because there were so few incidents, but had wanted to reassure parents that both schools had a robust approach to bullying, and an anti bullying leaflet had been produced which included key points from the Policy.

Mr Fidel asked whether the bullying leaflet would give a high enough profile to cyber bullying. Ms Gilmore said that all core parts of the Policy would be included, but she would look at this again.

A governor asked whether the school was doing anything else to raise awareness about bullying. Mrs Palmer said that a lot of work took place in circle time and assemblies. The leaflet summarised how the schools would deal with bullying through the Policy, and a more detailed newsletter had also been produced with a contact point if parents wanted to discuss any bullying issues further. Governor agreed that this was a very helpful approach to familiarise governors with what to do if they had any concerns. Mrs Palmer said that there was very little physical bullying in the Federation, but cyber bullying was a much bigger issue, and parents were usually in denial until shown what their children had written.

Curriculum alignment

The curriculums for both schools were always being evaluated and changed, but Mrs Palmer emphasised the importance of ensuring that the curriculum continued to be aligned across both schools. Although teachers must feel able to push forward and amend the curriculum she said that a process had been put in place whereby if one school wanted to address a curriculum area, this would be shared across the other.

School direct

Governors were sorry to note that one of the School Direct students had dropped out of the programme having decided over Christmas that she was unhappy with the work life balance of a teaching career. Mrs Palmer said that there were difficulties in recruiting for next year, and although in the past, it would usually be the case that most places would have been filled by this time in the year, there had been no interest in the six places. The School Direct trainees had been very valuable in providing a supply of home grown teachers for the Federation, and the difficulties in filling the places was particularly worrying. Mrs Palmer and Ms Gilmore were starting to ring universities to try attract students. Ms Knowles asked about the entry qualifications; it was noted that for the School Direct programme, although people looking for a career change could apply, applicants must be graduates who wanted to study for the PGCE. Due to financial constraints, only self funded placements were now available, and students would need to take out a loan for their course.

Open mornings

Changes were being made to the way in which open mornings were held, and it had become increasingly difficult to accommodate both existing and prospective parents in one morning. It had been agreed that from the autumn term, one dedicated open morning would be held for existing parents, and two additional sessions would be held for prospective parents before the cut off date for applications.

Writing alignment

Work had taken place across both schools to look at writing outcomes. This had been raised at the peer review which had taken place at Eliot Bank, and Ofsted had complimented Gordonbrock for the outstanding classroom provision. This had given Gordonbrock staff the confidence to let the children be more independent and reduce the level of scaffolding in lessons. Ms Gilmore and Mr Ridler would be looking at books across the schools, and Ms Gilmore had led a professional development session at Eliot Bank to ensure that the Talk for Writing strategies were fully embedded in teaching.

Non core evidence

The evidence for non core work was still an issue, and Mrs Palmer reminded governors that Ofsted were looking increasingly at depth as well as breadth. The schools were already using mind maps for the children's learning with a focus on skills at the beginning and end of a unit, and were also producing termly learning journals which showed the range of learning at class level. The peer review at Eliot Bank had showed that presentation was not quite as good as some other work, and there was a focus on improving the learning journals to demonstrate the depth of understanding.

A governor asked for more information about the non core evidence, and in particular who this was aimed at. Mrs Palmer said that at Gordonbrock, the information had been intended for Ofsted, and for the peer review at Eliot Bank. During the recent inspection at Gordonbrock, Ofsted had not looked at the non core evidence because they already had key lines of enquiry. However, the peer review at Eliot Bank had been led by a highly qualified Ofsted lead inspection, who had asked about evidence; this could be provided through assemblies and evidence of individual children, although this had been kept in one folder and was not as systematic as it could be. Plastic display wallets were now being purchased, and would hold three key pieces of work fundamental to each unit. The school would continue to keep the display of children's work under review.

End of year reports

It was noted that Jane Wright and Lorraine McGuire had done a great deal of work on the of year reports to ensure that they were compliant and as meaningful to parents as possible.

Professional development to other schools

It was noted that Ms Gilmore was still working with Stillness Juniors, and had taken part in the peer review at Baring. Together with the phase leaders at Gordonbrock, she was providing support to Horniman. Mrs Palmer said that she had been providing support at Kelvin Grove, and would be giving leadership support at Rushey Green. In addition, work was continuing with the peer review groups and assessment group.

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, the finance audit, outcomes from Parent View, governor visits, professional development and INSET, school on school support, appraisal, inclusion, premises, personnel, school roll, attendance, mobility, free school meals, occasional closures, accidents, special events, visits, and visitors. Ms Gilmore answered questions from governors and elaborated on areas from her report.

Progress and attainment

The outcomes contained in the report were from the autumn term, and Ms Gilmore informed governors that the spring assessment week was currently taking place. Governors asked about the rate of progress, and it was noted that the expectation was

for two points of progress to be made by the autumn term, three points by the end of the spring term, and four points by the end of the summer term. Ms Gilmore pointed out that two points progress was extremely ambitious for a single term, and the fact that some of the progress figures were below this was not an issue for concern. Ms Gilmore was asked about the lower progress figures for disadvantaged children in Year 5. She explained that this year group had the highest level of special needs, and there had been a change in teacher. Ms Barrie was currently working in this year group and she now expected to see accelerated progress.

Governors asked about Year 6 progress. Ms Gilmore reminded governors that this was a challenging cohort, but they were doing very well. The year group had outstanding teachers and teaching assistants, as well as support from learning mentors, and this was making a difference to outcomes. Although their progress was unlikely to be as strong as progress by some previous Year 6 cohorts, it would still be good.

The report included details of attainment by year group and gave a comparison of disadvantaged pupils against all children. The Chair asked for clarification of the meaning of ES1+ for attainment. Ms Gilmore explained that this showed the expected level at the first assessment.

Governors noted the good attainment made by disadvantaged pupils in some areas, and the School Improvement Plan priority to raise the proportion of disadvantaged children. She said that there was a need for a great deal of language immersion, particularly for writing. Jane Birchill had been looking at a group of children who were not quite at point 1 in the next year down and was confident that they would move to the expected standard. Governors noted that there were no disadvantaged children in Year 6 who were exceeding expectations and asked what was being done to move children on. Ms Gilmore said that the higher ability children were being targeted and explained the work that was taking place to support them. If some of these children could be moved on, this would have a significant impact on the progress data.

Ms Branch commented on the low proportion of disadvantaged children in Year 1, and Ms Gilmore said that there was a lower take up of free school meals. Because of the introduction of universal infant free school meals, it was often the case that fewer parents claimed for free school meals because their children received free lunches anyway, and the proportion of children in receipt of free school meals tended to be higher in Years 3-6. Ms Gilmore said that there were also variations in the demographics of individual cohorts in terms of eligibility for free school meals. Mr Bremner asked whether this was related to choices around schools, and if a different group of parents was now choosing Gordonbrock; Ms Gilmore said that she did not think this was the case.

School Improvement Plan

Copies of the School Improvement Plan priorities were circulated for governors' information. The impact and next steps were shown in green, and Ms Wright's review of the maths curriculum was included at the back. Ms Gilmore said that she was particularly pleased with the quality of information received from middle leaders and the focused way in which they had reported the impact of the actions in their curriculum areas.

Monitoring and evaluation

Based on the Ofsted outcomes and all of the evidence seen so far this year, Ms Gilmore said that 58% of teaching was currently outstanding, and 100% was good or better, which was the best ever.

Ofsted

Copies of the Ofsted report had been circulated to governors, and the headlines had been discussed at the extraordinary meeting of the Governing Body on 1 February. Ms Gilmore said that parents had been overwhelmingly positive in response to the letter that had been sent out, and parents she had spoken to had been very clear that they knew Gordonbrock was outstanding.

Mrs Palmer said that the Governing Body now had to make a decision about whether to complain about the wording of the letter from Ofsted, and she explained that the wording in the inspection handbook was different to the wording in the letter. The school had been able to challenge factual inaccuracies in the letter, all of which had been upheld. However, the phrases used in the template letter were not as strong as in the handbook; the phrase used in the handbook implied that if inspected, the school would be outstanding whereas the wording of the letter was not as strong. Mrs Palmer suggested that this could only be raised as a factual error, and there was no suggestion about making a complaint about the team or judgment. She informed governors that the wording was repeated in the inspection handbook and the flow charge, and therefore it should have been reflected in the letter. The Chair pointed out that the lead inspector had also quoted the wording from the handbook during the feedback meeting.

Governors discussed whether the inconsistency should be challenged, and whether there would be any drawback to doing so. It was recognised that it would be best for the school for a Section 5 inspection to be carried out as quickly as possible, but concerns were raised that if a challenge was made, Ofsted could then decide to defer the inspection for up to two years. Ms Branch pointed out that governors who were present at the feedback meeting were clear that the wording in the letter was not what governors had been told. Because the inspection had been carried out on only the second day of the new framework, the inspector had referred to the handbook on a number of occasions. After careful consideration, it was **RESOLVED** that the wording in the letter from Ofsted should be challenged formally.

Maths

Because maths had not been a major focus during the inspection, Ms Gilmore said that maths books had been scrutinised for all year groups at the end of February. The outcomes had been very strong, with only two areas identified where greater consistency was needed. It was noted that the peer review in April would focus on maths.

Curriculum monitoring

The outcomes for the curriculum monitoring had been circulated with the School Improvement Review.

Parent View / governors' visits

Governors were pleased to note the Parent View outcomes, which had been overwhelmingly positive.

Ms Stickland had been in to carry out a safeguarding check in December 2017, and had felt that staff she had spoken to understood their roles and responsibilities completely and were very reflective.

Mr Henry had visited the school in December to monitor the progress of the assertive mentoring programme. He asked whether there was a similar scheme at Eliot Bank; Mr Ridler said that the family support worker and learning mentor carried out some assertive mentoring but used a slightly different approach, and one of the assistant headteachers at Eliot Bank would be working with Gordonbrock. Mr Henry said that he had been pleased with the evaluation of the programme over the last year at Gordonbrock, and felt that this model should be championed.

It was noted that a learning walk had been scheduled with Ms Stickland for 16 March.

Professional development

The report included details of professional development meetings for the spring term, together with details of professional development for teaching assistants and learning support assistants; Ms Gilmore said Ofsted had been extremely complimentary about the school's teaching assistants but had not made reference to this in the report.

Inclusion

Governors were informed that the Fair Access Panel had approved an urgent EHCP application which had been re-written following concerns by the school that the previous one had not been appropriate for the child's needs. There were currently ten children with EHCPs at the school, and these were concentrate at the top of the school, with three in Year 5 and five in Year 6.

Ms Gilmore drew governors' attention to the quote from Ofsted about the high quality safeguarding at Gordonbrock, and the lead inspector had repeatedly talked about the school's 'can do' culture.

Personnel

The report gave details of staff appointments, maternity leave, and resignations. The majority of the appointments had been teaching assistants, and the school was reducing the level of supply staff used. Mr Hale asked whether there had been any improvement in the teacher recruitment challenges facing London. Ms Gilmore said that the situation was very serious, and the school was losing another teacher at the end of the year because she could not afford to buy a house in London. Mrs Palmer said that the agencies were recruiting almost all students as they completed their course, and schools either had to pay agency supply fees or pay a finder's fee if a permanent appointment was made. A new receptionist had been recruited that day, and the remaining vacancies were being covered by agency supply staff.

Attendance

Attendance was currently 95.84%, but Ms Gilmore said that there had been a large number of bugs and other sickness.

Occasional closures

Gordonbrock had remained open for as long as possible during the recent snow, but it had been necessary to close on the third day. A governor asked why the decision had been taken. Ms Gilmore said that a number of staff had been unable to come into school because the schools their own children attended had been closed, and there had also been kitchen supply issues and staffing issues. Mrs Palmer thanked all members of staff for coming into school, and she informed governors that the premises staff had been working in the middle of the night to clear the site.

Safeguarding

The termly safeguarding report was circulated. It was noted that there were currently no children on child protection plans, but one new child in need, taking the total to five. Ms Gilmore said that the school was very good at dealing with potential safeguarding issues, and there seemed to be less need to escalate concerns. Four children in need meetings had taken place, all of which had been on the same day.

Governors thanked Ms Gilmore for her report.

(c) Head of School's report – Elliot 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, appraisal, inclusion, premises, personnel, school roll, attendance, mobility, free school meals, fire and lockdown drills, occasional closures, accidents, special events, visits, and visitors. Mr Ridler answered questions from governors and elaborated on areas from her report.

Progress and attainment

Mr Ridler informed governors that progress across the school had been very good overall and for disadvantaged children. There was an expectation that four points progress would be made across the year, with two points in the autumn term. Governors asked whether the figures for Year 3 maths were of concern. Mr Ridler said that this was largely due to issues around the new curriculum and the transition to the expectations of the new curriculum expectations in maths.

Mr Ridler highlighted an error in the table showing attainment for all pupils, and pointed out that the proportion of children in Year 3 reaching the expected standard in maths should be 74, not 67.

Mr Ridler said that writing continued to be a challenge. For example, there was a high proportion of Pupil Premium children and SEN children in Year 4, with nine children in each category, but an overlap of only four. Staff continued to focus on these children through pupil progress meetings and interventions.

Mr Fidel asked whether there would be an impact on overall progress if the four children in Year 4 moved up to reach the expected standard. Mr Ridler said that this would give a very high progress score.

School Improvement Plan priorities

Copies of the priorities had been circulated with the agenda.

Ms Branch asked what was being done in respect of outcomes for boys in writing in Year 6. Mr Ridler said that this was a very different cohort to last year, and expectations were higher this year. Lessons had been learnt from 2017, and units of work had been changed. There was discussion about the progress of boys and the gender gap, and governors noted that Lorraine McGuire was monitoring this very carefully. Mr Ridler pointed out that there had been some fairly large gaps because girls had been so high achieving last year. Governors agreed that it would be interesting to make comparisons between the autumn and spring term data.

Monitoring and evaluation

Mr Ridler informed governors that two teachers had moved to good since the autumn term, and 46% of teaching was now outstanding, 92% was good or better, and 8% required improvement. If the three teachers who were currently on maternity leave were included in the judgments, the proportion of outstanding teaching would increase to 58%. Mr Ridler said that support was in place for the teachers who required improvement. Mr Henry asked whether it was a core of teachers who were outstanding or if there was movement through the categories. Mr Ridler said that once teachers were outstanding, they tended to remain outstanding. This was also the case at Gordonbrock. However, changes in the proportion of teachers at each category often happened when teachers left.

Learning walk

A learning walk had taken place with Ms Gilmore and all year groups had been monitored. A number of strengths had been observed including outstanding classroom behaviour, high levels of engagement, and the quality of work on display. The report gave details of the areas identified for development.

Maths book look

The phase leaders had scrutinised maths books in Years 1-6, and had seen many positive aspects, with just three areas for development. Mr Ridler complimented the temporary maths leader for her excellent work.

Learning journal scrutiny

Sarah Bridgman and Maria Steadman had carried out an extensive review of learning journals, and their judgments had been reiterated by the former Ofsted inspector who had taken part on the peer review.

Peer review

The peer review had taken place in January and had involved Pauline Watts and deputy headteachers from Kelvin Grove and Stillness Juniors. Mr Ridler said that this had been a very high level review and had been very intensive. The outcomes had been very positive, with particular strengths identified in maths, Kagan, attitudes to learning, the Early Years, and teaching assistants. Ms Lyttle asked about the areas identified for improvement in Year 5. Mr Ridler said that this was the bulge year, and there had been some inconsistency in teaching, but the NQT was receiving support from Mary Quinn.

Ms Lyttle asked whether there would be a funding issue when they moved up to Year 6; Mr Ridler explained that this would become an issue once the cohort had left the school and the additional funding for the bulge class ceased. He said that consideration was being given to possible models to maintain the level of pastoral support in Year 6.

The review had highlighted the occasional over use of scaffolding and modelling for the most able children in writing, and the need to strike a balance. Mr Ridler said that the children would have less input at the start of the lesson to give them longer to write.

Mr Bremner asked whether individual feedback had been given from the peer review. Mr Ridler said that he had reviewed the outcomes with Ms McGuire and Ms Walsh, and teachers had joined them after school to receive feedback.

Inclusion

Ms Walsh had worked to ensure that the SEN register was up to date. There were currently three children with EHCPs, and decisions were awaited on two further applications. In addition, three other applications were in progress. It was noted that Natasha Orumbie would be visiting later in the month.

Personnel

The list of appointments and resignations was noted, together with details of maternity leaves and changes in contracts.

Fire and lockdown drills

A fire drill had taken place on 7 February 2018. There had been two lockdown drills; the first had taken place just with staff present, and the school had then written to parents prior to a full drill taking place. Mr Ridler said that this had gone very well.

Occasional closures

It was noted that Eliot Bank had closed on two out of the three snow days.

Governors recognised that Mr Ridler and Ms Gilmore had worked hard to report in a more consistent way, and the Chair thanked them for their hard work.

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

(a) Reports from committees

(i) Strategic Group

Governors received minutes of meetings of the Strategic Group held on 13 October and 8 December 2017. The minutes of the meeting held on 2 February 2018 were not yet available. At the October meeting, the Strategic Group had discussed staffing issues and had reviewed the staffing structure. There had been discussion of the School Improvement Plan priorities, the Governing Body self review, and safeguarding issues. A number of policies had been considered and approved as appropriate. The Strategic Group had considered the assessment data in detail at the December meeting, and had received a presentation on the use and impact of the Sports Premium. There had also been discussion on the General Data Protection Regulation and safeguarding issues.

(ii) Resources Committee

The minutes of the meeting of the Committee held on 1 February 2018 were received. The main discussion had been around the budgets and three year budget plans, and the Committee had discussed the impact of the bulge classes on the budgets. Mr Bremner drew governors' attention to the financial pressures which were facing the schools in the coming years, and in particular Eliot Bank.

The Committee had discussed a range of health and safety issues and changes to the cleaning contract, and had also discussed the outcomes from the recent audits. Mr Bremner said that he had never seen such positive internal audit reports, and the outcomes were a huge credit to Ms McAllister and Ms Carter. The Chair added that Lewisham had since approached the Federation to ask Ms McAllister and Ms Carter to run training sessions for other school business managers. As a result, the Federation would get a free finance SLA for the year.

(b) Review of committee membership and link governor responsibilities

The membership of committees and link governors was discussed, but no changes were agreed at this meeting. Mr Fidel invited governors to let him know if they would like to change their roles or take on additional responsibilities.

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

Ms Branch informed governors that she had been appointed to the new Lewisham Learning Board, and the launch would take place the following week.

(d) Governing Body training

Mr Fidel said that he would be attending health and safety training on 27 March. Mr Hale had attended health and safety training last term.

Ms Knowles asked whether there were any apparent gaps in governors' training; Mr Fidel said that he was currently looking at the need for whole Governing Body training, and would look in more detail at training needs once he had a summary of the skills audits.

Ms Branch stressed the value of attending training sessions on understanding data, which would equip governors to challenge the school more specifically, and reminded governors that, because the school bought into the training SLA, all governors were entitled to attend as many training sessions as they wished without additional cost to the school.

(e) Collaborative training

It was noted that the local authority had offered two new courses in collaboration with Natasha Orumbie, the Safeguarding in Education Co-ordinator, for schools which subscribed to the safeguarding SLA.

(f) Change to clerking arrangements

Governors were informed that the Clerk would be working independently from the local authority from April. The only difference envisaged was that she would not have capacity to circulate paper copies by post in advance of the meeting. Governors were asked whether they would like to have paper copies available for the meeting, and agreed that this would be helpful.

8. OFSTED

The outcomes from the Ofsted inspection had been discussed in detail at the extraordinary meeting on 1 February and earlier in the meeting.

9. SCHOOL PERFORMANCE DATA

As noted earlier, the school performance data had been discussed in detail at the meeting of the Strategic Group on 12 December 2017, and a full report was included in the minutes of the meeting.

10. TERMLY CHILDREN CENTRE REPORT

Ms McGuire was currently working closely with the Children Centre manager and the Deputy Headteacher at Kelvin Grove on the budget, with a view to developing a more sustainable budget to carry forward for 2018/19. This would include looking at staffing and resources, and it was anticipated that an action plan and budget costings would be ready for consideration at the next meeting. It was noted that Ms Knowles, the Children Centre link governor, would be the Lewisham Children Centre strategic representative at future meetings.

11. FINANCIAL MANAGEMENT

(a) 2018/19 budget and three year projection

Governors considered arrangements for setting and approving the 2018/19 and three year budgets and it was **RESOLVED** that authority for agreeing the budgets be delegated to the Resources Committee.

Mrs Palmer informed governors that she had asked for Lewisham Finance to provide an officer to work on the three year budget at Eliot Bank to provide advice on reducing costs and making savings to avoid a future crisis; however, the Finance team were so tied up with schools which were already in difficulty that they did not have the capacity to provide extra support to schools which were not already experiencing problems. Mrs Palmer had asked that schools which were in a similar situation to Eliot Bank should be grouped together and given collective guidance. It was suggested that it may be possible to buy in financial expertise from elsewhere, and Mrs Palmer invited governors to let her know if they could recommend anyone who could take this on.

(b) Schools Financial Value Standard (SFVS)

Governors were advised that the SFVS questionnaires had been completed and submitted to the local authority. Copies were available upon request.

12. SAFEGUARDING AND HEALTH AND SAFETY

(a) Safeguarding

Copies of the termly safeguarding reports had been circulated and discussed with the Head of School reports.

(b) Educational visits report to governors

Governors were informed that There and Back Again, the new events and visits guidance from Wide Horizons recommended that an annual report should be made on school visits, and governors' attention was drawn to the item in the Governors' Information Pack. Mrs Palmer reminded governors that the Policy had been reviewed and discussed by the Strategic Group, and all necessary policies and documents had been updated.

(c) Health and safety

Governors were informed that the annual health and safety self monitoring checklist was now available, and Mr Fidel would be meeting Glen Goode to go through the forms as soon as possible.

13. INFORMATION AND DATA MANAGEMENT

(a) General Data Protection Regulation (GDPR)

Governors asked for an update on preparations for the introduction of the GDPR. Ms Gilmore said that most schools were experiencing difficulties with the appointment of the Data Protection Officer, because the person carrying out this role should not have a vested interest in the school, which precluded the School Business Manager. Schools had also expressed concerns about the cost of employing a Data Protection Officer. As a result, Michael Roach had asked the local authority to consider appointing a central Data Protection Officer, and schools had now been asked to express an interest in this service. At this stage, there was no indication of cost because this would be dependent on the number of schools who wished to buy into the service.

(b) School website

Governors were reminded that they should ensure the school websites were fully compliant with legal requirements and were kept up to date. Ms Gilmore said that Ofsted had spent a great deal of time perusing the Gordonbrock website, and some of the judgments had been based on what they had seen.

(c) Get Information About Schools

Governors were informed that Get Information About Schools was a new register for schools and colleges which had replaced the EduBase system. This new service allowed individuals to search, view, and download information about schools.

14. INFORMATION FOR GOVERNORS

(a) Items from the Governors' Information Pack

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

- Lewisham Learning – page 3
- School place forecasting update – page 6
- Updated statutory guidance on the constitution of governing bodies of maintained schools – page 9
- Health and safety committees for schools – page 16
- SEND joint inspection by Ofsted and Care Quality Commission on the local area – page 20
- Ofsted updates – page 27
- Key learning around the latest Ofsted framework and handbook – page 28
- Parental engagement survey finds benefits are strong but understanding is poor, plus Green Paper and consultation on mental health provision in schools – page 32

(b) School term / holiday dates

Governors/ attention was drawn to the list of determined school holiday dates for the 2018/19 academic year which was appended to the agenda. Mrs Palmer said that the INSET days for 2018/19 had been agreed and were on the school website.

15. URGENT BUSINESS

No items of urgent business were raised.

16. DATES AND TIMES OF FUTURE MEETINGS

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

Governing Body

Thursday, 21 June 2017 at 6.00 p.m. – Gordonbrock

Resources Committee

Thursday, 26 April 2018 at 6.00 p.m. – Eliot Bank

Strategic Group

Fridays at 11.30 a.m.

Chair



Date

