

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, 13 June 2022 at 6.00 p.m.

PRESENT

Ms B. Albert
Ms J. Bishop
Mr T. Bremner
Mr P. Fidel Chair
Ms M. Gilmore Executive Headteacher
Mr C. Hale Vice Chair
Mr T. Hardy Hall
Mr P. Jenkins
Ms K. Knowles
Ms M. Quinn
Ms F. Scott
Mr B. Stephen
Ms M. Worthington Attended remotely

Also present:

Ms M. Barry Deputy Headteacher, Gordonbrock
Ms A. Carter Senior Admin Assistant, Gordonbrock – for item 4
Ms S. McAllister Federation Business Manager – for item 4
Ms L. McGuire Deputy Headteacher, Eliot Bank
Ms A. Osmond Deputy Headteacher, Eliot Bank
Mr M. Ridler-Mayor Deputy Headteacher, Gordonbrock
Mrs J. Wright Head of School, Gordonbrock
Mrs J. Woods Clerk

1. APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTERESTS

Apologies for absence were received with consent from Ms Eadie, Ms Carboo-Ofulue, Ms Sood, and Ms Stickland. Ms Worthington attended the meeting remotely via Zoom.

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. If there is a change to a governor's declarable interests, the governor concerned must complete and return a new Register of Interests form.

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 upon.

3. MINUTES OF THE LAST MEETINGS AND MATTERS ARISING

(a) To approve the minutes of the meeting held on 14 March 2022

It was **RESOLVED** that the minutes of the meeting held on 14 March 2022 be approved as a correct record.

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

(i) Page 2, Minute 3(b)(ii) – Governing Body Code of Conduct

All governors present were asked to sign the form circulated at the meeting to confirm that they were in agreement with the provisions of the Governing Body Code of Conduct.

(ii) Page 2, Minute 3(b)(iii) – Governors’ information

Further to the discussion at the last meeting, Ms Gilmore informed governors that it had not yet been possible to set up a governors’ Google drive but this would be ready for the autumn term, and it was the intention that an informal document should be included outlining governors’ skills. *Mr Stephen suggested that if Google Classroom was used, it would be possible to have a separate area for governors which could be used for the storage of documents. Mr Hale agreed that this would be very helpful, particularly for the storage of confidential information.* Once documents had been uploaded, the Clerk would then email governors to inform them that new information was available.

Mr Jenkins was mindful that when there had been previous discussion about governors’ skills, it had been agreed that an informal document should be created rather than carrying out a formal audit, and that governors’ skills would be matched against the monitoring and evaluation schedule. Ms Gilmore had updated the schedule since the last meeting to include the new governors, and this would be discussed later in the meeting.

(iii) Page 3, Minute 3(b)(vi) – Keeping Children Safe in Education

All governors were requested to sign the sheet circulated at the meeting to confirm that they had read and understood the latest Keeping Children Safe in Education guidance.

(iv) Page 14, Minute 10 – New school uniform guidance

Governors were reminded that schools should comply with the new statutory DfE guidance on school uniform from September 2022. The main issues which needed to be addressed were to review the Uniform Policies and publish these on the website, and to ensure that a supply of second hand uniform was available. Ms Gilmore informed governors that Anne-Marie Kucukkaramuklu had written policies for both schools; the Executive Headteacher had delegated authority to agree these policies, and Ms Gilmore said that she would share these with governors for information, and they would be published on the website before the start of the autumn term. She said that a supply of second hand uniform was available at both schools, and parents would be made aware of how to access this.

4. FINANCIAL MANAGEMENT

(a) Report on the final outcome position for the schools’ finances for 2021/22

(b) Three year rolling budget plan covering 2022/23, 2023/24, and 2024/25

Governors welcomed Ms McAllister and Ms Carter to the meeting and copies of the budget plans for both schools were circulated at the meeting.

The three year budget plans were discussed in detail, and governors asked a number of questions relating to the budget headings.

After very careful consideration, it was **RESOLVED** that the budget plans for 2022/23 and three year budget plans be approved for submission to the local authority.

5. GOVERNING BODY

(a) Changes to the Governing Body

It was noted that there were currently no vacancies on the Governing Body.

(b) Remote Attendance Policy

The Remote Attendance Policy had been circulated with the agenda. Governors were reminded that a number of the points in the Policy had been suspended during the pandemic to allow for meetings to take place virtually, rather than just permitting a maximum of two governors to participate remotely. It was agreed that it would be extremely helpful to retain the

option to hold meetings remotely in certain circumstances, and it was **RESOLVED** that the Clerk would update the Policy for further consideration at the next meeting.

(c) Compliance – Register of interests, DBS checks, GIAS, Code of Conduct

The agenda set out areas where the Governing Body had responsibility for ensuring compliance, for example ensuring that senior staff and those who could influence purchasing and/or contracting decisions completed a Register of Interests form each year, and for ensuring that DVS checks were carried out. It was confirmed that the Federation was fully compliant in all the areas concerned.

(d) Report on any action taken by the Chair under the urgency procedures

The Chair informed governors that he had not taken any action under the urgency procedures since the last meeting.

(e) Election of Chair and Vice Chair

Governors discussed the procedures for the election of the Chair and Vice Chair, and noted that the election would take place at the first meeting of the autumn term. The agenda included the procedures which had been agreed in 2021, and it was **RESOLVED** that the following procedures for the election of the Chair and Vice Chair be agreed without amendment.

- 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 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.

(f) Governing Body self review

Governors were reminded that they should consider making arrangements to review their own performance and to draw up an action plan to address any areas for development. It was also suggested that a Governing Body action plan should be drawn up to address any areas for development. ***The Chair agreed that now the Governing Body was full it would be beneficial to carry out a self review of effectiveness and to identify any areas which would improve governance. He invited governors to send suggestions for how this should be organised to the Clerk.***

Ms Gilmore had suggested in the past that a review could be carried out with governors from Kelvin Grove, but she felt that it would now be more productive to undertake a review with a governing body in a similar situation, for example from another federation.

Ms Bishop felt that it would be helpful for a review to cover a broad range of issues, and that possibly a training session on roles and responsibilities could be organised in the next academic year.

(g) School term / holiday dates

The agenda included links to the determined school term and holiday dates for the 2022/23 and 23/24 academic years. Governors were reminded that the dates agreed by Lewisham applied to all community schools, and heads and governing bodies of these schools did not have the delegated authority to vary these dates.

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

(a) Reports from committees

(i) Strategic Group

The minutes of meetings of the Strategic Group held on 25 February and 29 April 2022 were received. At the meeting on 25 February, the Strategic Group had discussed the quality of teaching and learning in depth, staffing and recruitment, and a number of safeguarding issues. There had been further detailed discussion about the quality of teaching and learning at the meeting on 29 April, including the outcomes from the peer review at Gordonbrock and the Lewisham Learning review at Eliot Bank. An update had also been given on staffing and recruitment, and the Strategic Group had discussed a number of safeguarding issues.

(ii) Resources Committee

The minutes of the meeting of the Resources Committee held on 16 May 2022 were received. The majority of the discussion had focused on the 2021/22 budget updates, and it had not been possible to consider the 2022/23 budget in detail at that stage because the necessary information had not been received from Lewisham. The Committee had discussed the update on staffing issues at both schools and had discussed a range of premises and health and safety issues. The Charging and Remissions Policy, Lettings Policy, and Debt Recovery Policy had all been reviewed and approved.

(b) Review of committee membership and link governor responsibilities

Governors discussed the membership of committees, and it was agreed that Ms Albert and Ms Scott would join the Resources Committee. The updated governors' monitoring and evaluation schedule for 2022/23 was circulated at the meeting and the changes were agreed. ***It was noted that Ms Worthington and Ms Eadie had carried out a recent curriculum visit.***

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

Mr Hale had visited Eliot Bank as part of the quality of education review visit. With the focus on school improvement over the last six months, he had found it very useful to come into school, and had been pleased to see the strong learning environment and behaviour expectations. He had also noted the focus and level of engagement in classrooms, as well as the energy which was going into school improvement, which was now coming to fruition. Mr Hale had seen many positive areas, where clear and high expectations had been set, and the work that was taking place to develop the curriculum. He had also seen the impact of the support provided by Gordonbrock around improvement *and development of staff, and he had discussed staffing challenges with Ms Gilmore. Mr Hale said that he had been impressed by the attitude of senior staff in making the most of the situation and the use being made of senior and more experienced staff. What he had seen had confirmed the comments made in the report produced following the review, and he had felt very reassured.*

Mr Fidel and Mr Jenkins had conducted monitoring visits during the Key Stage 2 SATs at Eliot Bank and Gordonbrock respectively.

Ms Worthington had met Mark Ridler-Mayor and Andrea Osmond, and had sent her report to Ms Eadie. It was agreed that she would share this with the rest of the Governing Body. The meeting had been arranged to discuss diversity in the curriculum, which had now been revolutionised, and Ms Worthington said that diversity was now at the heart of everything in the Federation. She had last met curriculum leaders in 2019 before the pandemic, and although it had been clear from her questions around diversity and the curriculum that this had been at the forefront, there was now a much greater emphasis; diversity was now inherent and

interwoven with the curriculum. *Ms Worthington was very pleased with the progress, and the collaboration between the two schools was helping to manage and share resources and ideas.*

(d) Governing Body training

Ms Knowles, Ms Scott, and Mr Jenkins had attended the training session on how governors could help in holding schools to account, which they had found very useful. This had looked at the questions governors should be asking the Headteacher, and the evidence they should be asking to see, rather than just accepting their word. Governors should also be looking at the difference that had been made and how this could be demonstrated. *Mr Jenkins agreed to share the documents for the training session with governors.*

7. SCHOOL IMPROVEMENT

(a) Head of School's report – Gordonbrock

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

Progress and attainment

Mr Ridler-Mayor gave a presentation on the progress and attainment data which was based on the spring term outcomes.

Early Years

Mr Ridler-Mayor reminded governors that the new Early Years framework had been implemented in September, and the early learning goals had now been changed to be clearer and more specific. The data was very strong in all areas, and the proportion of children who were expected to achieve a good level of development (GLD) at the end of the academic year was predicted to be in the high 80% range.

Year 1 phonics

There had been a significant shift in the proportion of children expected to achieve the pass mark of 32 points from the autumn to spring terms, and it was anticipated that the outcome should be broadly in line with previous years.

Key Stage 1

The final pre pandemic outcomes were shown, to give comparison in the context of recovery, and despite some areas being lower than before COVID, there was strong evidence of recovery and that the children were moving on from the end of last year. Assessment was ongoing, and the normal classroom practice of identifying and addressing gaps was continuing. The assessment window was currently open, and teachers would be handing in their assessments later that week. Writing was the weakest area, but Mr Ridler-Mayor informed governors that this was typically the slowest area to catch up.

Mr Bremner felt that it was hard to benchmark under the circumstances, but asked Mr Ridler-Mayor if he could give a sense of how the school was doing with the recovery programme compared with others. Mr Ridler-Mayor said that benchmarking was extremely difficult in the absence of national data, but from what he had seen on Twitter from reports by teachers, it appeared that outcomes were very low in some cases. He felt that recovery in the Federation had been robust and the schools had approached the recovery curriculum well. Gaps had been identified and the data was showing that the schools were moving in the right direction. Ms Gilmore added that, at a strategic level, she felt the recovery curriculum was unique and many other schools did not have similar strategies in place. The recovery

curriculum had been written by Ms Osmond and Mr Ridler-Mayor in conjunction with the teachers, and focused on gaps when the children returned to school. Teachers had met in teams across year groups, and had worked to design a bespoke curriculum to meet the children's needs. Ms Gilmore said that she was not aware of many other schools which had a similar programme in place, and the validations from external reviewers had commented on the quality of the curriculum.

Ms Bishop asked whether more funding would be made available for recovery. MS Gilmore said that further funding was expected next year, but this was now incorporated into the Pupil Premium funding.

The recovery planning document also included work around objectives as well as elements that teachers would have liked to have seen in the remote learning offer, and teachers had worked together to map in how topics would be best tied into similar subjects; for example, science skills which had not been covered in Year 4 had since had been included in the Year 5 coverage. Ms Osmond said that whenever joint planning took place, the recovery plan was always reviewed and built on to ensure that everything was covered in a comprehensive way. Mr Ridler-Mayor informed governors that research into the impact of the pandemic had shown that Pupil Premium children were one of the groups which had been most harmed.

School Improvement Plan priorities

Ms Wright drew governors' attention to the School Improvement Plan priorities which had been included in her report. It was noted that reviews would take place with team leaders during July, and this would help to refocus and reshape plans for the new academic year. Key priorities would continue to be further diversification of the curriculum, curriculum recovery, and challenge for all pupils.

Monitoring and evaluation

The report included the latest information on the profile of the teaching staff. Governors were pleased to learn that, in the summer term, 100% of teachers had again been judged as at least good, with 50% outstanding. It was noted that this was based on a best fit judgment, triangulating information from observations, learning walks, progress, book scrutiny, professional conduct, and relationships.

SEND audit

The SENDCo had carried out an audit of SEND provision in Years 1 and 2, with the class teachers. She had highlighted a number of strengths; in particular, she had commented on the rich, deep, and meaningful curriculum, quality first teaching, the strong subject knowledge of teachers, and strong subject planning. A further audit would be carried out involving the same children later in the summer term.

English and maths book look

The school had moved to a different model of reviews before the peer review had been carried out, and had wanted the English and maths leads to be part of the new process, with observations being carried out by middle leaders in collaboration with senior leaders. The book scrutiny had mainly focused on progress against previous development points and the report listed the many strengths identified in each year group in both subjects, together with the areas for development. One of the areas of development had been to continue to develop diversity within English in Year 2, and the next steps had identified the need to continue to develop in the moment feedback, and to refine and amend the Marking and Feedback Policy.

Peer review

The review had taken place on 22 March, and the report from the external reviewer had now been received. The review team had comprised the Headteacher and one of the phase/curriculum leaders from Horniman Primary School, and two deputy heads from Kelvin Grove, with an external lead reviewer. The review team had observed most lessons of

English and maths in Key Stages 1 and 2, as well as learning across the Early Years. They had also scrutinised pupils' work and had met phase leaders, subject leaders, leads on the marking and feedback work, and groups of children to discuss learning and diversity. Summary feedback had been provided to the Senior Leadership Team.

There had been two key lines of enquiry, which had been agreed with the Senior Leadership Team with the aim of setting the bar high and avoiding complacency.

Are all learners moved on effectively within and across series of lessons as a result of a range of feedback approaches?

To what extent does the school's curriculum develop lifelong learners who value and exhibit qualities such as resilience, aspiration, imagination, confidence, and collaboration?

The report from the review had been extremely strong, and Ms Wright said that she had been overwhelmed by some of the comments made. A number of quotes had been included from the report, and governors were delighted to read the many complimentary points raised. The review team had identified that the Inclusion and Curriculum Deputy Heads and SENDCo were a real strength of the school, along with the middle leaders. Teachers and leaders ensured that pupils made very strong progress in English, maths, and all other subjects. Most children reached above average standards by the end of Year 2 and those who had additional needs or joined the school with gaps in their skills, knowledge, or understanding were supported to make excellent progress from their starting points. The reviewers noted that the most able pupils also experienced the culture of academic excellence, and teachers provided work which was well matched to their ability, with additional support or challenge where needed. The review team spoke of the highly stimulating environment, and that diversity was immersive, and was not seen as a bolt on phrase, and that all adults provided high levels of nurture and support.

Three development points had also been identified, including further embedding some of the maths reasoning, and further developing work on metacognition. Ms Wright recognised that these were good and tangible next steps forward.

Computing quality of provision

The new Teach Computing curriculum had been introduced during the pandemic as part of the blended learning offer, and the full curriculum had now been adopted as the longer term provision. Tony Hardy Hall had carried out a review, and had based his judgments on 15 minute drop in sessions during computing lessons, discussions with teachers, and conversations with children during lessons. It had been necessary for teachers to learn a great deal about technology very quickly during the pandemic, and he had been pleased to see strengths which had been worked on over a number of years. Mr Hardy Hall had found that teachers had integrated Chromebooks well into their classrooms and all children were using a computer in all year groups simultaneously. In every lesson, the children had all been logged into their own accounts and could access the content needed independently. Teacher modelling, which had been an area for development previously, had been evident in all lessons, and questioning had been good in all year groups. Mr Hardy Hall had identified two areas for development, and he had concluded that it had been the correct decision to move to the Teach Computing curriculum and to move from the use of PCs to Chromebooks. He had felt that the quality of provision had improved compared to previous drop ins, and many of the development points which had been identified had been addressed.

Online learning journals

The phase leaders had reviewed the learning journals for each year group, which had been introduced in the spring term as an alternative to the sketchbook style learning journal used before the pandemic. The aim had still been to capture learning outcomes from history and geography, but to use Google Suite tools as part of the developing blended learning provision.

The report listed the advantages and disadvantages of this change, and teachers had been asked to generate a full term's worth of online learning journal slides to capture learning in geography. The phase leaders would then undertake a mid-term scrutiny which would be shared with parents in the second half of the term.

The report included four examples of the online learning journals from different year groups.

Science

The Science Leader and Mr Ridler-Mayor had been involved in monitoring science in all year groups except Years 2 and 6. This had been carried out by scrutiny of books and conversations with six children from each year group. Clear progression had been evident in all year groups, and feedback had been given to the Senior Leadership Team and phase leaders.

Art – sketchbooks

Mr Ridler-Mayor and the Art Subject Leader had monitored the sketchbooks with representatives from the Pupil Voice, and the children had spoken positively about their learning in art, had been proud of their learning, and had spoken about the importance of resilience in art. Areas for development had included consideration of providing more child-led art and how this would fit in with the curriculum, and to share good examples of process in sketchbooks with teachers to establish clearer expectations of what this looked like.

A different method of carrying out geography peer observations had been taking place over the summer term, and teachers enjoyed the colleague to colleague observations.

The report included information on other events, including Gordonbrock's success in the boys' and girls' football league, Borough of Culture event in March, Comic Relief Day, Junior Citizen Workshop, architecture workshops, science week London Zoo trip, walk to school week, the Lewisham Primary Schools Swimming Gala, London History Day, and the Queen's Platinum Jubilee in May.

Professional development and INSET

The report included a list of professional development meetings for teachers during the summer term, some of which had been organised jointly with Eliot Bank. Information was also provided on professional development for teaching assistants and learning support assistants, and courses attended/booked during the term. Ms Wright informed governors that courses were now increasingly moving back to face to face sessions rather than online.

Inclusion

The report included statistical information on children with SEND and EHCPs and it was noted that there were currently 74 children receiving SEND support.

Anonymised summaries were included giving updates on individual children who were on Child Protection Plans, Child in Need Plans, or who were vulnerable, most of whom had been discussed by the Strategic Group. Ms Wright highlighted two families where there were particular concerns, and said that she would give an update to the next meeting of the Strategic Group.

The termly statistical safeguarding reports were due to be circulated later that week.

Personnel

Two resignations had been received from teachers, both of which had been known about for some time. One of the teachers was leaving for personal reasons, and the other was retiring, but may be willing to return to carry out supply work.

Three new teachers had been appointed, one of whom was an Early Career Teacher from Bromley Collegiate, as well as a supply teacher who had been appointed for the summer term to provide maternity cover.

There were currently vacancies for four teaching assistants and four learning support assistants, all of whom were covered by supply staff to give flexibility in the budget. The nursery nurse/teaching assistant post was also being covered on a supply basis.

School roll

There were currently 595 children on roll in the main school, with 16 part time and 16 full time children in the nursery. Although the number of children on roll had increased by four, there were still a number of vacancies across the school, particularly in Years 4 and 5, and the admin staff were continuing to chase new enrolments.

Fire and lockdown drills

A fire drill had taken place on 19 April, and the school had been evacuated in 2 minutes and 23 seconds. A further fire drill was scheduled to take place before parents' evening.

Accidents / incidents

Four accidents involving children were reported. One of these had involved a child who had since been moved to alternative provision and who had now settled well.

Ms Wright was thanked for her report. *Mr Fidel congratulated the school on the result of the peer review. Mr Bremner offered congratulations to the boys and girls for their sporting achievements over the last term, which governors agreed had been very impressive.*

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

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 update, inclusion, safeguarding, premises, personnel, school roll, attendance, mobility, free school meals, accidents/incidents, and education visits, special events and visitors. Ms Gilmore elaborated on areas from the report and answered governors' questions.

Attainment and progress

Ms Osmond gave a brief presentation on the attainment and progress data, which was fairly similar to Gordonbrock. The proportion of children in Reception who were on track to reach a good level of development by the end of term was in line with pre pandemic levels. The percentage of pupils who were expected to meet the threshold for passing the phonics screening check was also comparable with previous years.

Ms Osmond said that the children had recovered quite well at Key Stage 1, and the biggest issue was in writing, as was the case at Gordonbrock. Pie Corbett strategies were being used, and staff had taken part in Talk for Writing courses to strengthen the support they could provide. There was a particular issue around confidence of girls in maths, and this had been included in the whole school improvement planning. The percentage of children on track to achieve greater depth in writing at the end of the term was very low, and Ms Osmond said that it had been difficult to maintain the trajectory from the autumn term, and a number of children who had been working at greater depth at this time had not converted to the higher standard in the summer term.

It was noted that the number of Pupil Premium children in each year group was very low, with just four children in Year 1.

The Year 2 cohort had achieved well overall this year, but this was a very complex group, with the highest proportion of Pupil Premium children (25%) in the school and 7 with diagnosed

additional needs. Ms Osmond stressed that staff were doing everything possible to ensure that they achieved as highly as possible.

Progress had been good across all year groups, and was on track for the school-wide measure.

Ms Gilmore reminded governors that there had been a great deal of disruption in teaching at Eliot Bank this year, and the data was being treated with a slight note of caution. However, the school moderated with Gordonbrock for writing and very robust systems were in place for assessing and collecting data, and this was being monitored closely. The Senior Leadership Team was looking closely at groups where there had been inconsistencies, and everything possible was being done to address these.

School Improvement Plan priorities

Ms Gilmore informed governors that the main focus continued to be to embed the use of high quality assessment for learning, specifically focusing on the pitch and pace of learning, so that all teaching is at least good, and pedagogy and practice is consistent across the school. The other priorities continued to be around further diversification of the curriculum, curriculum recovery, and challenge for all pupils, particularly delivering meaningful and effective feedback to move pupils on. These priorities would continue into the autumn term, with the significant change in staffing.

Monitoring and evaluation

The summer term percentages for the teaching staff profile were pleasing, with 95% of teachers at least good, 50% of whom were outstanding; just one teacher now required improvement. Ms Gilmore said that, although there would be a number of changes in the teaching staff in the autumn term, there was a real core of strength among the teachers who were staying.

Quality of Education review

The Quality of Education review had taken place on 15 March, and had focused on English and maths. The detailed report had been circulated to all governors. The report demonstrated that Eliot Bank was clearly on the right track, and gave credit to the senior staff who had been involved in providing additional support to the school. The review had been extremely positive, and the team had comprised David Lucas (the School Improvement Partner), Gulshan Kayembe (Lewisham Learning independent consultant), Ms Gilmore, Lorraine McGuire, Andrea Osmond, and Mary Quinn. Mr Lucas had visited the school in the autumn term when the situation had not been as strong, and in the four months between his visits, he had been able to see many, many positive aspects. He had commented of the quality of teaching and learning, diversification of the curriculum and the work carried out by Ms Osmond and Mr Ridler-Mayor across the curriculum.

The reviewers had made constructive comments about the issues in the Leadership Team, and these had been discussed with the Strategic Group. It had been recognised that great strides had been made in making improvements and that there was capacity to continue to make further improvements. The report included areas for development and action points around coaching and CPD. Other points raised had been around the amount of teacher input happening in some lessons and the need to step back and allow children to be free with their learning at an earlier stage, challenge for more able children, and in the moment marking and feedback. Although there was still further work to be done, Ms Gilmore had been very pleased that the reviewers clearly felt the school was moving in the right direction.

Mr Hale said that, given the position earlier in the academic year, excellent progress had been made. He felt that the report reflected what was happening in the school accurately, and recognised the consistency of the work that was taking place. Mr Hale said that the strength of the Federation had been recognised, and he thought this had

been a really positive report which recognised the achievements made as well as the challenges.

Ms Gilmore said that she had found it difficult to be away from Gordonbrock for so much of the time, and it had been necessary to dig deep to keep the momentum going at Eliot Bank. Ms Knowles acknowledged that Ms Gilmore had been at Eliot Bank on a daily basis, and she had been extremely impressed with everything she had done.

SEND audit

The SENDCo and Year 1 and 2 class teachers had carried out an audit with six pupils from both year groups, all of whom were on the SEN register, mostly with autism. Many strengths had been seen, with just three development points.

Other monitoring

Other monitoring exercises had been carried out in PE, music lessons, and art.

Other events included the environmental magician show on 25 March, Comic Relief Red Nose Day, Key Stage 1 singing event, Year 5 visit by Trinity Laban Music College, visit by Transport for London, Mental Health Week in May, Year 5 Daily Mile workshop, Year 1 Baxter Bear workshop, Year 6 Urban Synergy workshop, and the Queen's Platinum Jubilee and London History Day.

Personnel

There would be a number of changes in staffing for the start of the new academic year. Seven teachers were leaving Eliot Bank this year for a variety of reasons. One was leaving to look after an elderly family member, one was moving to Hong Kong, one was leaving to travel before her child started school, two were moving to independent schools, one was moving to an academy, one was moving to a Southwark school, and one was moving to another Lewisham school. Ms Gilmore said that the staffing situation at Gordonbrock was very stable, and some of the teachers at Eliot Bank had planned to leave before the pandemic but had not done so, and were leaving now that the situation had improved. All of the resignation letters had been very positive and had thanked the school for the level of support received. There had been no particular themes emerging from the resignations.

Ms Albert asked about the proportion of outstanding teachers who were leaving. Ms Gilmore said that there would inevitably be concerns among parents about the number of teachers who were leaving, but she was confident that there was a strong core of teachers remaining, including two teachers who had been working on a supply basis who had applied for permanent posts. She recognised that care would be needed in terms of public relations work with parents.

Ms Bishop asked whether exit interviews were carried out. Ms Gilmore said that they had not currently taken place, and it would be for the Governing Body to decide if they wished interviews to be conducted. ***Ms Bishop asked the reason why the assistant headteacher was leaving,*** but Ms Gilmore said that she could not discuss individual circumstances. Mr Hale recognised that staff changes sometimes came in waves, but he felt reassured that Ms Gilmore had mitigated the impact of these and was trying to retain and develop the staff who were in post.

Ms Bishop asked if the staff resignations would mean that further cuts could be made to the budget. Ms Gilmore explained that replacements had been recruited to replace the leavers, and it was not the intention to cut individual posts in this way. The staffing structure was unchanged at this point, and if there was a suggestion that the posts would be cut in future, appointments would not have been made. She reminded governors that Mary Quinn would continue as acting Deputy Headteacher while the school was being stabilised and until the new Head of School had been recruited.

The report gave details of the staff who had been recruited, and it was noted that Sarah Bridgman would be returning from maternity leave in September. Ms Gilmore reminded governors that strong partnerships were in place across the Federation to support new staff. Some of the new staff had come via the peer review group, having heard good things about the school, and one had seen Ms Barry and Mr Stephen giving a maths presentation and had wanted to join the Federation. The recruitment process was ongoing with two posts left to fill, and another prospective candidate had been invited back following interviews that day. Ms Gilmore said that it was not easy to lose a Head of School, but she was taking stock of the resignations, moving forward, and looking at this as an opportunity to launch the school again with a new team in September. Ms McGuire added that she was not worried by the changes and was quite positive and excited about the future.

A comprehensive staff wellbeing survey had been carried out, using the Gordonbrock model, and dealing with issues on a face to face basis as quickly and effectively as possible. Good meetings had taken place with teacher and support staff representatives, and Ms Gilmore said that she was now thinking about which wellbeing measures could be put into place this half term, and taken forward into the new academic year.

Mr Hale asked whether more work was needed to stabilise the school before the new Head of School was recruited, but was mindful that the new person may wish to have involvement in any changes. Ms Gilmore said that she felt the new Head of School should be an external appointment. She had been looking at options for the autumn term, including the possible secondment of someone from another school, but this would be subject to governors' approval with a very clear memorandum of understanding. Ms Gilmore was reluctant to rush into anything with haste, but was mindful that this should not be left for too long. A meeting of the Strategic Group was due to take place on 17 June, and she proposed that this should be the main topic for discussion. ***Mr Fidel stressed that it was essential for people to start viewing the schools at a Federation, as a single entity with 5 fe rather than two separate schools. He reiterated that seven teachers were leaving from the 5 fe Federation, and strong support would be provided from Gordonbrock.***

Ms Gilmore was thanked for her report.

(c) Executive Headteacher's report

Ms Gilmore gave a verbal update to the meeting. Partnerships continued to be exceptionally strong, and were thriving across the schools, involving the deputy heads, SENDCos, and teachers. Senior Gordonbrock staff had presented to Year 6 staff in Lewisham earlier in the term.

Staff wellbeing systems were very well established across both schools, and Eliot Bank was following the same structure as Gordonbrock.

Governors were reminded that both schools had signed up to the Lewisham Tackling Race Inequality strategy. Many senior leaders were attending training, and external reports had shown that this work was really strongly embedded and had recognised the commitment of staff.

Mr Fidel thanked Ms Gilmore and other key staff involved on the support that had been provided for Eliot Bank, and for managing the additional stress caused by the extra work.

(d) Assessment data

It was noted that the summer term assessment data would be included in the Head of Schools' reports for the next meeting.

(e) Consideration of reports from external advisers / peer reviews

The Gordonbrock peer review report and Lewisham Quality of Education report had been discussed under the Head of School reports above.

(f) PE / Sports Premium

Ms Gilmore confirmed that the information on the use of the PE and Sports Premium funding was on track and would be published on the school websites by the deadline of 31 July. She urged governors to read the reports once they had been published.

(g) Pupil Premium and strategy statements

(h) Recovery Premium funding

Ms Gilmore informed governors that the Pupil Premium Strategy Statements would be published for the autumn term, and would also include use of the Recovery Premium funding. Ms McGuire had previously given a detailed presentation on how the funding was used, and governors were urged to read the reports once they had been published, particularly the Eliot Bank report.

(i) Ofsted monitoring visits

It was noted that Ofsted had started carrying out monitoring visits in the summer term to provide reassurance about how well children and learners were catching up.

9. PERFORMANCE RELATED PAY AND APPRAISAL

(a) Governor appraisers

Governors considered the appointment of the appraisers for the Executive Headteacher for 2022/23. It was **RESOLVED** that Mr Fidel, Mr Bremner, Ms Stickland, and Mr Jenkins would continue as governor appraisers for the 2022/23 years, and that Kathy Palmer would continue as the external adviser, subject to her agreement.

(b) Pay Committee and Pay Appeals Committee

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

(c) Policy review

It was **RESOLVED** that the Pay and Teacher Appraisal Policies would be considered by the Resources Committee in the autumn term. It was noted that the Pay Policy must be approved by the Governing Body.

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

Governors considered arrangements to consider the annual written reports to governors on staff appraisal, which should include anonymised information linking performance to salary progression. It was **RESOLVED** that these reports would be presented to the Pay Committee at the meeting in the autumn term.

10. SAFEGUARDING, HEALTH AND SAFETY, AND RISK MANAGEMENT

(a) Safeguarding report

The Head of Schools' reports included a range of safeguarding information, and it was noted that the statistical reports would be circulated later in the week.

Ms Gilmore informed governors that Ms Stickland had checked the Single Central Records for both schools recently.

(b) Health and safety self assessment 2021/22

It was noted that the annual online health and safety self assessment audit was due for completion by 8 July 2022. *Mr Hale and Mr Fidel had agreed to carry out the audit in association with Glen Goode, and a date would be arranged in the near future.*

(c) Risk management

Governors were reminded that there was a legal requirement for schools to revisit and update their risk assessments, and governing bodies should continue to have oversight of ongoing risk assessments. Ms Gilmore assured governors that the measures in place were working effectively in the current circumstances, and they were reviewed on a regular basis.

(d) Data Protection Officer (DPO) audit outcomes / report

Governors were reminded that they were responsible for ensuring that the schools were compliant with the requirements of the GDPR, and it was suggested that an audit would be helpful. Ms Gilmore said that there had been no significant data breaches. An audit had not taken place this year because of the finance audits, and she said that an audit would be organised for 2022/23.

11. SCHOOLS WHITE PAPER AND SEND GREEN PAPER

The agenda included links to the Schools White Paper and SEND Green Paper. Ms Gilmore said that she had summaries of the documents which she would circulate to governors. She outlined the main proposals for the White Paper, which included the government's aspiration for all schools to be in a multi academy trust by 2030, or to be planning to join one. She had attended a recent course organised by the NAHT, where heads had been urged not to panic, bearing in mind there was a long timeframe involved and the proposals were still at the consultation stage. ***Ms Bishop asked whether this would be a good development for the schools. Mr Fidel said that this would depend on how many schools were involved, the chief executive etc, and there would be many variables to take into account.*** Lewisham was one of the very few authorities which still had mostly community schools, and was committed to maintaining community schools at present. However, Ms Gilmore said that she was aware of discussions around the possibility of local authorities running MATs.

Mr Bremner felt it was important to discuss the relevant points from the White Paper and to receive feedback from Ms Gilmore and the trades unions. He said that it might also be helpful for a workshop to be organised. Mr Stephen stressed that being in a Federation put the schools in a good position. Ms Gilmore agreed and said that there was a great deal to consider.

12. URGENT BUSINESS

No items of urgent business were raised.

13. 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 2022/23 academic year. However, it was noted that it may be necessary to revise the date for the autumn term meeting of the Resources Committee.

Governing Body

Thursday, 1 December 2022

Monday, 13 March 2023

Monday 12 June 2023

Resources Committee

Monday 31 October 2022

Thursday 23 February 2023

Monday 15 May 2023

All meetings to start at 6 p.m.

Ms Bishop pointed out that the agenda for Governing Body meetings were always very full, and she asked whether it might be possible to have two meetings per term in future. Ms Gilmore agreed to discuss this with the Clerk, and it was agreed that this should be discussed further as part of the Governing Body review.