

THE GOVERNING BODY OF RUSHEY GREEN PRIMARY SCHOOL

Minutes of a meeting of the Governing Body of Rushey Green Primary School held at the school on Monday, 9 May 2016 at 7:00 p.m.

PRESENT

Ms C. Banning
Mrs S. Coban
Mrs K. Fearnley
Ms J. Greene
Ms A. McGarrigle Vice Chair
Ms Y Morris Headteacher
Ms S. Phipps
Canon C. Pickstone
Ms R. Pott-Negrine
Mr G. Rees Chair
Ms C. Thomas

Also present:

Mr O. Ajayi Observer
Ms M. Burnage Observer
Ms N. Badar Deputy Headteacher
Mr M. Grocock Deputy Headteacher
Mr P. Rowbotham For item 3
Ms G. Sinnott For item 3
Mrs J. Woods Clerk

1. APOLOGIES FOR ABSENCE, DECLARATIONS OF INTEREST, AND WELCOME TO NEW GOVERNORS

Apologies for absence were received with consent from Ms Bird and Mr Edwards.

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.

Mrs Sevim Coban, the recently elected parent governor, was welcomed to her first meeting. Governors also welcomed Mr Oluwafela Ajayi and Ms Martha Burnage, both of whom were attending the meeting as observers, with a view to being considered for appointment to the co-opted governor vacancies.

2. TO AGREE THE BUSINESS FOR THE MEETING

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

3. PRESENTATION ON ASSESSMENT DATA AND SCHOOL SELF EVALUATION

It was agreed that this item would be taken first, and governors welcomed Gwen Sinnott and Paul Rowbotham to the meeting.

Ms Badar began by informing governors that the children had taken the first SATs paper that day, which had been extremely difficult. She drew governors' attention to a recent news item which showed that the Schools Minister clearly found the expectations of the new spelling and grammar curriculum challenging. Ms Badar recapped on the changes that had taken place since 'life after levels'. She reminded governors that the former levelling system had been abolished with the introduction of the new National Curriculum, and because of this, the Key Stage 1 and 2 tests had been changed. The children were extremely resilient, and had adapted very well to the new curriculum.

The new criteria for measuring progress and attainment under the new curriculum were 'emerging', 'working towards (being secure)', 'on track (working towards being secure)', and 'working at greater depth'. Ms Badar said that the final category had replaced the previously used term of 'exceeding' and this had helped teachers to plan for different abilities in class and report attainment to parents.

Ms Badar explained the way in which progress was now measured and showed governors an example of the grid which was used to record the points progress made by each child. This system started from the Nursery and carried on until Year 6. At the beginning of the year, the grid had also included the old levels to give confidence and familiarity, but this was no longer necessary, and children's learning was now being focusing on age related expectations.

Governors were informed that children should make at least three points progress per year, and Ms Badar explained the support put in place for children who were not on track. She showed governors an example of the sheets which the school had used for some time for all subjects, and which had now been adapted to meet the needs of the new curriculum. The sheet listed each child in the class and showed their progress, which then fed into the John Sinnott tracker, and enabled staff to see whether any gaps were being closed. When pupil progress meetings took place, it was then possible to identify the children who were working towards age related expectations and appropriate interventions were then put in place. The sheet highlighted children as green (on track to be secure by the end of the year), amber (working towards), and red (emerging). The children who were highlighted in red included children from the Centre for the Deaf, and those with EHCPs.

There was discussion about how teachers would know whether children were on track to be secure by the end of the year, and the possibility of there being a difference in judgment by individual teachers. It was agreed that it was essential for careful monitoring to continue.

Governors were then shown sample pages from the John Sinnott tracker which showed key objectives. The tracker included three pages of objectives for Year 3, with more for Year 6. Mr Rowbotham demonstrated how the tracker was used. He explained that there were 73 key objectives for Year 6; three of these were shown as an example, with one highlighted as a case study to show how children made progress. Mr Rowbotham explained the ways in which progress was recorded against each term's expectations, and he showed governors examples of work which showed evidence to demonstrate that the child had a grasp of the objective concerned following an assessment. The live tracker included summative columns, and the example showed that 26 of the 73 objectives had been achieved successfully in the autumn term. The tracker was being used on a regular basis by teachers, and this served as a valuable tool to inform planning. Mr Rowbotham showed governors an example of a lesson plan for the first part of the week; this was a detailed document and highlighted issues around individual children. In addition, a focus group took place each Friday for children who needed more intervention work.

Mr Rowbotham outlined the next steps. He said that the assessment process would be reviewed and suggestions would be welcomed from all staff. A support programme had been put in place for staff, and all new staff would be trained in the assessment procedure used at Rushey Green each September. Moderation of teachers' assessments would be carried out to ensure accuracy. Mr Rowbotham said that it was important to ensure that all children who were working at greater depth were using the relevant skills to demonstrate this.

Ms Sinnott gave a general overview of the tracker, and in particular how teachers were able to know whether children were on track. A number of schools in Southwark and Lewisham had been working with the tracking system, and Ms Sinnott had been involved in data analysis for Southwark and she was involved in a working group to help to measure and monitor the key milestones which had been published for the new curriculum. Before the curriculum had been introduced last September, the expectations had been scrutinised and broken down into small segments, and then incorporated into the tracker. The current format of the tracker was the

result of a pilot scheme and a great deal of cross school work, although schools were using the tracker differently in different boroughs. Ms Sinnott stressed that because the changes to the curriculum were so substantial, the tracker was still evolving and would be reviewed and tweaked as necessary on an ongoing basis. Governors were reminded that the children had only been following the new curriculum for one year, and it had been difficult to fill the gaps from the previous curriculum for Year 6. In particular, there were a number of areas which had previously been taught in Year 6 which had now been brought down to Years 4 and 5, and which would not have been included in the current Year 6 curriculum. The tracker now showed all the objectives which needed to be taught each term, and Ms Sinnott explained that children would be working towards the key objectives before the summer term SATs.

The Chair asked how the assessment procedures in place at Rushey Green compared with other schools, and whether Ms Sinnott felt that any improvements needed to be made. She said that different schools were using the tracker at different levels, but she felt that Rushey Green was a good example of how live objectives were being linked and the school had made good use of the tools at different stages. Ms Sinnott said that she felt the only refinement which should be made was around some of the terminology and the use of the word 'secure'.

Mrs Coban asked whether children with special educational needs were included on the tracker. Ms Sinnott confirmed that all children were tracked, although they may be working on objectives from previous year groups, and explained how the live spread sheet was used to track these children.

Governors asked how many data capture points had been incorporated into the assessment system. Ms Badar said that there were four points: the baseline assessment in September, December, spring, and June; however, teachers were being encouraged to use the tracker at least every four weeks and preferably fortnightly. Mr Rowbotham stressed that teachers would not record a child as being secure in an objective if this had only been taught a short time previously, and an assessment would be carried out 2-3 weeks later to ensure retention.

There was discussion on moderation, and Ms Sinnott said that many schools now wanted to work together in this area. Ms Badar said that at Rushey Green, teachers moderated in year groups. In addition, Lucy Ellis, the School Improvement Officer, also provided an element of moderation. Ms Morris added that there was also moderation among the collaborative, and groups of schools were also moderating with Bromley schools. Mr Rees asked whether this had shown any significant discrepancies in assessment; Mr Grocock said that differences had been apparent in writing, and he felt that assessment was higher in Lewisham than Bexley and Bromley. It was noted that all schools followed the same objectives, which came from the National Curriculum, and the national two year milestones were broken down into smaller meaningful milestones. Although some schools were teaching some elements in a different order, Ms Morris said that all schools should be covering the same areas in Key Stage 2.

Governors asked how staff had found the new assessment procedures so far. It was noted that the tracker was not used in the Early Years, but that a points system was in place to record progress throughout the school. Ms Badar said that the links from Reception to Year 1 were now much clearer.

Governors asked whether parents were given progress and attainment information based on the points system, but Ms Badar explained that teachers just reported in terminology rather than points. The Chair suggested that once the school was fully secure with the system, it would be possible to show parents the relevant line from the spreadsheet for their child.

Governors asked whether the new system was very time consuming. Ms Badar said that teachers had found it daunting initially, but now that they were familiar with the system were finding it useful and positive.

Ms Badar, Ms Sinnott, and Mr Rowbotham were thanked for their interesting presentation. Mr Rowbotham and Ms Sinnott left the meeting at this point.

4. MINUTES OF THE LAST MEETING AND MATTERS ARISING

(a) To approve the minutes of the meeting held on 14 March 2016

Page 2, Minute 3(b)(v) – Safeguarding – Final sentence should read ‘Mr Rees said that he *intended* to complete the online training....’

Page 7, Minute 5 – NAHT pledge – first line should read ‘The report set out details of the pledge...’

Subject to the above amendments, it was **RESOLVED** that the minutes of the meeting held on 14 March 2016 be approved as a correct record.

(b) Matters arising

(i) Page 1, Minute 3(b)(i) - Policy review

Governors were informed that the revised Policy Review Schedule was now in place, and reviews would be carried out as appropriate.

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

Ms Morris confirmed that governors’ photographs had now been uploaded to the website. It was pointed out that there were some gaps in the information contained in the website, which Ms Morris said would be addressed as soon as possible.

Mr Grocock said that he was working on the new board in Reception, and this would be completed in the near future.

5. GOVERNING BODY

(a) Changes to the Governing Body

Governors were reminded that there were currently two vacancies for co-opted governors and Mr Ajayi and Ms Burnage would be considered for appointment at the end of the meeting.

(b) DBS checks

Governors were informed that new rules for DBS checks had been introduced from 18 March 2016 and their attention was drawn to the article included on page 30 of the Governors’ Information Pack. It was noted that the Governing Body must now apply for an enhanced criminal record certificate for all governors appointed or elected before 1 April 2016 by 1 September 2016. In the case of governors appointed on or after 1 April who do not hold an enhanced criminal record certificate, the Governing Body must apply for such a certificate in respect of that governor within 21 days of his/her appointment or election.

It was noted that the school office had been sending out DBS forms to new governors, and it was **RESOLVED** that Ms Morris would check with Teresa Beard that all necessary checks were in hand.

(c) Governing Body self review

Governors were reminded that governing bodies were encouraged to review their performance on an annual basis, including whether they had carried out their statutory duties during the year. It was **RESOLVED** that the Chair and Headteacher would discuss this in more detail and make recommendations to the next meeting.

(d) Review of committee membership and link governor responsibilities

The membership of committees and link governor responsibilities was discussed. It was agreed that Ms Pott-Negrine would join the Finance and Premises Committee, and Ms Greene would join the Premises Committee. Canon Pickstone reminded governors attendance at meetings of the Curriculum Committee was not restricted to appointed members of the Committee, and all governors were welcome.

It was agreed that the link governor vacancies would be considered further at the next meeting.

(e) Election of Chair and Vice Chairs

Governing bodies whose chairs/vice chairs did not intend standing for re-election were encouraged to consider succession planning. Mr Rees said that he was willing to stand for re-election for a further period of office, and the election of the Chair and Vice Chairs would take place at the first meeting of the autumn term.

(f) Agenda plan for 2016/17

The agenda plan which had been agreed for 2015/16 had been circulated with the agenda. Governors reviewed this, and it was **RESOLVED** that the agenda planner be adopted without change for 2016/17.

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

(a) Reports from committees

(i) Premises Committee

The minutes of the last meeting of the Premises Committee were not yet available. Mr Rees reported back on the main topics discussed, and informed governors that the new building was lovely, with just a couple of minor issues. It was noted that the planters were disintegrating, and he hoped that it would be possible for them to be replaced under the defects period for the landscaping contract.

(ii) Finance and Personnel Committee

The minutes of the meeting of the Committee held on 3 May 2016 were not yet available. Copies of the updated budget plan for 2016/17 were circulated, which reflected the questions raised by the Finance and Personnel Committee, and Mr Rees reminded governors that the new budget must be approved and submitted to the local authority by 31 May. He said that the Committee had scrutinised the 2015/16 outturn figures and had scrutinised the budget plan for 2016/17. The budget for last year had ended with a deficit as a result of the fall in the Nursery roll and supply staff costs. In addition, the Pupil Premium income was falling because a number of parents were not registering their children in Key Stage 1 because they were already in receipt of free school meals, and the school would be working to encourage as many parents as possible to sign up. Mr Rees said that the level of the deficit was not alarming, and the new budget included savings to address this; governors were informed that the end of year position for 2016/17 anticipated a surplus of just over £20,000.

Mr Rees said that the local authority expected schools' budgets to reduce by 2.8% from this year, and this was likely to be an ongoing trend.

It was noted that further adjustments would need to be made to the budget and it would be necessary for an extraordinary meeting of the Finance and Premises Committee to be convened before the end of the half term to discuss the final

budget plan. It was therefore **RESOLVED** that authority be delegated to the Finance and Premises Committee to approve the budget plan for 2016/17.

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

Mr Rees and Canon Pickstone had both been in school to have lunch with the children before the last meeting of the Raising Achievement Board, which had been a very enjoyable experience.

Canon Pickstone had attended a fantastic assembly at the end of the spring term, and said that the Easter singing had been stunning, and full of enthusiasm and energy.

Mr Rees asked about for an update on the success of the breakfast club that morning. Ms Morris said that the entire year group had been invited to attend the breakfast club from 8 a.m. to ensure that they were in school on time and ready for the SATs, and the majority of the 60 children had been present.

Ms Greene asked whether any parents had boycotted the SATs, and governors were pleased to note that no children had been withdrawn. Ms Badar added that parents wanted their children to do well. Mr Rees said that the school had handled the preparations for the SATs well and his daughter had not been stressed about the process. Letters had been sent to parents to inform them that the SATs should be seen as part of the children's normal work, and Mr Grocock said that the children had been told to relax during SATs week and not to do extra revision work.

Early Years

Ms Greene circulated copies of her link governor's report on her visit to the Nursery and Reception during the spring term. She had met Ms Thomas and discussed developments in the Early Years, and had been impressed by the excellent learning environment and the exciting activities which were available for the children. Tiffany Gordon, the local authority's adviser, had visited the school and had made recommendations for improvement which had already been implemented. Ms Greene said that there had been a change in approach in the Nursery and the amount of carpet time had now been reduced to give the children longer to engage in learning by free play, with constant access to the outdoor classroom. Because this was quite a needy cohort, there was a higher degree of adult interaction and time being spent with the children to encourage good behaviour, good play, and school readiness. In addition to the more needy children, there were also others who were more advanced and wanted to engage in learning, reading etc. Ms Greene said that these children were also catered for because the Nursery staff assessed all children on an individual basis and encouraged them to undertake activities appropriate to their needs. It was agreed that the Nursery provided a very good, happy, and interactive setting.

Ms Green asked whether there had been an improvement in recruitment to the Nursery. Ms Thomas said that a number of places had now been filled, and there were only 8-10 vacancies at present.

There was discussion about the outdoor learning space and Ms Greene highlighted the challenges in making this area work well, particularly during the winter when the doors were open all the time for free play. Although the area looked much better and more inviting now, there were issues with the outside area being muddy and slippery. It was noted that a leak had been identified outside, and Trevor Gibbs would be arranging for this to be rectified. Ms Thomas asked that consideration should be given to the provision of a soft play area, and said that the children used the infant playground when available as well as the outside area. It was **RESOLVED** that Mr Gibbs would be requested to seek quotations for a soft play area to be discussed by the Premises Committee.

Ms Greene had also visited Reception, and felt that this was a fantastic and heartening space with very good interaction between the three classes. There were a number of SEN children in each class, and the Nursery Nurse was proving to be invaluable in working with the children and could deal with any problems immediately. Ms Greene said that the outside space was excellent, and the two pet rabbits had been a great addition to the children's learning experience. A range of enriching activities was available and the teaching assistants also played a significant role in working with the children.

Ms Greene asked whether it would be useful to have further training for the teaching assistants. Ms Thomas said that they already benefitted from a wide range of training, for example in the SATs, SoundsWrite, and general classroom support techniques.

Although there was no formal transition system in place, Ms Banning said that visits would be arranged to Year 1 for the children during the summer term to make the process smoother. A number of children had taken some time to settle in Reception, and photo books would be provided to help the children to know their new classroom and teacher. Ms Badar added that the Reception environment would be changed slightly at the end of the year to be more similar to Year 1, and the first term of Year 1 would still include some familiar elements from Reception. Ms Greene asked whether it would be better to make the Year 1 environment more similar to Reception but Ms Morris reminded governors that children were now tested in phonics in Year 1, and it was necessary for them to be educated in a more formal setting.

Most able children

Mr Rees circulated copies of his report on provision for most able children following his visit in May. He had met Mr Grocock and Ms Badar who were acting as joint co-ordinators due to Carol Gordon's ongoing illness, together with Mr Rowbotham. Mr Rees highlighted some key changes since his last visit.

The way in which learning was differentiated had changed. In the past all children in the class, apart from those with special needs, had been given the same work, and the most able children had then been given extension work or additional tasks. However, the most able were now being given more challenging work from the start of the lesson; Mr Rees gave an example of the middle ability group who may be asked to write a letter, while the most able group would write a persuasive speech.

There had been changes in target setting for the most able under the new assessment process. The expectation was for children to make three points of progress each year, but Mr Rees explained that if the most able children were targeted to make additional points of progress, by the time they reached Year 6, some children would be 6-12 points ahead of their peers, which was clearly not feasible. The target set by the school for the most able was therefore that they should exceed the 'secure' target and would learn the objectives in more depth. There had been discussion about the possibility of adding a star to the achieved level to show that these children had achieved a greater depth of learning.

Mr Rees had appended a grid to his report which showed attainment and progress for the most able children in each year group. It could be seen from this that Year 3 appeared to be the weakest year group in terms of making progress with their most able children, and the most able children in Year 5 had not made the expected progress in reading. The report suggested reasons why this should be.

The report also gave a list of the wide range of curriculum enrichment activities which were provided for the most able children at Rushey Green.

Mr Rees drew governors' attention to a piece of work which he had been shown during his visit, which had been developed using feedback rather than marking, and which he felt was particularly impressive.

Mr Rees informed governors that, of the 60 children in Year 6, 5 had been successful in gaining places at grammar schools for September. He highlighted the case of one EAL child who had joined the school in Year 2, and was now expected to exceed expectations in all of the SATs tests, and would be going to grammar school.

(c) Governing Body training

Mrs Coban had attended the recent induction training for new governors, which she had found interesting.

7. SCHOOL IMPROVEMENT PLAN AND SCHOOL SELF EVALUATION

To demonstrate progress in the aims of the School Improvement Plan to improve writing, maths, and grammar, spelling, and punctuation, governors were invited to inspect a range of books showing examples of work. A combination of books from different groups and year groups had been brought to the meeting, including the most able, and Pupil Premium children from the top ability and less able. Governors scrutinised a selection of Year 3 maths books, from which it was possible to see the difference between the groups and the progress made. It was agreed that it was extremely helpful to be able to look through the books, and governors felt that the standard of much of the work was very impressive, and the progress was apparent.

Ms Morris then outlined progress on the other main aims of the Plan. Behaviour around the school was now excellent, and there had been an improvement in supervision. The children had a much better playtime experience, with a wide range of playground activities.

The attendance target for this year was 95.8%. A great deal of work had taken place in this area, and attendance was currently at 95.1%; however, there had been a very high level of sickness and it was unlikely that the target would be met. Parents were now being asked to bring their children's antibiotics in to school, and staff were administering medication as necessary. Ms Morris reminded governors that a number of families were living a considerable distance from the school and had long and difficult journeys which impacted on punctuality.

Ms Morris said that the data to support the aim to ensure consistent/good progress and attainment across year groups and the outcome of the work to reduce the gap between Pupil Premium and their peers would be available for discussion at the next meeting.

Considerable work had taken place around standards, reading, and planning and the improvements made in marking could be seen from the samples of the books which had been circulated.

Professional development was continuing, and the Headteacher's report to the next meeting would include a detailed update on the training which had taken place to meet the needs of the school. Ms Morris said that teachers and teaching assistants had reflected on the training they had undertaken and had evaluated its effectiveness.

The promotion of spiritual, moral, social, and cultural development had been a focus over the year, and a different theme was highlighted each month, and incorporated work to promote British values. It was noted that the current theme was forgiveness, and governors were shown samples of the work that had taken place.

Copies of the draft Governing Body Action Plan and Governing Body statutory duties self review had been circulated to all governors. It was agreed that Ms Morris and Mr Rees would meet to discuss this further.

Ms Morris said that she would circulate an annotated version of the School Improvement Plan for discussion at the next meeting of the Governing Body, and would send the SATs results to all governors by email as soon as they were available.

Copies of the new Self Evaluation Form had also been circulated and governors were asked to send feedback to Ms Morris by email.

8. RAISING ATTAINMENT BOARD

The minutes of the last meeting of the Raising Achievement Board were not yet available, and Ms Morris agreed to chase these, for discussion at the next meeting.

9. EXTERNAL REPORTS ON SCHOOL PERFORMANCE

Ms Morris informed governors that there had been no School Achievement Review report since January. A review had taken place just before the last meeting of the Raising Achievement Board and the report would be available for consideration at the next meeting.

10. 2016/17 BUDGET

Further to the discussion under the report from the Finance and Personnel Committee, it was **RESOLVED** that authority be delegated to the Committee to approve the 2016/17 budget at the extraordinary meeting to be convened before half term.

11. STAFFING STRUCTURE REVIEW

Governors were invited consider any changes to the staffing structure which may be needed for the coming academic year. It was **RESOLVED** that the Finance and Premises Committee be requested to review any proposed changes to the staffing structure and make report back to the Governing Body.

12. OFSTED

The Chair asked Ms Morris whether she felt that the school was ready for the next inspection. Ms Morris said that it was essential that a governor should review the Single Central Record this term, and it was **RESOLVED** that Mr Hawes would be requested to contact Mr Edwards to ask him to come in to look at the Record as soon as possible. It was agreed that no further training or preparatory work was necessary at this stage.

13. PERFORMANCE RELATED PAY AND APPRAISAL

(a) Performance appraisal governors

Governors reviewed the appointment of the performance appraisal governors to review the performance of the Headteacher. It was **RESOLVED** that the Chair and both Vice Chairs would continue as the performance appraisal governors.

(b) Pay Committee and Pay Appeals Committee

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

(c) To agree arrangements to review the Pay Policy and Performance Appraisal/Management and Capability Policy

Governors were reminded that the Pay Policy must be reviewed annually, and approval of the Policy could no longer be delegated. It was **RESOLVED** that the Finance and Personnel Committee be requested to review the Pay Policy and make recommendations to the Governing Body, and the Committee be requested to review and approve the Performance Appraisal/Management and Capability Policy.

14. ITEMS TO NOTE FROM THE GOVERNORS' INFORMATION PACK

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

- **Safeguarding (page 3)**
Governors were reminded that they should appoint a member of the school's Leadership Team as designated safeguarding lead, and that it was good practice to have a safeguarding link governor in post, although safeguarding was the responsibility of the entire Governing Body. The item emphasised the need for governors to have training in safeguarding, and contained a link to the statutory guidance.
- **Budget update (page 4)**
This item gave information on the financial settlement for the 2016/17 Dedicated Schools Grant, the consultation process on the future of the school funding system, the consultation on the High Needs Block, the consultation on the future role of the local authority, the Schools Forum, and the Education Services Grant; a task group had been set up by the Schools Forum to consider a response to the consultation.
- **HR and finance roadshows (page 5)**
This article gave an update on the HR and finance roadshows which had taken place in the spring term.
- **Early help in Lewisham (page 5)**
Information was given on the programme of work which was under way to look at how early help services could best support children and families in Lewisham in the future.
- **Health and safety training 2016 (page 6)**
This item updated governors on the training available for health and safety during the summer and autumn terms.
- **Update on life without levels and changes to national assessment for primary schools (page 7)**
A detailed update was given on life without levels and the changes to assessment procedures, and the item highlighted issues which were currently of concern to school leavers as well as questions and aspects which governors should think about.
- **Lewisham Education Business Partnership (page 11)**
The article gave details of the work of the Lewisham Education Business Partnership and the range of employer engagement services which were being provided. Information was included on the Work Experience Programme and governors' responsibilities in respect of the provision of independent careers guidance.
- **The Education and Adoption Act (page 29)**
Royal Assent was given to the Education and Adoption Bill in March 2016, and the item highlighted the new powers created to tackle underperforming and coasting schools, and the strengthened role of the Regional Schools Commissioners.
- **Parent governors of federations (page 30)**
This item highlighted the change to the regulations in respect of the number of elected parent governors on federated governing bodies.
- **New Education White Paper (page 31)**
The main provisions of the new Education White Paper were outlined in this article which set out the government's expectations that most schools should join multi academy trusts. The White Paper also set out other proposed changes which were designed to create a schools-led system.
- **Advice on mental health and behaviour in schools (page 34)**

This article drew governors' attention to the new non statutory advice which had been published in March 2016 in respect of how to support children and young people with their behaviour where there may be an unmet mental health need.

- **Financial efficiency tool from the Department for Education (page 34)**

A new school efficiency metric tool had been launched which provided schools with an indication of their efficiency compared with similar schools.

- **Floor standards (page 35)**

This article outlined the previous floor standards under the old assessment system, and gave detailed of the expectations under the new system.

- **Performance data (page 35)**

Information was given on a new site launched by the Department for Education containing the school performance tables, and a link was included to the new website. It was noted that the Ofsted Data Dashboard would no longer be produced.

- **Governor information to be published on Edubase (page 36)**

The article gave details of the information that schools would be required to register on Edubase in respect of their informed governors from September 2016.

- **Is your school website compliant? (page 36)**

Governors' attention was drawn to the link to the information which schools must publish online.

15. LEWISHAM GOVERNORS' ASSOCIATION ANNUAL CONFERENCE

Governors were reminded that the annual governors' conference would be taking place on 14 May and this year's theme would be 'schools working together in partnership'. Any governor who wished to attend was requested to return the training booking form or contact the Clerk directly. It was noted that Ms Montague usually attended the conference, and the Clerk was asked to ensure that a place had been booked for her.

16. URGENT BUSINESS

The Chair asked Mr Ajayi and Ms Burnage whether they would like to join the Governing Body and invited them to give some information on their backgrounds. Mr Ajayi said that he was a health and safety consultant in the construction industry; his children attended a primary school in Beckenham and he was also a governor at Downderry Primary School. He said that he would be keen to join the Rushey Green Governing Body. Ms Burnage had indicated that she knew a member of staff at the school and felt that she may have a conflict of interests; she said that she would like to consider her position further before making a commitment. It was **RESOLVED** that Mr Ajayi be appointed as a co-opted governor for a four year period of office with effect from 9 May 2016.

17. DATES AND TIMES OF FUTURE MEETINGS

Governors were reminded that the following dates had been agreed for meetings of the Governing Body and Committees for the remainder of the 2015/16 academic year.

Governing Body

Monday, 27 June 2016 – 7.00 pm.

Curriculum Committee

Monday, 23 May 2016 at 6.00 p.m.