

# 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, 17 June 2019 at 6.00 p.m.

## PRESENT

Ms J. Branch  
Ms B. Eadie  
Mr P. Fidel                      Chair  
Ms M. Gilmore                Executive Headteacher  
Mr C. Hale                      Vice Chair  
Mr L. Henry  
Ms K. Knowles  
Ms H. Lyttle  
Ms M. Quinn  
Ms T. Stickland  
Ms R. Van Wyk  
Ms M. Worthington

## Also present:

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

## 1. APOLOGIES AND DECLARATIONS OF INTEREST

Apologies for absence were received with consent from Mr Bremner, Mr Hardy Hall, and Mr Stephen.

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

## 2. FAREWELL AND THANK YOU TO HEAD OF SCHOOL AND GOVERNOR

On behalf of the Governing Body, Mr Fidel thanked Mr Ridler for his invaluable work as Head of School at Eliot Bank. Mr Ridler had brought fresh ideas and vision to the school during his time in post, and his outstanding work with data had made the information easily understandable to all governors. Governors agreed that Mr Ridler had been a great leader and supporter of the school and Federation, and would be a great loss; they wished him every success for the future.

Ms Gilmore then thanked Ms Branch on behalf of the Federation and Governing Body. Ms Branch had decided to move on following 15 years as a Gordonbrock parent, and over 11 years as a governor, initially at Gordonbrock and then with the Federation. Ms Gilmore said that Ms Branch had been instrumental in Gordonbrock's journey over the years to the current outstanding Ofsted judgment, and had held many different roles. These had included Chair and Vice Chair of both the Gordonbrock and Federation Governing Bodies, membership of the Strategic Group, Disciplinary Panel, Complaints Panel, Pupil Discipline Committee, and staff mediation, and in all of these different roles, Ms Gilmore said that she had been everything an effective governor should be, and had provided support, challenge, and strategic overview. Ms Branch had immersed herself fully in Eliot Bank following the federation, just as she had at Gordonbrock, and Ms Gilmore thanked her for her support and inspiration. In response, Ms Branch said that being a governor had been a real pleasure, and she had learnt a great deal. She felt that the inspiration of staff and governors and the love of what they did was

wonderful; everyone in the Federation worked exceptionally hard, and the results were a testament to this.

### 3. 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.

### 4. MINUTES OF PREVIOUS MEETINGS AND MATTERS ARISING

#### (a) To approve the minutes of the meeting held on 14 March 2019

It was **RESOLVED** that the minutes of the meeting held on 14 March 2019 be approved as a correct record.

#### (b) Matters arising

##### (i) Page 2, Minute 4(a) – Changes to the Governing Body

***Mr Hale said that he had spoken to a couple of parents who could potentially be interested in putting themselves forward to fill the vacancy for a co-opted governor from the Gordonbrock parent community.***

Ms Lyttle informed governors that she would be working at the Federation from September, and would therefore be resigning as a governor, which would leave a further vacancy for a co-opted governor, from the Eliot Bank parent community. It was **RESOLVED** that Ms Gilmore would write an item for the weekly newsletters to highlight the skills required, and that ***Mr Hale and Ms Knowles would discuss the role with any parents who expressed an interest.***

Mr Henry joined the meeting.

##### (ii) Page 6, Minute 6(a) – Vision for the future

Ms Gilmore said that she had been mindful of the changes in staffing and senior leaders, ***and would be meeting Mr Bremner in September for an initial discussion around the vision for the future.***

##### (iii) Page 11, Minute 9 – Information to be published on the school websites

***Ms Worthington had reviewed the report that Mr Hale had written on the website last year, and had also compared the contents of both websites with the statutory guidance from the Department for Education.*** She confirmed that both websites were fully compliant, with just a couple of broken links, and a very small amount of information to be updated. ***Ms Worthington had produced a report for Ms Gilmore,*** and she offered to provide a copy of this to any governor upon request.

***Ms Worthington said that she felt both websites were extremely well organised and the statements by both Heads of School were very welcoming.*** It was **RESOLVED** that Ms Worthington would review both websites again in the autumn of 2020.

Ms Eady joined the meeting.

#### (c) To approve the minutes of the extraordinary meeting held on 23 May 2019

It was **RESOLVED** that the minutes of the extraordinary meeting held on 23 May 2019 be approved as a correct record.

There were no matters arising from the minutes.

## 5. GOVERNING BODY

### (a) Changes to the Governing Body

#### Resignations

Name	Category	With effect from
Ms Branch	Co-opted	31 August 2019
Ms Van Wyk	Co-opted	31 August 2019
Ms Lyttle	Co-opted	31 August 2019

Governors were reminded that there would be four vacancies for co-opted governors from September; these included one vacancy for Gordonbrock parent, one vacancy for an Eliot Bank parent, one vacancy for a representative from the Gordonbrock community, and one member of staff from Eliot Bank. It was agreed that the gaps in skills and experience would be identified having regard to the most recent skills audit, and it was **RESOLVED** that the Clerk would send copies of the skills audit to newly appointed governors.

Governors thanked Ms Lyttle and Ms Van Wyk for their hard work and commitment to the Governing Body.

### (b) DBS checks

Governors were reminded that they must have a valid DBS check in place, which should be reviewed every three years, and new governors must begin the process for a check to be carried out within 21 days of appointment. It was confirmed that all governors had a valid check, and it was noted that Ms McAllister issued reminders to governors when their check was due for renewal.

### (c) Governing Body self review

Governors were reminded that all governing bodies were encouraged to review their performance annually with reference to the Department for Education's competency framework for governance. A meeting had been arranged with Michael Roach, the Interim Head of Lewisham Learning, in the spring term to discuss the possibility of organising an external review of governance, but this had clashed with the Ofsted inspection at Gordonbrock and had therefore been deferred. It was now proposed that the review should take place in the spring of 2020.

### (d) Election of Chair and Vice Chair

It was suggested that governing bodies should engage in succession planning for the future, and all governors were invited to consider whether they wished to put themselves forward for election as Chair or Vice Chair at the next meeting.

The Governing Body also reviewed their procedures for the election of the Chair and Vice Chair, and it was **RESOLVED** that the following procedures be approved.

- 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.

## 6. REPORT BACK FROM GORDONBROCK OFSTED

Copies of the report on the recent Ofsted inspection at Gordonbrock had been circulated to all governors. The report had judged the school to be outstanding in all areas, and the school was delighted with the outcome. Ms Gilmore said that the development points were fair, and had already been identified before the inspection in the School Improvement Plan. These had been used as key lines of enquiry by the inspection team, and as expected, the inspection had been very challenging, but

had been an interesting process. The peer review had taken place shortly before the inspection, and had been followed by the Governing Body meeting where there had been a presentation on the changes to the inspection framework, which had been good preparation.

Ms Gilmore said that it had been felt by the Senior Leadership Team that the inspection had been carried out under a mixture of the two frameworks, and there had been discussion about the design of the curriculum and how it met the needs of pupils, the wider curriculum, and how teachers knew which were the higher attaining children in geography, for example. The school had waited for the inspection for a very long time, and a number of Eliot Bank staff felt as much invested in the outcome as Gordonbrock. Now that both of the schools had an outstanding rating, Ms Gilmore said that it was time to consider the next steps and way forward.

Ms Gilmore said she had been surprised that the lead inspector had told her that she had looked at the website two weeks before the inspection, and had clearly scrutinised the information carefully. The inspection had been quality assured on day 2 by an HMI and the lead inspector had clearly been quite anxious about this.

There had been a much greater focus on pupils and the pupil voice during this inspection, and the team had wanted to be taken around the school by the children. The inspectors had carried out a live book look and had asked the children many questions.

***Mr Henry asked when Eliot Bank had last been inspected;*** it was noted that the last inspection had taken place in January 2010. ***Mr Henry said that it would be helpful to look at the strengths between the two schools.*** Ms Gilmore said that she did not anticipate any significant changes in the way in which the schools worked together. Now that Gordonbrock had been judged as outstanding, there would be more opportunities to think more widely about the way forward, and the school would not be quite so driven by Ofsted.

***Mr Fidel thanked Ms Gilmore and all of the staff concerned for their exceptionally hard work and dedication in achieving the outstanding result. He was mindful that this was the outcome the school should have had a year ago, and congratulated staff for maintaining the impetus since that time, despite the disappointment from the last inspection.***

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

### **(a) Reports from committees**

#### **(i) Strategic Group**

The minutes of the meetings held on 26 April and 7 June 2019 were received. At the April meeting, the Strategic Group had discussed the quality of teaching and learning, staffing, and a number of specific safeguarding cases. The Strategic Group had also discussed the outcome of the Ofsted inspection and the Eliot Bank Nursery.

The main item discussed at the June meeting had been the annual evaluation of the Pupil Premium Grant. Updates had also been given on the quality of teaching and learning, the administration of the SATs and on staffing and safeguarding issues.

#### **(ii) Resources Committee**

The minutes of the meeting of the Committee held on 29 April 2019 were received, together with the Financial Management Policy and Code of Practice. The Committee had discussed the outturn figures for the 2018/19 budgets and scrutinised the 2019/20 budget and three year budget plans in detail. Concerns had been raised about the extremely late receipt of information from the local authority. The budget plans for both schools had been approved for submission to the local authority. The Committee had also discussed a range of staffing issues, and premises and health and safety issues raised by Mr Goode. The updated Financial Management Policy had been presented to

governors, together with the segregation of duties and ordering procedures. The Best Value Statement and Statements of Internal Controls had been reviewed and approved. It was **RESOLVED** that the Financial Management Policy and Code of Practice be ratified.

**(b) Review of committee membership and link governor responsibilities**

Governors considered the membership of committees and link governor allocations. *Mr Fidel said that he would email governors to ask if anyone was interested in taking on additional roles or changing their existing responsibilities.*

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

The agreed monitoring schedule had been delayed as a result of the Ofsted inspection. *Ms Worthington said that she would be visiting Eliot Bank to look at the curriculum and Ms Eady would be visiting Gordonbrock.*

**(d) Governing Body training**

No reports were made on training sessions attended.

**8. SCHOOL IMPROVEMENT**

**(a) Executive Headteacher's report**

The Executive Headteacher's report had been circulated prior to the meeting, and included sections on leadership and organisation, Federation partnerships/working, appraisal, School Direct, peer review, school-on-school report, School Improvement Board, policies, EHT support/continuing professional development, and Federation priorities. Ms Gilmore highlighted areas from her report and answered questions from governors.

**• Leadership and organisation**

A great deal of time had been spent on recruitment across the Federation, which was ongoing. Since the last meeting in March, the Deputy Headteacher had been recruited at Eliot Bank, together with six class teachers at Eliot Bank and four at Gordonbrock. An internal advert had gone out that day for the permanent Assistant Headteacher post at Eliot Bank as well as a temporary Assistant Headteacher to provide maternity cover for Ms Quinn at Eliot Bank. It would also be necessary to recruit further teaching assistants and midday meals supervisors for Gordonbrock.

Ms Gilmore said that handover arrangements were now in place to ensure a smooth transition with the staffing changes. The Federation had a reputation for providing quality induction for new teachers, and although the number of new teachers appeared to be high, Ms Gilmore said that she was confident in the strength of staff to provide appropriate induction and support, as well as in the quality of the new recruits.

A great deal of external monitoring had taken place across the Federation, and at Gordonbrock in particular. The local authority had carried out a health and safety audit at Eliot Bank, and the school had been awarded the highest rating. The school's practices and procedures had been scrutinised in detail, and the school had been congratulated on the good examples of policies.

The local authority had monitored the Year 1 phonics at Eliot Bank, and had said that the practices were exemplary. Key Stage 2 outcomes at Gordonbrock had been moderated by the local authority at Gordonbrock, as well as the EYFS outcomes.

The Senior Leadership Teams had been working and planning together very closely during the year, and the strong partnership would continue with the new staff. A governor asked for more information on the topics discussed, and Ms Gilmore drew governors' attention to the list of issues which had been covered. She said that she had been extremely impressed by the quality and calibre of the senior leaders when talking about these issues.

***Mr Hale said that he was pleased to see that the Federation was taking advantage of the research from the Education Endowment Fund with reports on self regulated learning, behaviour, and the guide to becoming an evidence-informed school governor. Ms Stickland suggested that governors should look at the latter document in more detail.***

- **Federation partnerships/working**

The report gave details of the current partnerships within the Federation, and Ms Gilmore highlighted the future work for the middle leaders and subject leaders which were very targeted and would enable them to hit the ground running next term.

The year group teams were continuing to work together, and the quality and consistency of partnership working in the Federation attracted new staff who were keen to work in a team of high quality professionals.

Curriculum development continued to be a major piece of work. Ms Gilmore said that both schools had always been very committed to developing the curriculum, and she felt that the Federation was ahead of the game, and was supporting other schools in this area.

- **School Direct**

It had become increasingly difficult to recruit new School Direct trainees, and only one new student had been offered a place for 2019/20, who would be based at Gordonbrock. The final assessments for the current student had been completed successfully, and she would be taking up a permanent post at Eliot Bank next year.

- **Peer review**

Ms Gilmore said that the peer review process was very beneficial to both schools, and Kilmorie and Dalmain Primary Schools would be joining the group in the new academic year. The Headteachers from both of these schools had said that they wanted to join the group because they knew it would be very professional, rigorous, and challenging. Ms Gilmore said that Dalmain had had a similar Ofsted experience as Gordonbrock, and Kilmorie was an outstanding school. The peer review group would be led by Kathy Palmer again, with input from Pauline Watts, an Ofsted trained consultant.

- **School on school support**

Ms Gilmore informed governors that the Federation was withdrawing from work with Forster Park and Rangefield, and would be working with the other schools which had joined the peer review group. The Curriculum Working Party was being led by EBGB and Kelvin Grove, and it was likely that the two groups would be combined in future.

- **School Improvement Board**

Governors were informed that Ms Gilmore had carried out three reviews for 'yellow' schools, and was leading on the brokerage of support for a 'red' school. In addition, she was providing support to another school in writing their self evaluation form. Although it provided invaluable experience to see how other schools worked, Ms Gilmore reiterated that she would give up her work for the School Improvement Board if this was detrimental to the Federation in any way.

- **Policies**

The report listed a number of policies which were due for review. Ms Gilmore had updated the Safeguarding Policy, and said that it would be circulated to governors for approval at the autumn term meeting.

The Health and Safety Policy was being updated and would be circulated to governors in the autumn term. It was noted that the Accessibility Policy, Online Safety Policy, and Attendance Policy would be updated for approval next term.

The Chair thanked Ms Gilmore for her work this year, and for the support she was providing to other schools, as well as for leading Gordonbrock to an outstanding Ofsted.

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

The Head of School's report had been circulated prior to the meeting and included items on progress and attainment, the School Improvement Plan priorities, monitoring and evaluation, professional development and INSET, appraisal update, inclusion, premises, personnel, budget, school roll, attendance, mobility, free school meals, fire and lockdown drills, occasional closures, accidents/incidents, special events, visits, and visitors. Mr Ridler and Ms McGuire elaborated on areas from the report and answered governors' questions.

#### **Progress and attainment**

The report gave details of the spring term outcomes for progress and attainment. Ms McGuire reminded governors that three points progress was expected by the end of the spring term, and it could be seen that this had been exceeded in many areas, and presented a very encouraging picture overall. The data was broken down by year group and by disadvantaged pupils. **A governor asked for an explanation of the reasons why disadvantaged children in Year 2 had made only 1.8 points progress in maths.** This was a small group of just seven children; three had made expected progress, and two were very new to the school and had no baseline data. One child had made progress but had only joined Eliot Bank in Year 1, and the other child had an EHCP.

Progress in Year 6 was strong, particularly in reading and maths. Ms McGuire explained that it was not unusual for writing to be lower at this time of year, and overall, the children had made 3.0 points progress, with disadvantaged children making 2.9 points. She felt that the assessment group had helped greatly in developing the greater depth writers. **Governors noted the reduction in the number of disadvantaged children at Eliot Bank, particularly lower down in the school.** Mr Ridler stressed that there was a constant focus on challenging all children, and particularly disadvantaged pupils, to reach the highest possible standards.

#### **Ms Worthington asked whether there were any particular groups which were of concern.**

Mr Ridler said that the combination of disadvantaged and SEND was a particular issue with some Year 5 children. Ms Gilmore reminded governors that there was no typical disadvantaged child, and they did not fit a particular mould. Some disadvantaged children attained very well and were supported at home; she stressed that every child was different, and the schools needed to know the individual children.

#### **School Improvement Plan**

The review of the whole school priorities had been circulated before the meeting as a separate document. This was an extremely comprehensive review, which had been informed by meetings with middle leaders during the year. All governors were urged to read the document and to send any specific questions to Mr Ridler by email. Ms Gilmore explained that it was not possible to give the whole Plan because it comprised so many individual action plans, but the review represented a thorough evaluation against the priorities.

**Ms Branch said that she had been very impressed with the work that had been carried out with families during the year,** and Mr Ridler said that this had transformed the home-school relationship with some of the parents. In addition, the work on mental health had had a very positive impact.

#### **Monitoring and evaluation**

The report included details of a number of monitoring aspects. This included the Chair's learning walk at the end of the autumn term with Mr Ridler, and maths observations by the Senior Leadership Team at which it had been seen that teachers were beginning to try different ways to challenge in class and were taking more risks in delivering challenge to the more able.

The pupil survey had taken place in March. ***Governors commented on the very positive outcomes and the positive comments made by the children.*** The report included details of the action that had been put in place in response to any area where the responses had been below 90%, and ***Mr Ridler was asked to elaborate further.***

88% of children agreed that adults listen to what they have to say in the playground. Mr Ridler said that Katrina Walsh had put a programme of CPD in place to enhance playground provision further. This should support those children who did not agree that adults listened to what they had to say. Early indications showed that the situation had improved. The long term impact would be monitored and evaluated in 2019/20.

The proportion of children who agreed that the behaviour of pupils in their lessons was good and behaviour was good around school was 84% and 87% respectively. Mr Ridler said that any external or internal scrutiny of behaviour was always extremely positive, and because children at Eliot Bank had such high expectations of behaviour, they would tend to see low level disruption as being very disruptive; because most children had only attended Eliot Bank, they also had no other experiences for comparison. A presentation had been produced for teachers to show to the children to support them in responding to this questions this year. Ms Gilmore added that expectations in respect of behaviour was extremely high in both schools, and the children did not like being disturbed in their lessons. The school would continue to support children in recognising their good behaviour and to articulate this.

84% of children had felt that adults in school dealt with bullying well. ***Governors asked why this percentage was comparatively low.*** Mr Ridler explained that incidents of bullying at Eliot Bank were so infrequent that children may find it difficult to comment on this, and it had been agreed that the questionnaire for next year would include an option for the children to say that they had not experienced bullying at the school.

***Ms Worthington pointed out that the proportion of children who said that they took part in school activities outside lessons was quite low, and asked whether the question captured all of the new curriculum.*** Mr Ridler said this question was not included in the presentation and, in hindsight, some additional support was required to help children understand that this question did not just refer to after school clubs, but, in fact, the wider curriculum. He said work would take place with the children to identify what this looked like. It would be beneficial to include this question in the presentation for next year.

Science observations and book looks had been carried out in most year groups during May and June and it had been apparent that more and more teachers had the confidence to let the most able have a go and get stuck before teaching input took place. This would be a joint focus for the Federation. Mr Ridler said that particular strengths had been the teachers' very high expectations for vocabulary, and the challenge for the more able.

Governors were delighted to learn that staff attendance at Eliot Bank was the highest in the Borough for the period January to December 2018. The staff survey results had been very positive, and staff had recognised that the school had worked hard over the last two years to improve staff wellbeing and improve workload.

Pupil attendance at Eliot Bank was in the top three schools in Lewisham for attendance and persistent absence.

A monitoring visit had taken place for the phonics screening check, and the moderator had commented that the school had fantastic systems in place and absolutely no issues had been identified. He had said that the school felt very calm and the two children he had seen were full of confidence and had approached the check really well; they had seemed to enjoy it.

## **Professional development and INSET**



The report included a list of the professional development meetings for the summer term, including challenge in maths. The sessions had been in response to actions identified in the peer review and had been adjusted to support the teachers.

### **Inclusion**

The report included an update on inclusion information, including the number of SEND pupils and staff/governor responsibilities.

### **Personnel**

Details were given of all new appointments, students, leavers, changes of contract, and maternity leaves. Governors were reminded that information regarding the Assistant Headteacher vacancies were confidential at this stage.

Governors thanked Mr Ridler for his report. The Chair urged governors to look at the School Improvement Plan over the summer, and said that ***he would be asking governors to put themselves forward to monitor the Plan and to offer support in some of the activities over the coming year.***

### **(c) Head of School's report – Gordonbrock**

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

### **Progress and attainment**

Ms Connelly reminded governors that the spring term figures shown in blue in the progress table represented more than expected progress, black was in line with expectations, and red was below expectations. She pointed out that four points of progress over the year was a very ambitious target. The progress made by disadvantaged children in Year 1 and Year 5 in writing was below expectations, and progress in reading was below expectations in Year 1. However, Ms Connelly pointed out that there were only five disadvantaged children in Year 1, who had very low baselines in Year 1, but two of these children had made expected progress. There were 24 disadvantaged children in Year 5, and 8 of these children were impacting on the progress figures; 5 of these children were on the SEND register.

### ***Ms Connelly was asked about attainment in writing in Year 2 by disadvantaged children.***

She explained that Year 2 writing had been moderated, and had been strong, but teachers tended to err on the side of caution in Year 2. The Year 6 writing data was about to be submitted, and this also looked very strong.

***Governors noted the gap in Year 5 between disadvantaged children and their peers in reading and maths and asked what was being done to improve this.*** Ms Connelly said that staff had focused on the children concerned and had reviewed their data again, and this had had an impact. Attainment in reading and maths in Year 4 was slightly below the picture for the rest of the school, and governors were reminded that there was a high proportion of children with behaviour needs in this year group. However, there had been some pleasing gains this year by some children.

Ms Barry pointed out that low number of disadvantaged children lower down in the school. In particular it was noted that there were just 5 disadvantaged children in Year 1, none of whom were currently on track to meet expectations in reading, writing, or maths. These children had moved up from Reception as 'emerging', and had been really targeted this year. They had all made gains, and two had made very good progress, but were still slightly below expectations for attainment, but it was clear that the gap was being closed. It was anticipated that three of these children would meet the expected standard by the end of Year 2.

**Ms Barry was asked about the gap in reading in Year 2.** She said that six of the disadvantaged children were on track and of the six who were not at the expected standard, two had special needs, one of whom had an EHCP. If these children were removed from the data, the outcomes would be more in line. In addition, there were some children in Year 2 with significant attendance issues, and the school was working closely with the Attendance Team. The school was also working with two other families in this year group where there were records of concern.

The proportion of disadvantaged children in Year 4 who were at the expected level in maths was 59% and considerable maths intervention work was taking place. Ms Barry said that five of the children who were not at the expected standard had special educational needs; one of these had an EHCP and another was being assessed. Although there was currently a high number of children working below expectations, the school was working very closely with their families and outside agencies. Ms Gilmore reminded governors that Year 4 was the most challenging cohort at Gordonbrock and had similar complexities to last year's Year 6 cohort. It would be a challenge to get them to 85% in the combined measure, and several new admissions had added to the level of need. **Mr Henry asked whether the parents of some of the challenging children recognised the issues concerned.** Ms Barry said that the school had to work harder with some parents to get them to understand, but relationships had been open and honest with regard to the children's needs, work had been ongoing, and good progress was being made in encouraging the families to work with their children at home. The school was working hard to develop engagement and a love of learning, and to ensure that these children were not missing out. Mathematics had had a very good impact at Gordonbrock, and Ms Wright said that children in Year 4 were really challenging themselves at home; Year 4 had the highest level of usage of Mathematics.

**Mr Henry asked if there was a correlation of parents having more than one child who was challenging.** Ms Gilmore said that this could sometimes be the case but there was no real pattern. It was, however, essential to find the right person to work with families, with some families linking much better with a particular member of staff.

**A governor questioned the low proportion of disadvantaged children in Year 5 who were at the expected level in writing (42%).** It was noted that 10 of the 24 children in this group were at the expected standard. Of the remaining 14, 5 had SEND. Significant gains had been made since these children had been targeted following the pupil progress meetings. In addition, one of the highly vulnerable Year 5 children was being assertively mentored, which impacted on the data.

In Year 6, 16 of the 27 disadvantaged children were at the expected standard. There was a high crossover between disadvantaged children and special needs in this year group, and 6 of the 11 children who were not at the expected level had SEND; three of these children had EHCPs.

### **School Improvement Plan priorities**

The School Improvement Plan had been circulated prior to the meeting, and included the reviews carried out by the middle leaders, which had fed into the whole school review. Governors were invited to submit any questions to Ms Wright by email.

### **Monitoring and evaluation**

The report included details of several monitoring exercises that had taken place this year. The first had been the peer review which had been carried out in March with a focus on maths and non core observations and book scrutiny. The review report had been included in full, and Ms Wright highlighted key aspects. Among many strengths, the review had identified strong teaching and higher level teaching skills and a vibrant, strong learning environment. The work on vocabulary had been noted, and evidence had been seen of the work carried out to target the most able and middle ability Pupil Premium children. There had also been evidence of work on

the growth mindset and resilience. Ms Wright said that the school was moving forward with the development points; the process had been very stringent, and had been good preparation for Ofsted. Ms Gilmore said that the level of challenge at Gordonbrock had been recognised in all visits this year, in particular the very high standards and work to stretch the higher attaining children even further.

PSCHE had been monitored in Years 1-6, and strong teaching of the growth mindset had been evident, together with development of critical thinking skills. The children felt that the worry box was being used well in the classroom, and they felt that teachers listened to them when they had concerns. British values work and the growth mindset were now embedded in the curriculum and there would be a greater focus on children's rights next year.

Monitoring of science had taken place in early May in Years 1-6, and the overwhelming majority of children had a very positive attitude towards science. A total of 34 children had been interviewed as part of the monitoring exercise, including 15 Pupil Premium children. Evidence had been seen of the growth mindset and challenge in lessons, as well as enjoyment and engagement in lessons. **Governors discussed the issue of stereotypes and gender**, and Ms Wright said that staff used opportunities in Science Week to remind children that all groups should be recognised and that stereotypes should be avoided. Teachers looked at different ways of giving information; for example, when children were asked to draw a scientist, a large proportion drew a man. This perception changed over time, and a larger proportion of children drew a scientist as a white woman. Ms Gilmore emphasised the need to challenge why children formed pictures of what a scientist looked like, and to challenge stereotypes. Ms Barry said that girls at Gordonbrock were very confident on a day to day basis, with many wanting to be scientists, archaeologists etc and having aspirations to what were often perceived as men's jobs.

The local authority had moderated the Key Stage 1 outcomes and a quote was included from the very positive feedback.

An extract was included from a letter received from Lord Agnew to congratulate the school on the Ofsted outcome, and a congratulatory letter had also been received from the three local councillors, who wanted to visit the school. In addition, a number of excellent and supporting emails had been received from parents following the inspection, and a number of comments had been included in the report.

The local authority had also moderated the end of Reception outcomes, and had validated all of the judgments made. The moderator had agreed with the Ofsted judgment that the Early Years provision was outstanding in all areas.

The whole school 3D art exhibition had taken place on 13 and 14 June, which had been the result of a whole school focus for the term. Different artists had worked with different year groups, and a range of work had been produced which was linked to current topics. Ms Wright said that pictures of the exhibition would be uploaded to the website.

Sketch book monitoring was taking place to evaluate the evidence provided to demonstrate progress in knowledge and skills, and DT monitoring was scheduled to take place at the end of term.

### **Professional development and INSET**

Details of the professional development meetings for the term were included, together with details of the courses attended by staff.

### **Inclusion**

The report gave details of the current SEND statistics, and included several anonymised case studies. Ms Wright highlighted the final case of a child who had displayed extreme behaviour problems. She informed governors that the Team around the Family meeting had taken place

on 13 June, and had been very positive. The school was supporting the family in finding a more appropriate placement for their child.

#### **Personnel**

The list of recent appointments, maternity leaves, resignations, and vacancies was included in the report.

#### **School roll**

There were currently 618 children on roll in the main school, with very few vacancies.

Ms Wright was thanked for her report.

### **9. PERFORMANCE RELATED PAY AND APPRAISAL**

#### **(a) Governor appraisers**

Governors reviewed the governors who should carry out the Headteacher's performance review, and it was **RESOLVED** that Mr Fidel, Mr Bremner, Ms Stickland, and Mr Henry would continue as the governor appraisers and that Kathy Palmer would continue as the external adviser.

#### **(b) Pay Committee and Pay Appeals Committee**

Governors reviewed the membership of the Pay Committee, which had responsibility for considering the teaching staff pay awards, and Pay Appeals Committee. It was **RESOLVED** that the current membership of the Pay Committee and the Pay Appeals Committee should remain unchanged.

#### **(c) Policy review**

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

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

Governors were asked to consider arrangements to receive the anonymised written report on staff appraisal by the Heads of School. It was **RESOLVED** that the reports would be submitted to the Pay Committee for consideration before the deadline of 31 October 2019.

### **10. INFORMATION FOR GOVERNORS**

#### **(a) Items from the Governors' Information Pack**

Governors' attention was drawn in particular to the following items from the summer term Governors' Information Pack.

- *Lewisham Learning – page 4*
- *Strategic Review of Governance – page 5*
- *Preparing your board for the future – new guidance to support succession planning – page 7*
- *Advertising your school governing board vacancies – page 11*
- *Updates to the Department for Education's Governance Handbook – page 12*
- *Discounted subscription to The Key for School Governors – page 14*
- *School food in England – advice for governing boards – page 18*
- *Ofsted Education Inspection Framework 2019 – page 25*
- *The Education Endowment Foundation Guide to Becoming an Evidence-informed School Governor and Trustee – page 27*
- *National Governance Association school governance in 2018 annual survey findings – page 28*

**(b) New guidance on complaints procedures**

The Governors' Information Pack included information on the new guidance on complaints by the Department for Education which had been published in January 2019, and it was recommended that all schools should review their complaints procedure to ensure that it complied with the new guidance. Ms Gilmore pointed out that the Federation Policy currently included more stages in the procedures than the DfE suggestion because of the built-in mediation. It was **RESOLVED** that Ms Gilmore would review the Complaints Policy in relation to the new guidance and would bring this to the Governing Body for consideration in the autumn term.

**(c) Governing Body diversity**

Governors were informed that Lewisham and national government were committed to increasing the diversity of representation on governing bodies, and to obtain a better understanding of the current ethnic representation of governors in Lewisham, all existing governors were asked to update their account with Lewisham Services for Schools to include their ethnicity. Details of how to do this were included in the Governors' Information Pack, and a link to take governors to the log in page was included in the agenda.

**(d) School term and holiday dates**

Governors' attention was drawn to the school term and holiday dates for 2019/20 and 2020/21, and they were reminded that they did not have the authority to vary these dates.

**11. URGENT BUSINESS**

Mr Fidel informed governors that he would be out of the country from mid July and asked for two volunteers to carry out the presentations for the Year 6 leavers' assembly at both schools. ***Ms Stickland agreed to attend the Eliot Bank assembly on 23 July and Ms Knowles and Mr Henry agreed to attend Gordonbrock.***

**11. 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 2019/20 academic year.

**Governing Body**

Thursday, 21 November 2019 at Gordonbrock

Monday, 16 March 2020 at Eliot Bank

Thursday, 18 June 2020 at Gordonbrock

**Resources Committee**

Thursday, 31 October 2019 at Gordonbrock, followed by Pay Committee

Monday, 10 February 2020 at Eliot Bank

Monday, 27 April 2020 at Eliot Bank

All meetings to begin at 6.00 p.m.

Chair .....



Date .....

