

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, 21 November 2016 at 6.00 p.m.

PRESENT

Ms J. Branch	Vice Chair (Chair for the meeting)
Mr T. Bremner	
Mr T. Brindle	
Mr P. Fidel	Chair
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 T. Stickland	

Also present:

Ms M. Barry	Deputy Headteacher, Gordonbrock
Ms J. Birchall	Deputy Headteacher, Gordonbrock
Ms M. Gilmore	Head of School, Gordonbrock
Ms J. Klein	Head of School, Eliot Bank
Mr M. Ridler	Deputy Headteacher, Eliot Bank
Ms K. Walsh	Deputy Headteacher, Eliot Bank
Mrs J. Woods	Clerk

1. APOLOGIES FOR ABSENCE AND WELCOME TO NEW GOVERNOR

Apologies for absence were received with consent from Ms Finch.

Governors welcomed Ms Katie Knowles, the newly elected Eliot Bank parent governor, to the meeting.

2. DECLARATIONS OF INTEREST AND REGISTER OF INTERESTS

(a) Declarations of interest

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

(b) Register of interests

The Clerk reminded governors that the Governing Body were required to maintain and update annually a register of the pecuniary interests of their members and of members of staff with significant financial responsibilities, which must now be published on the school website. All governors were requested to complete the form which had been circulated with the agenda and return it to the Clerk, who would then pass details on to the School Business Manager.

3. ELECTION OF CHAIR AND VICE CHAIR

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

The Clerk took the chair for this item. Governors were reminded that prior to holding the elections, the Governing Body must determine the term of office for the Chair and Vice

Chairs (between one and four years) and any governor standing for election must withdraw while the item is under consideration. The Governing Body were reminded that they had previously agreed that the procedure for election the Chair and Vice Chair should be as follows.

- Term of office – one year.
- If the term of office of Chair or Vice Chair is broken, the Governing Body will appoint a successor initially only for the remaining period of office.
- Nomination and self nomination for appointment to be made at the meeting.
- Election procedure to be by secret ballot, but in the event of a single nomination, the Governing Body will vote on the nomination by a show of hands.

It was **RESOLVED** that the term of office for the Chair and Vice Chair should remain at one year, and that the above procedures be endorsed without amendment.

(b) To elect a Chair to serve from the autumn 2016

Nominations and self nominations were then sought for a governor to serve as Chair for the year. Peter Fidel was nominated and left the room while his nomination was under consideration. After a show of hands, it was **RESOLVED** unanimously that Mr Fidel be elected as Chair of the Governing Body until the first meeting in the autumn term 2017.

(c) To elect a Vice Chair to serve from the autumn 2016

Nominations were then sought for a governor to serve as Vice Chair for the academic year. Jean Branch left the room while her nomination was under consideration. It was **RESOLVED** unanimously that Ms Branch be elected as Vice Chair until the first meeting in the autumn term 2017.

It was agreed that Ms Branch would chair this meeting of the Governing Body.

4. TO AGREE THE BUSINESS FOR THE MEETING

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

5. PRESENTATION ON PUPIL PREMIUM GRANT

Governors welcomed Marinda Barry and Katrina Walsh to the meeting, to give a presentation on the new government requirements in respect of the Pupil Premium Grant (PPG)

There had been changes to the statutory requirements for the content on school websites in respect of the PPG, and schools must now publish the following information on their websites:

- declare the amount of the PPG allocation;
- summarise the main barriers to learning faced by the children;
- explain how the PPG is used to address the barriers and the reasons for this approach;
- explain how the impact of the PPG will be measured;
- give the date of the next review of the schools' Pupil Premium strategy; and
- show the impact of the expenditure on eligible and other pupils.

Although the PPG was allocated at the end of the financial year, the allocation should be published online with reference to the academic year, and must be updated at the end of the financial year.

A list of barriers to learning had been identified, which was slightly different at both schools. These barriers had been included in the information on the website. The rationale for the 2016/17 strategy was based on the data analysis and detailed knowledge the schools had on their families. The majority of teaching across the Federation was outstanding, and was never less than good. The rationale included an emphasis on

- quality first teaching;
- the need for accelerated progress in maths across the Federation;
- prioritising higher attaining Pupil Premium children including the provision of opportunities to broaden their education through additional excursions and trips;
- learning mentor and family support worker interventions; and
- subsidies and family support.

It was noted that learning mentor support had been increased at Gordonbrock and Eliot Bank and had been specifically deployed to support Pupil Premium children. This included classroom support and small group interventions or therapy. Funding had been allocated to release senior members of staff to teach specific maths and English groups which included high numbers of Pupil Premium children, and additional teaching assistant hours were being funded.

Governors were informed that the term 'closing the gap' had now been replaced by 'diminishing the difference'. The next three slides in the presentation showed how the Federation was supporting the whole child in terms of academic support, wellbeing, and enrichment and engagement. A wide range of activities and strategies were listed, although this was not exhaustive. It was noted that there was a particular focus on enrichment and engagement. All of these strategies fed into the School Improvement Plans, and were tied in with the schools' knowledge of the families.

A PPG audit had been carried out for Years 4-6, and a detailed explanation was given of how this had been conducted. The audit had been based on an analysis of data, which had generated a list of children from Years 4-6, showing high attaining Pupil Premium children who had been at level 2A or 3C at the end of Key Stage 1. Children's attainment from the previous year was highlighted in green for those on track for greater depth at Key Stage 2, orange for children who were one term behind, and red for children who were not on track for greater depth at Key Stage 2. Two children had then been selected at random from each year group who were underachieving in most areas. Pupil Premium interviews had then been carried out with children and their teachers which focused on a wide range of areas including strengths and weaknesses, attitude to learning, SEND needs, what interventions were in place for the children, was attendance impacting on progress, what had been put in place for underachieving higher attainers.

The findings from the audit showed that children were enthusiastic about their learning, they had strategies that they could use to independently support their own learning, children knew who they could approach for support, and staff had put interventions in place for these children. In addition, a wide range of learning had been seen in books, and there had been evidence of practical learning and engagement. There had been a high level of parental engagement for the children interviewed, and all had attended parents' evening, with many parents speaking to teachers regularly. It had been found that not all staff had been aware where children were higher attaining/underachieving, and had not realised that being on track was not good enough; this would be looked at in more detail. Some children had accessed enrichment activities but not all knew about the availability of these activities. It had also been clear that children's areas of strength and weakness did not always match the views of staff.

Mr Bremner joined the meeting.

A number of actions had been agreed as a result of the audit. All staff involved with any high attaining/low achieving Pupil Premium children, including teaching assistants and learning mentors, must know who these children are and their barriers for learning, and should target them for quick catch up conversations. These children would be discussed at progress meetings as a priority, and it was essential for all children to be supported in making accelerated progress. Underachieving children would be encouraged to attend in house clubs, and the Federation would provide more enrichment opportunities within the schools and identify other opportunities which children could access out of school ours.

As part of the evaluation process, the children would be interviewed again to see how they had overcome the challenges, and the interventions would be evaluated in February in the light of the autumn term data.

Ms Branch thanked Ms Barry and Ms Walsh for the huge amount of work involved in preparing their presentation. Governors recognised that the Pupil Premium Grant was extremely important and schools must be very explicit in how it was being used, and that it was also necessary to show the impact the funding had on all children, not just Pupil Premium children.

Mr Henry arrived.

6. MINUTES OF THE LAST MEETING AND MATTERS ARISING

(a) To approve the minutes of the meeting held on 16 June 2016

It was **RESOLVED** that the minutes of the meeting held on 16 June 2016 be approved as a correct record.

(b) Matters arising

(i) Page 2, Minute 4(a) – Governing Body

It was noted that the reconstitution of the Governing Body had now been approved by Mayor and Cabinet with effect from 1 September 2016. The revised Instrument of Government had been circulated with the agenda for information.

(ii) Page 3, Minute 4(b) – DBS checks

Confirmation was given that all governors had valid DBS checks in place.

(iii) Page 10, Minutes 9 – Review of staffing structure

Copies of the staffing structure for both schools were circulated for information.

(iv) Page 13, Minute 14 – Parking issues in Thorpewood Road

Mr Fidel informed governors that he had received mixed feedback on the report on parking issues, which had also included positive responses from residents who had not previously been in contact with the school.

(v) Page 14, Minute 18 – Safeguarding and inclusion

Mr Fidel said that he had not received a response to the concerns he had raised about his communication with the Emergency Referral Team.

6. GOVERNING BODY

(a) Changes to the Governing Body

Mrs Palmer informed governors that she had emailed several potential applicants to fill the co-opted governor vacancies, but only one person had responded.

Resignations

Name	Category	With effect from
Ms R. Hill	Co-opted (staff)	31/7/16
Mr J. Wilson	Parent	31/8/16

Disqualification

Name	Category	With effect from
Mr P. Crompton	Co-opted	7/9/16

Appointment

Name	Category	With effect from
Ms K. Knowles	Parent (Eliot Bank)	Four years from 1/9/16

It was noted that an election would take place across the Federation on 8 December to elect a new parent governor to replace Mr Wilson. Arrangements would also be made for a new candidate to be identified from within the Eliot Bank staff to be put forward for co-option to replace Ms Hill.

(b) Governing Body Code of Conduct

Governors were informed that the National Governors' Association (NGA) had revised their model Code of Conduct to include reference to the requirement for governors' information to be included in the Department for Education's Edubase database. Copies of the Governing Body's existing Code of Conduct had been circulated, together with the revised NGA model, and it was **RESOLVED** that the updated NGA Code of Conduct be adopted.

(c) National database of governors

Governors were informed that, from September 2016, all schools were required to upload details about members of their governing body to Edubase, the Department for Education's database of schools, and their attention was drawn to the article on pages 35-6 of the autumn term Governors' Information Pack. It was agreed that this would be discussed further at the Strategic Group.

(d) Review of committee membership and link governor responsibilities

Governors reviewed their current committee membership and link governor responsibilities, and made changes as shown in the attached appendix.

(e) Agenda plan for 2016/17

The agenda plan for 2016/17 was received.

7. REPORT BACK FROM SAFEGUARDING AND OFSTED TRAINING SESSION ON 2 NOVEMBER

All governors had been present at the training session on 2 November, which it was agreed had been very valuable. Mrs Palmer undertook to circulate copies of the paperwork to all governors by email, and reminded governors how important it was for them to be mindful of what they had learned on the training session. In particular, the DfE publication Keeping Children Safe in Education was a key document, and all governors should have read this publication.

It was agreed that a whole Governing Body training session should take place each year, to enable governors to refresh their knowledge on safeguarding and to focus on another area.

Mrs Palmer invited all governors to attend the Prevent training which was due to take place at Gordonbrock on 7 December at 3.30 p.m., and which would be facilitated by John Guest.

8. EXECUTIVE HEADTEACHER'S REPORT AND HEADS OF SCHOOL REPORTS

(a) Executive Headteacher's report

The Executive Headteacher's report had been circulated and included items on leadership and organisation, appraisal, School Direct, and school on school support. Mrs Palmer elaborated on areas from her report, and answered questions from governors.

• Leadership and organisation

The Senior Leadership Teams (SLTs) from both schools continued to work closely. One of the main areas of focus this term had been the Spelling Policy, which had been agreed by the Strategic Group. Big Maths, a new basic skills based maths programme had been introduced, and discussions had taken place around the Singapore maths strategies, which were based on children developing automatic knowledge.

Governors agreed that the Big Maths initiative sounded very positive and the Chair asked whether any funding was available. Ms Klein explained that Eliot Bank was part of a maths hub and received some funding through this; in addition, some of the more able children from Gordonbrock were being sent to the hub. Singapore maths was expensive in terms of the staff training needed. Mr Fidel reported back from his recent visit to a maths professional development meeting (PDM) which had looked at the repetitive elements of Singapore maths. He had found it extremely useful to see the ideas explained by the facilitator, and how advanced maths standards were in Singapore. Mr Fidel had seen the methods used, and how different functions were broken down to establish a very strong base; once children had reached this point, they were able to move forward rapidly.

- **Appraisal**

It was noted that appraisal was linked very closely to the school priorities, and each member of the teaching staff had three objectives. The first target was around pupil progress, with 85% of children in each class/set to reach age related expectations of diminish the difference in reading, writing, and maths combined by the end of the year. Mrs Palmer pointed out that this was a very ambitious target, having regard to the raised expectations of the new curriculum. The second objective was linked to the School Improvement Plan; at Eliot Bank this was related to improvement in writing outcomes through the use of Transforming Writing techniques, and at Gordonbrock, the objective was to raise outcomes in writing through the development of skills to teach grammar, punctuation, and phonics/spelling. The third objective was linked to professional development through teaching audits and competences against the national standard, and supporting and developing new staff.

- **School Direct.**

The four School Direct students from 2015/16 had now been appointed to NQT posts in the Federation, and were already teaching beyond the standard expected. Mrs Palmer reminded governors that the Federation could no longer afford to fund salaried trainees, so a bid had been made to the National College for tuition fee placements. She explained that these would be students rather than employees, who would have to take out loans to pay their tuition fees. Four students had taken up their places as trainees for 2016/17, and a successful bid had been made for 13 tuition fee places in 2017/18 for the Federation, Rangefield, Forster Park, and St Michael's.

- **School on school support**

The Assessment Group was going very well, and more schools were now looking to join. Ms Gilmore was continuing to work closely with Stillness Juniors in an ongoing partnership.

Mrs Palmer was thanked for her report.

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

Copies of the Head of School's report had been circulated prior to the meeting, together with the School Improvement Plan priorities. Ms Klein elaborated on areas from her report and answered governors' questions.

- **Achievement**

The report included details of achievement at the end of the Early Years, Year 1 phonics, end of Key Stage 1 and Key Stage 2. Ms Klein drew governors' attention to the table on page 3 which summarised the proportion of children who had reached the expected standard in reading, writing, and maths, as well as the percentage of children achieving a high level of attainment in each area. Governors were delighted to note that Eliot Bank had been above the national average in every area, and congratulated staff on their very hard work.

The next table showed the points progress made by Years 1, 4, and 5 in reading, writing, and maths, and the Chair asked the reason why some areas were shown in red. Ms Klein explained that schools had been given the expectations for the new curriculum for Years 2 and 6, but had been given no guidance for other year groups, and it had been felt that the school should keep expectations very high for other year groups because of the uncertainty. In addition, she reminded governors that the new curriculum was much harder, and the school was looking at progress towards higher expectations. The expectation had been for four points of progress, and the lowest had been Year 5 maths at 3.5 points.

Ms Branch asked why progress in writing should be lower in Year 5 writing than other areas and year groups. Ms Klein said that moderation had been a challenge over the last year, and schools had not been given the information they needed until April; however, expectations were now much clearer. It was recognised that the bar had been set very high because it had been felt that if the school had erred too low, children would face a huge catch-up, whereas if standards were set too high, it would be possible to make slight adjustments as needed. Ms Klein said that the school had been aware that Year 5 (the current Year 6) needed to work very hard with writing, and gaps had been identified, but there were reasons for this.

The table on page 4 showed the percentage of children achieving the expected standard in each of these year groups, and it was noted that writing outcomes had been impacted by the mismatched demands of the new assessment framework. However, this had now been addressed.

- **School Improvement Plan (SIP) priorities**

Governors then considered the SIP priority overview, and the detailed summary of progress towards the priorities which was given in Ms Klein's report.

Governors were reminded that the term 'closing the gap' had now been replaced by 'diminishing the difference'. The report gave details of the whole school work around the learning brain/resilience, and the use of Kagan strategies. Eliot Bank was now part of a National Centre for Excellent Teaching in Maths Hub, which was a project to help to develop understanding of maths mastery and Singapore maths.

The next priority related to the support and induction of new staff, which was particularly important at Eliot Bank this year with the appointment of five new teaching staff in September. Ms Branch asked how the new Year 2 teaching arrangements were going. Ms Klein said that Ms Walsh was supporting the new staff, one of whom was an experienced teacher, and the first assessments would be taking place the following week, and monitoring and evaluation would be carried out.

- **Monitoring and evaluation**

It was noted that drop ins had taken place at the start of term, which had identified a number of strengths, as well as some areas for development. Phase leader book scrutinies had been taking place during October and November, and monitoring of handwriting had taken place across Years 2-6. Literacy observations had also taken place recently, and the findings would be reported to the next meeting.

- **Professional development**

The report gave details of professional development meetings during the autumn term together with a list of all training courses attended.

- **Attendance and mobility**

Attendance remained strong at 96.88%. Governors asked the reason for the high mobility in some year groups, and noted that there were currently seven spaces in the bulge year. It was noted that this appeared to be a common feature in many bulge

classes, and Mrs Palmer explained that in many cases, parents found places closer to home. She said that the local authority was now looking at whether there was a need to open new bulge classes now that the first bulge had moved to secondary school, but the population expansion was now falling back slightly. Very careful consideration would need to be given as to whether Eliot Bank should take two additional classes in Reception in two years time.

- **Free school meals**

Ms Branch asked why the proportion of free school meals had fallen, and whether this was as a result of the introduction of universal infant free school meals. Ms Klein said that this was undoubtedly a contributory factor, but the situation had also been affected by the changes to the benefits system, and if parents received Working Tax Credits they were not eligible for free school meals. Although the Pupil Premium Grant was falling, the amount of need was not reducing. Governors asked whether schools still received Pupil Premium funding for Ever 6 children, and noted that this was still paid. There was discussion about ways in which parents could be incentivised to sign up for free school meals, but Ms Klein stressed that the school always spoke to any parents they thought might be eligible.

- **Accidents**

No accidents had been reported involving children or adults, but Mr Fidel asked for more information about the near miss which was reported in September and whether other storage units could be affected. Ms Klein explained that a number of new storage units had been installed during the summer, and one of these had fallen off the wall. All of the other units had been checked with the contractor.

Ms Klein was thanked for her report.

(c) Head of School's report – Gordonbrock

Governors then discussed the Head of School's report for Gordonbrock, together with SIP priorities. Ms Gilmore answered questions from governors and elaborated on areas from her report.

- **Attainment**

Governors were delighted to note the outstanding headline data in all areas. The percentage of children achieving each of the Early Years milestones was significantly above the Lewisham and national averages, and the proportion of children achieving an overall good level of development (GLD) was 84%.

89% of children had passed the Year 1 phonics screening test, which was above the national and Lewisham averages, and 92% of children had met the standard for the Year 2 rechecks; it was noted that the one child who had not been successful had significant needs.

The Key stage 1 results were extremely strong, and were significantly above the Lewisham and national averages in all areas. These outcomes were particularly pleasing because of the uncertainty about thresholds. Ms Gilmore reminded governors that the grammar, spelling, and punctuation test had been cancelled because the paper had been released early. The report gave information on progress by Year 2 over the academic year, and it was noted that 4 points of progress had achieved in reading, writing, and maths.

The table showing the proportion of Key Stage 2 children achieving the expected standard in reading, writing, maths, overall, and in grammar, spelling and punctuation showed outstanding outcomes in all areas, with 100% of children achieving the expected standard in maths. The proportion of children achieving a higher level of attainment was also significantly above the national average in all areas. The school progress measure

showed that children in Year 6 had made significantly more than the 4 points of progress expected in reading, writing, and maths during the academic year.

The report also gave information on progress and attainment for Years 1, 4, and 5. As had been the case with Eliot Bank, it was not possible to compare progress in Year 3 due to the transition from levels to standards. It was noted that Year 4 had made strong progress in reading and maths, although writing was still an area of concern and was being monitored closely this year. Ms Gilmore was asked the reason for this and reminded governors that concerns had been raised over this cohort several times over the years. She said that there was a high level of special educational needs in this year group, with at least two children in each class with Education and Health Care Plans (EHCPs). In addition, there was a high proportion of disadvantaged children, as well as behaviour issues, particularly among some of the boys. Although there had been strong teaching in this year group, the children continued to present a challenge. Mr Henry asked how much learning time was lost in lessons as a result of the challenging behaviour; Ms Gilmore said that a considerable amount of time had been lost on occasion, but staff had intervened quickly and put support in place. She outlined the support which had been used for the cohort, which had included one to one support for children where an EHCP had been submitted, and intensive assertive mentoring. Although minutes of governors' meetings had always highlighted concerns over the challenges presented by this year group, Ms Gilmore stressed that the school had always had high expectations for them.

Ms Branch congratulated both schools on their outstanding achievement, and governors were extremely impressed to note that Eliot Bank and Gordonbrock were in the top 250 primary schools in the country.

- **SIP priorities**

The SIP priorities had been circulated, and it was noted that the action plan would follow.

- **Monitoring and evaluation**

It was noted that the target was for 100% of teaching to be at least good by the end of the autumn term, with 55% outstanding. The quality of teaching and learning had been monitored through a learning walk in all year groups on 4 October, which had involved Ms Gilmore and Mr Hayles. A number of strengths had been identified, as well as some areas for development.

Ms Knowles had taken part in another learning walk on 13 October with Mrs Palmer, where again a number of strengths had been identified.

Marinda Barry and Katrina Walsh had carried out English and maths book scrutiny across both schools in early November with a focus on Pupil Premium children. They had noted many strengths, and some areas for development.

Monitoring of English and maths book scrutiny had taken place in November by the phase leaders, and the report gave details of the autumn 1 review of pupil progress in geography, history, and RE units. Governors asked for more information on mind mapping, which was being introduced as a way to track individual pupil progress. Ms Gilmore said that mind mapping helped to give children more structure, and explained how mind mapping techniques worked.

The local authority had carried out a safeguarding audit on 2 November, and had found Gordonbrock's safeguarding practice to be exemplary, with an extremely high level of organisation in respect of recording and monitoring of safeguarding concerns, which Gordonbrock had been asked to share with other schools. This had been a very positive experience, and had been good Ofsted preparation for Ms Gilmore. The local

authority had issued new guidance in respect of the Single Central Record, and the Safeguarding Officer would visit the school again before the end of term to check the Single Central Record.

It was noted that lesson observations focusing on the teaching of spelling and phonics were currently under way by the Senior Leadership Team.

- **Professional development and INSET**

The report gave details of the INSET days which had taken place during the term, together with professional development meetings and training sessions attended.

- **Inclusion**

Governors noted that there were currently six children with EHCPs, two of which were in Year 5. A further two applications had just been submitted for children in Year 5, and two applications had just been turned down, one of which was in Year 5.

- **Personnel**

Governors noted the list of new appointments, resignations, and maternity leaves.

- **School roll**

It was noted that the school roll was currently 621, which was an increase of 12 children on the same time last year.

- **Accidents**

The report gave details of accidents which had happened during the autumn term. There had been four accidents involving children and one involving a member of staff. The safeguarding audit had recommended that it was best practice to present information on accidents to governors in more detail, and to analyse them in more detail.

Ms Gilmore said that it would have been difficult to prevent the incident where a member of staff had been burned by water spurting from the hot water machine while filling a cup, because of the way in which she had been using the machine. Mr Fidel asked whether there was a warning notice on the hot water dispenser. Ms Gilmore confirmed that there was such a notice on the machine, and the member of staff was aware that it was her responsibility to use the hot water machine correctly.

Ms Gilmore was thanked for her report.

9. **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 10 June, 12 July, 23 September, and 7 October 2016 were received, together with the terms of reference. The Strategic Group had discussed staffing, recruitment, and safeguarding issues at each meeting. At the July meeting, there had been detailed consideration of the headline attainment data, and discussion of the Governing Body self review and Ofsted roles and responsibilities. The Chair of the Dowlerry Governing Body had attended the September meeting, and had given a very helpful account of his experiences of the school's recent inspection under the new framework. The Strategic Group had discussed the performance data in more detail at the October meeting, and had reviewed a number of policies, including the Safeguarding Policy, which had been updated to reflect the new guidance. The School Improvement Priorities had also been discussed.

It was **RESOLVED** that the terms of reference be approved.

(ii) Resources Committee

The minutes of the meeting of the Resources Committee held on 13 October 2016 were received, together with the terms of reference. The Committee had reviewed the budgets for Eliot Bank and Gordonbrock in detail, and had discussed a range of staffing issues at both schools. Glen Goode had joined the meeting for the discussion about premises and health and safety issues, and the Committee had reviewed and approved the Financial Management Policy and model Disciplinary Policy. It had been agreed that the Federation would continue to use the existing Capability Policy until the new model policy was available for consideration.

It was **RESOLVED** that the terms of reference be approved.

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

No further reports of visits were made which had not been referred to elsewhere in the minutes or in the Head of Schools' reports.

(c) Governing Body training

As noted earlier, all governors had been present at the Governing Body training session on 2 November which had focused on safeguarding and Ofsted preparation.

Ms Knowles said that she had attended the recent new governors induction training session, which had been very useful.

Ms Lyttle had attended the recent Kagan training session, and agreed to send her written report to the Clerk for circulation.

10. SCHOOL PERFORMANCE DATA AND TARGET SETTING

(a) Performance data

The new RAISEonline reports had now been received, but were still being analysed at Senior Leadership Team level. The reports were very different from previous years, and no longer contained pages which were specifically aimed at governors or comparative data. It was agreed that key pages from the documents would be presented to the Strategic Group, and a decision would then be made on the data to be circulated to the full Governing Body.

(b) School Achievement Review (SAR)

Governors were reminded that it was good practice for the Chair or another governor to attend the SAR, and it had always been the case that a governor was present for the reviews at Eliot Bank and Gordonbrock. Arrangements had been made with Liz Tennant for the autumn term SAR to be carried out on 7 December, followed by Prevent training and the Executive Headteacher's performance management review. Because of the changes in the assessment system, separate reviews would be carried out for both schools, but with one learning walk; this would be carried out at Gordonbrock, which would be further preparation for Ofsted.

(c) Target setting

It was noted that the targets were linked in with the appraisal process, and a target of 85% of children reaching the expected standard in reading, writing, and maths combined had been agreed.

11. SAFEGUARDING

The Governing Body noted the new safeguarding guidance which had been produced by the Department for Education entitled Keeping children safe in education, which took effect from

5 September 2016. All governing bodies should ensure that they had a nominated governor with responsibility for the school's safeguarding arrangements, that all governors were familiar with the guidance and received regular reports on safeguarding, that the school's safeguarding policies and procedures were updated to comply with the new guidance, and that all staff had read the guidance and received safeguarding training.

The Governing Body had completed safeguarding training at the session on 2 November, and all governors had been present. It was noted that Ms Branch, Mr Fidel, Ms Gilmore, Ms Klein, and Mrs Palmer had all completed safer recruitment training, and governors were advised that a further training session had been organised by the local authority for 1 December. Mr Hayles informed governors that he had completed the NSPCC online training.

12. STAFF AND HEADTEACHER APPRAISAL AND PAY REVIEW

(a) Policy review

Governors were asked to approve the Pay Policy, which had been updated in accordance to changes in the Teachers' Pay and Conditions Document. It was **RESOLVED** that the Pay Policy be approved.

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

Governors were advised that the Pay Committee had met on 13 October 2016 to consider the Executive Headteacher's written report on staff appraisal, which included anonymised information linking performance appraisal to salary progression. The Committee had discussed and approved the recommendations made in respect of pay. Copies of the terms of reference for the Committee had been circulated with the agenda, and it was **RESOLVED** that the terms of reference be approved.

13. ITEMS FOR DELEGATION

(a) Schools Financial Value Standard (SFVS)

It was noted that Ms McAllister would be meeting Mr Bremner to review the SFVS documentation, which must be submitted to the local authority by the end of March 2017.

(b) School health and safety self monitoring check list

Mr Fidel had now taken over the role of health and safety link governor, and had carried out a walk round both sites with Glen Goode. He undertook to ensure that the health and safety check list was completed and returned to the local authority by the deadline of 27 January 2017.

(c) Review of information to be published on school website

Mrs Palmer confirmed that all necessary information had now been included on the school websites and they were both fully compliant.

14. ITEMS FROM THE GOVERNORS' INFORMATION PACK

Governors' attention was drawn to the following items from the Governors' Information Pack.

- **Lewisham Education Commission – page 3**

This item summarised the main findings and recommendations of the Lewisham Education Commission report which had been published in June 2016.

- **School budgets – page 5**

The item set out details of the proposed change to the budget setting timetable in the light of the increasing number of schools which were facing deficit budgets, together with the proposed peer review system. It was also noted that the introduction of the new national funding formula had been delayed by one year.

- **2016 school and college performance tables: statement of intent – page 9**

Information was given on the changes to the data which would be published for schools and colleges in the 2016 performance tables.

- **How RAISEonline will change for 2016** – page 11

This item explained the changes to RAISEonline for 2016 in the light of the changes to assessment and accountability, and the methodology that would be used to calculate headline attainment and progress measures.

- **DBS checks for governors** – page 16

As governors had previously been advised, the School Government (Constitution and Federations)(England)(Amendment) Regulations 2016 required that governing bodies must apply for an enhanced DBS check for all governors who had been elected or appointed before 1 April 2016, and must apply for a certificate for any governor appointed since 1 April 2016 within 21 days after appointment. It was noted that any governor who failed to provide the documentation required to apply for a DBS check would be deemed to have 'refused a request for a criminal records certificate', therefore making themselves subject to disqualification.

- **PE and Sport Premium for primary schools: information and guidance** – page 19

Governors were reminded of how the PE and Sport Premium should be used, and that Ofsted would assess how primary schools spent their funding.

- **2017 Outstanding Governance Awards** – page 36

Information was given on the National Governors' Association Outstanding Governance Awards for 2017 and the four categories of awards for governing bodies and clerks.

- **Questions for governors to ask** – page 39

This item set out suggested questions which governors may wish to ask themselves to help them to hold their schools to account and ensure high standards and the best outcomes for young people.

- **Funding reform delayed** – page 40

Confirmation was given of the delay to the introduction of the new national funding formula.

- **DfE publishes standard for teachers' professional development** – page 41

The article gave details of the new five part standard for teachers' professional development which had been released in response to recommendations made by the Teachers' Professional Development Expert Group.

- **New guidance on effective Pupil Premium reviews** – page 42

An update was given on spending the Pupil Premium, and questions governors should consider about the way in which the funding was used.

- **DfE releases financial health check service** – page 43

This article gave details of the DfE's resources which schools may wish to use when looking to improve their financial efficiency.

- **Addressing the gender gap in education achievement** – page 44

Details were given of two recently published reports by Save the children and LKMco which looked at the gender gap in education.

- **Success in supporting disadvantaged pupils varies with pupil characteristics** – page 45

This item gave a summary of the new report by the Education Policy institute which looked at the gap between disadvantaged pupils and their peers and made a number of recommendations.

15. URGENT BUSINESS

Children's Centre

Ms Klein informed governors that the local authority was currently recommissioning children's centre services through a three stage competitive tendering process. The first stage had involved consultation during the summer to seek views about the future, and the second stage was now under way. All interested parties had been invited to complete a PQQ with an outline bid by the deadline of 24 November, following which more detailed tenders would be invited for submission between 25 November and 31 December. All bids would be reviewed in January, with a view to making a decision in February on who would run children's centre services in Lewisham. The new contracts would run from 31 March, for a period of 3-5 years.

Governors were reminded that Lewisham had been divided into four areas, and the Eliot Bank/Kelvin Grove Children's Centre was in Area 4, although it only covered Sydenham and Forest Hill, rather than the whole area. The Eliot Bank/Kelvin Grove Children's Centre would be submitting a bid to continue with the existing services, and an indication had been given that the bid would be looked on favourably. Ms Klein said that there would be a degree of competition, and the Pre School Learning Alliance and Clyde Nursery were tendering to run all children's centres in Lewisham; it was also possible that some national providers such as Barnardo's and Virgin Health may consider bidding.

The PQQ was 25 pages long, and would take some time to complete. Governors noted that a charity had agreed to write the bid for the school free of charge, and the first stage was now almost complete. The local authority would be running four workshops in December to give advice and guidance on writing the main bid, but it was pointed out that the timescale was very short, and it was also very difficult for senior staff in primary schools to be able to attend a series of workshops during December.

Ms Klein warned governors that it was not a foregone conclusion that the Eliot Bank/Kelvin Grove bid would be successful, although she was hopeful that the Children's Centre's track record would be taken into account in the evaluation process.

Mr Hayles offered to come in to review the PQQ and bid if required.

16. DATES AND TIMES OF FUTURE MEETINGS

Governors were reminded that the following dates had been agreed for meetings of the Governing Body for 2016/17.

Governing Body

Thursday, 9 March 2017 – Gordonbrock

Monday, 19 June 2017 – Eliot Bank

All meetings to start at 6.00 p.m.

Governors were informed that the final date for submission of the 2017/18 budget to Lewisham would now be 1 May 2017, and consideration was therefore given to rescheduling meetings of the Resources Committee into account. It was agreed that the meeting scheduled for 24 May would still be kept in the diary in case it was necessary for the Committee to meet again.

Resources Committee

Thursday, 2 February 2017 – Eliot Bank (*change of date agreed after the meeting*)

Wednesday, 26 April 2017 – Gordonbrock

Wednesday, 24 May 2017 - Gordonbrock