

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, 3 October 2016 at 7.00 p.m.

PRESENT

Ms C Banning
Mrs S. Coban
Ms A. Gregory
Ms C. Kiwanuka
Ms A. McGarrigle Vice Chair
Ms B. Montague
Ms Y. Morris Headteacher
Ms S. Phipps
Mr G. Rees Chair
Ms C. Thomas

Also present:

Ms N. Badar Deputy Headteacher
Mr M. Grocock Deputy Headteacher
Mrs J. Woods Clerk

1. APOLOGIES FOR ABSENCE / WELCOME TO POTENTIAL NEW GOVERNOR

Apologies for absence were received with consent from Mr Ajayi, Ms Greene, and Ms Pott-Negrine.

Governors welcomed Ms Christine Kiwanuka to the meeting. It was noted that Ms Kiwanuka had stood in a recent parent governor election and was keen to join the Governing Body. It was suggested that she should attend the meeting as an observer, with a view to appointing her formally at the end of the meeting to fill one of the vacancies for a co-opted governor.

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 CHAIRS

(a) To agree procedures for the election of Chair and Vice Chairs 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 Chairs should be as follows.

- Term of office – one year.
- If the term of office of Chair or Vice Chairs 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 open vote, with a secret ballot to be held in the event of there being more than one candidate.
- In the event of a single nomination, the Governing Body will vote on the nomination.

It was **RESOLVED** that the term of office for the Chair and Vice Chairs 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. Graham Rees was nominated and left the room while his nomination was under consideration. After a show of hands, it was **RESOLVED** unanimously that Mr Rees be elected as Chair of the Governing Body until the first meeting in the autumn term 2017.

(c) To elect two Vice Chairs to serve from the autumn 2016

Nominations were then sought for governors to serve as joint Vice Chairs for the academic year. Ms McGarrigle was nominated, and the Chair invited other nominations. Governors were mindful that there had been a significant change in membership of the Governing Body over the last year, and it was agreed that the position for the second Vice Chair would be left vacant for the time being. Ms McGarrigle left the room while her appointment was under consideration. It was **RESOLVED** unanimously that Ms McGarrigle be elected as Vice Chair until the first meeting in the autumn term 2017.

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. MINUTES OF THE LAST MEETING AND MATTERS ARISING

(a) To approve the minutes of the meeting held on 27 June 2016

It was **RESOLVED** that the minutes of the meeting held on 27 June 2016 be approved as a correct record.

(b) Matters arising

(i) Page 1, Minute 3(b)(i) – Governors’ photographs

Ms Morris said that Howard Hawes had reviewed the website and updated areas where needed. The Pupil Premium information had only just been received, and would be uploaded as soon as possible. It was pointed out that the governors’ photographs were not yet included on the website, and it was **RESOLVED** that Ms Morris would arrange for the photos to be uploaded once pictures were available of the new governors.

(ii) Page 2, Minute 3(b)(iii) – DBS checks

Ms Morris confirmed that all governors had a valid enhanced DBS check. Mrs Coban said that, in her role as Child Protection link governor, she had checked the Single Central Record at the end of the summer term, and confirmed that this was fully up to date at the time.

(iii) Page 3, Minute 4(a)(i) – Premises Committee

A governor questioned the comment in the minutes relating to letting the school on a commercial basis, and pointed out that it was used regularly on Sundays.

Mr Rees explained that although there was a regular Sunday letting, this was a non profit making agreement. So far, it had not been possible to identify a way of letting out the school on a commercial basis, but this would be kept under review.

6. GOVERNING BODY

(a) Changes to the Governing Body

Resignations

Name	Category	With effect from
Mr R. Edwards	Co-opted	31/7/16
Mrs K. Fearnley	Co-opted	31/7/16
Ms J. Bird	Parent	19/8/16

Disqualification

Name	Category	With effect from
Mr S. Miah	Parent	15/9/16

Governors noted that Ms Bird had resigned since the last meeting, and Mr Miah had been disqualified for non attendance. The Headteacher had spoken to Mr Miah, who understood why his membership had lapsed. It was noted that there were now three vacancies for co-opted governors, and two parent governor vacancies, and an election would therefore be organised. Mr Rees said that he had been in contact with two potential governors who had applied through the One Stop Shop and who were interested in joining the Governing Body; unfortunately, neither had been able to attend this meeting, but would be able to come to the November meeting.

(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. Ms Morris said that she would raise this with Howard Hawes and ensure that the relevant information was uploaded as soon as possible.

(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. Membership of the Pay Committee was considered, which included the Chair of the Governing Body, Chair of the Finance and Personnel Committee, and Chair of the Curriculum Committee. Governors were reminded that, following Mr Edwards' resignation, the new Chair of the Finance and Premises Committee would be elected at the November meeting; however, the Pay Committee were scheduled to meet before this date, and it was therefore **RESOLVED** that Ms McGarrigle be elected to the Pay Committee for the autumn term 2016.

Subject to his agreement, Mr Ajayi was appointed as health and safety link governor.

(e) Review of committee terms of reference

Governors were reminded that each committee must review their terms of reference at the first meeting in the autumn term and these should then be referred to the Governing Body for approval.

(f) Governing Body self review

Further to the discussion at the last meeting of the Governing Body, governors were reminded that they had agreed to include two questions on each agenda from the list of 20 questions that governors should be asking.

Question 2 – How well do we understand our roles and responsibilities, including what it means to be strategic?

Governors were asked to consider whether they all understood their roles, and in particular the difference between their strategic responsibilities and the operational role of the school. The Chair reminded colleagues that the day to day running of the school was the responsibility of the Headteacher and staff, whereas the Governing Body's role was to look at the vision and how this was achieved. Governors should be acting as a critical friend, supporting the school and Senior Leadership Team, but holding them to account. It was recognised that it was important to strike the right balance between challenge and support, and for governors to discuss all aspects, including those which were not going so well.

Governors were mindful that they had a range of statutory roles, many of which were covered by the Governing Body Code of Conduct. The Chair stressed the importance of all governors attending meetings regularly, and taking an active approach to their role.

Question 4 - Is the size, composition, and committee structure of our Governing Body conducive to effective working?

A governor asked whether the size of the Governing Body was related to the size of the school, and it was noted that this was not the case. There was discussion about the size of the Governing Body, which currently comprised 18 places. It was agreed that the committee structure worked well, and that the combination of the Finance and Personnel Committees had been a more effective use of governors' time. The Committee monitored the budget rigorously, and had developed a good knowledge of all finance and personnel matters. The Curriculum Committee received presentations from members of staff around key school improvement priorities at each meeting, and governors were involved in all curriculum related issues and policy reviews. The size of the Governing Body and the committee and link governor structure meant that everyone could be involved in developing a particular area of expertise, but there was not an overly onerous burden placed on any governors. It was noted that, if governors felt that changes became necessary to the structure, the Governing Body could be reconstituted at any time in the future.

7. SCHOOL PERFORMANCE DATA AND TARGET SETTING

(a) Results

Ms Badar informed governors that RAISEonline was not yet available, but should be published in the near future. She gave a summary of the contextual data for Rushey Green, and the outcomes for the summer term 2016.

There were 624 children on roll at Rushey Green, 97% of whom came from different ethnic backgrounds; the three largest ethnic groups were black Caribbean, black other, and white other. 37% of children at the school came from disadvantaged families, and 34% spoke English as a second language. The level of special educational needs at Rushey Green was high, as 34%.

The imbalance of girls against boys had been the highest in Year 3, with 55.9% of the year group girls, whereas in Year 1, 54.5% of the year group had been boys.

The level of Pupil Premium was highest in Year 6, and the level of SEN was highest in Year 3. Mr Rees asked Ms Badar whether she was confident that all eligible Pupil Premium children had been identified. She said that the information was constantly being updated, but she was as confident as she could be that the data was accurate. Forms and laptops would be available for the next parent consultation to ensure that any parents who had not so far been identified would be able to apply. Ms McGarrigle asked why the proportion of Pupil Premium children in the new Reception intake was so low at 4.4%. Mr Grocock explained that this was partly because not all of the data had been gathered for Reception yet, but also because 33% of this cohort were summer born children, and the Pupil Premium did not become statutory until children turned 5.

Early Years

Ms Badar reminded governors that attainment in the Early Years had been gradually improving until the slight dip in 2016. She pointed out that there had been a very high proportion of SEN children last year, and if the children from the Centre for the Deaf were removed from the data, the proportion of children reaching a Good Level of Development would rise significantly, and if all of the SEN children were removed, the proportion would rise further to 90%. Ms Badar said that there had been a high proportion of speech and language difficulties in the Early Years, together with behaviour issues. Ms McGarrigle asked whether there was an ongoing trend in the increase in SEN. Ms Morris said that this appeared to be the case, and the school would continue to work very closely with parents. Some children had been moved on to special school where appropriate, but it was necessary to speed up the assessment process.

Governors recognised the increased severity in special needs, and the impact that disruptive children could have on the rest of the class. Ms Thomas pointed out that there were also issues about the school being able to prepare adequately for children with special needs, and this could be very difficult when children joined the school with no prior information. It was agreed that it was also clear that Rushey Green was getting a good reputation for special needs, and parents thought that their children would flourish at the school. However, this placed an increasing strain on the school when there were budget constraints, and there was not sufficient money available to provide the level of one to one support needed.

Year 1 phonics

Ms Badar informed governors that the school had exceeded the national average for phonics in 2013 and 2014, and had reached the national average this year, with 81% of children passing the test. 65% of children taking the test in Year 2 had passed the test, which was only marginally lower than the national average of 66%.

Key Stage 1

2016 had been a particularly good year at Key Stage 1, and the national average had been exceeded in reading, writing, and maths; the Lewisham average had also been exceeded in reading and maths. The outcomes were reported as follows.

	Rushey Green	National	Lewisham
Reading	83%	74%	79%
Writing	70%	66%	73%
Maths	82%	73%	78%
Combined	67%		

It was noted that the school had been moderated for writing.

Key Stage 2

Ms Badar reminded governors that the outcomes for previous years had been reported in terms of the proportion of children reaching Level 4+ or Level 5, but this system had now been replaced by scaled scores. Children were able to score a maximum of 120 marks, and the age related expectation was for them to achieve 100 marks. The results for 2016 were reported as follows, together with the national average.

	Rushey Green	National
Reading	78%	66%
Writing	85%	74%
SPAG	85%	72%
Maths	90%	77%
Combined	77%	55%

Whilst a direct comparison was not possible with the previous system, Ms Badar shared information on the proportion of children who had achieved 110+ marks and were judged as working at greater depth. This could be taken to equate to the former Level 5+ measure.

Reading	28%
Writing	24%
SPAG	45%
Maths	38%

Two appeals had been lodged for children who had scored 99% and who had therefore missed reaching the age related expectation by the narrowest of margins. Ms Badar was delighted to inform governors that one boy and one girl had scored 120 marks in reading.

Governors asked why the reading outcomes had fallen. Ms Morris reminded governors that the two systems did not compare like for like; standards were now much higher, and the test had been extremely hard. In addition, the vocabulary was now much harder.

The Chair asked whether the teachers had taken the tests themselves. Although they had not done so they had scrutinised the tests very closely. Now that the new standards were known, Mrs Coban asked whether teaching was in place to meet the new requirements. Ms Badar pointed out that Year 6 had only been following the new curriculum for one year before their SATs year, and there had been a great deal of pressure this year. However, the year groups moving up through the school would have followed the curriculum for longer, and teaching would be tailored to meet the needs of the changed curriculum.

SEN / Pupil Premium

Ms Badar informed governors that SEN children had done really well in the autumn term, but their progress had slowed down slightly. There was an expectation that children would make a total of 3.9 points progress over the year. Pupil Premium children were making more than expected progress, and the gap was being closed; however, the attainment of Pupil Premium children was still below their peers.

Mr Rees asked Ms Badar to produce two or three anonymised case studies once RAISEonline had been published, which would give a detailed picture of how the school had done, particularly with Pupil Premium children.

The Chair thanked Ms Badar for her presentation and governors congratulated staff on the excellent results, particularly having regard to the drastic curriculum changes, which had clearly been very well managed.

(b) School Achievement Review (SAR)

The summer term report was not yet available. The Chair confirmed that he would be attending the autumn term SAR.

(c) Consideration of performance data

It was **RESOLVED** that a detailed presentation on the external performance data would be made to the November meeting.

(d) Target setting

This item was deferred to the next meeting.

8. SCHOOL IMPROVEMENT PLAN AND SCHOOL SELF EVALUATION

Copies of the annotated School Improvement Plan for 2015/16 had been circulated, which showed where the aims of the Plan had been achieved.

Aim 1a - Writing – There had been a whole school focus on writing from Reception to Year 6, through use of a range of strategies such as modelling, scaffolding, scribing, and group and class contributions. Staff had looked at the marking of writing and how to ensure that children knew what to do next. The focus also extended to the Nursery, where children were given opportunities to write. Governors noted the success criteria which had been achieved; this included completion of at least one edited piece of writing showing improvement over time and evidence of writing at different levels including opportunities for more able children. In Year 6, children had completed at least 10 accredited pieces of writing across all genres.

Mr Grocock said that he had visited several other schools, and had been able to compare progress and attainment at Rushey Green. The Plan set out the writing targets and actual outcomes.

Early Years – 80% of children had reached at Good Level of Development (GLD) compared with the target of 81%.

Key Stage 1 – 73% had reached the expected standard against a target of 70% and the national average of 66%. The target for 25% of children to be above expectations had not been met, with 12% reaching this level.

Key Stage 2 – the target of 85% of children to reach the expected standards had been met.

Governors asked why the higher targets had not been achieved. It was noted that the curriculum was now much more complex, and it took longer for children to understand the structure of writing. There was a high proportion of EAL children in the Infants, and their language development also impacted on the outcomes. Governors asked whether some strategies worked better than others. Ms Morris said that evaluation of strategies was ongoing; however, modelling was extremely important.

Aim 1b - Maths

The aim was for 40% of children in the Early years to Year 2 to be above age related expectations, but the actual proportion reaching this level was 24%. Ms Morris explained that this had been too ambitious given the much more difficult curriculum, but Rushey Green had still done well compared with many schools. It was agreed that targets must continue to be challenging.

100% of teaching had been good or better, and 50% was outstanding, compared with the target of 46%; governors were pleased to note the positive proportion of outstanding teaching. Staff had worked extremely hard, and Paul Rowbotham had been working with groups of children in Years 5 and 6, working with the more able children to move them on. Because he was secondary trained, it was noted that he had the expertise to stretch the children more, and had

great enthusiasm for the subject. Ms Thomas commented that Mr Rowbotham was extremely supportive to staff.

Pupil progress meetings had shown good progress in maths, and differentiation was demonstrated through planning, to ensure that the more able children were sufficiently challenged. Although the whole class should be meeting the age related expectations, Ms Morris said that it was important to meet the needs of children who were already at this level.

In the Early years, the target of 80% of children at GLD had been met, and in Key Stage 1, 82% of children were on track at the secure age related expectation, against a target of 80%. The aim for 25% of children to be above age related had been almost met at 17%, and these children were those who were working at greater depth. At Key Stage 2, 90% of children had reached age related expectations, with an aim of 85%, and 38% were working above age related expectations (30% target).

Mr Rees asked whether setting in Years 5 and 6 had made a difference. Ms Morris said that this had helped, although the children were not set in the strictest sense. Ms Badar added that there had also been a great deal of staff training to help them to identify gaps, as well as book monitoring etc. Times tables was now a major focus, as well as problem solving, and a meeting had taken place where all teachers had been able to share examples of work.

Aim 1c -SPAG

This had been a major focus and all groups had done well, particularly EAL children. SPAG was taught discretely as well as part of writing activity, and there was clear evidence of improved teacher knowledge and good teaching and learning through lesson observations and drop ins, planning, and book scrutiny. The target for the phonics test at the end of Year 1 had been exceeded slightly, with 81% of children passing the test, and at Key Stage 2, 85% of children had reached the age related expectations; however, the proportion of children working at above age related expectations was 45%, which was lower than the 60% target.

Aim 2a – Ensure excellent behaviour around school

One of the areas of focus had been the monitoring of behaviour around school, and as part of this teachers had escorted children around the school, and the way in which children came into school in the mornings had now changed. The children no longer lined up in the playground, and came straight into school as they arrived. External advisers and other visitors had given very positive feedback about behaviour, and the Chair also commented that he had observed children moving round the school in a very calm way.

There had been a high number of exclusions last year, but Ms Morris explained that there had been a higher than usual number of challenging children; in particular, there had been four very difficult children in Year 6, who had now moved on to secondary school. She said that exclusion was sometimes an effective sanction and made children aware that they had crossed a line.

Aim 2b – Improve attendance

The target of raising attendance to 95.8% had not quite been met, and attendance had been 95.4% at the end of the year. Governors asked the reason for this, and what the school was doing to address the situation. Ms Badar said that there had been a great deal of illness last year, with two separate outbreaks of chicken pox. In addition, there were 24 children living in temporary accommodation, many of whom lived some distance from the school and did not benefit from the five walking buses which were operating. The Education Welfare Officer support had been very poor in the past, and the local authority had failed to meet the Service Level Agreement. Ms Badar outlined the strategies which the school followed to improve and maintain good attendance, and stressed that the aim was to increase attendance to 96%. Governors noted the work being carried out and recognised that the school could not always be completely in control of the factors influencing attendance.

Aim 3a – Secure consistently good progress and attainment across subjects across year groups

Ms Morris said that there had been an improvement in English and maths, but it was essential to also ensure good progress and attainment in the whole range of subjects across the curriculum.

Aim 3b – Reduce gap between Pupil Premium children and their peers across school and year groups

Ms Morris said that the strategies being used were now closing the gap between Pupil Premium children and their peers, and progress was monitored carefully. There was a particular focus on the more able Pupil Premium children, and to ensure that they stayed ahead of their peers, and it was noted that at Rushey Green, Pupil Premium children had made 5.3 points progress in the year, which exceeded non Pupil Premium children.

Aim 3c – Ensure EP for SEND pupils

It was noted that the SENCO had been working closely with children with special needs, particularly those with the highest level of need. The target for 85% of SEND pupils to make expected progress and 30% to make more than expected progress had been met. Ms Morris said that although some parents wanted their children to remain at Rushey Green, it may be necessary to move some children on to special schools if this was a more appropriate way of meeting their needs. She said that the school has spent such a large amount on SEN children and one to one support last year that this had impacted on the budget, and with the reduction in the number of children on roll this year, the budget would be reduced further. There were now several classrooms with no working whiteboard, and it was not possible to replace these at the moment. Ms Morris added that, due to budget constraints, it may be necessary to start using class teaching assistants for SEN support.

Aim 3d – Ensure most able are challenged and achieve above age related attainment

A target had been set for 30% of children to achieve above average in each subject, and the outcomes were as follows.

Reading – 28%

Writing – 24%

Maths – 38%

SPAG – 45%

Ms Morris said that writing would be an ongoing focus. Mr Rees asked whether it was necessary for more to be done, but Ms Morris reminded governors that it could take longer for languages to establish. Strategies were discussed regularly in staff meetings, and pupil progress meetings, which took place five times per year, monitored progress carefully. The school felt that writing across the curriculum was important, and Ms Morris gave a particular example of the Big Write, which had been a huge success when used.

Aim 4a – Implement effective strategies for raising and monitoring of standards

This aim had been achieved through regular book scrutinies, planning audit and drop-ins, documented with strengths as weaknesses noted and fed back to teachers.

Aim 4b – Ensure effective and high standard of CPD and appraisal

Ms Morris said that there had been some outstanding examples in this area, including the way in which the tracker and new assessment system had been used, and problem solving in maths. The co-ordinators now provided a great deal more support.

Aim 4c – Promote SMSC

Fundamental British values were promoted through assemblies, with weekly themes. The Teaching and Learning Responsibility had now been shared between two co-ordinators for this year.

Aim 4d – Governing Body meetings and training

The governors' action plan was being implemented, and governors were monitoring this. As part of an ongoing review process, governors were now considering the 20 key questions at each meeting over the coming year.

Governors then discussed the draft School Improvement Plan, which set out the aims for the year, together with details and success criteria. The overarching aim was to achieve an Ofsted judgment of outstanding.

Ms Morris highlighted each of the aims for the year.

Teaching, learning, and assessment

There was a need for creative planning to meet the needs for all pupils, and an SLT monitoring schedule would look at books, planning, and lesson drop ins. In addition, the SLT would talk to a few children from each class about their learning, which would help to build up a full picture through the year.

Work should be marked to inform children of how well they are doing, what they need to do next, to provide further support and challenge, and in depth learning. The school had a clear Marking Policy in place, which had been discussed at a recent INSET session, and most teachers had a copy of the policy on their classroom walls.

Teachers would be using the tracking system for recording curriculum coverage, and each teacher's tracker must be kept up to date as a record of curriculum coverage and pupil progress.

Personal development, behaviour, and welfare

One of the aims in this area was to raise attendance to 96%. Ms Badar would be introducing a new action plan, which included the new working strategy with the local authority, and attendance would be monitored carefully through SLT meetings.

There was a priority to keep abreast of any safeguarding revisions, and to maintain high quality impact, with the school to be judged as providing high quality safeguarding.

Outcomes

Work would be ongoing to continue to raise the standard of writing across the curriculum throughout the school, starting from the Nursery, and children would be given opportunities to write in a range of different genres.

Handwriting would be a focus, with the aim of there being a noticeable improvement in handwriting across the school by the spring.

There would be a focus on problem solving and times tables in maths. Ms Morris informed governors that the school only had Paul Rowbotham for two days per week.

Leadership and management

The Senior Leadership Team would set the expected standard of performance and outcomes, and would work to ensure that high quality planning and teaching is implemented. This would be evidenced by monitoring to collect and evaluate medium term planning, sampling and monitoring of weekly planning, and lesson drop ins.

Subject leaders would be working to support teachers and provide cross curricular topic webs to plan learning or different abilities and provide challenge for learning to ensure high standards and a deeper understanding of topics taught across the curriculum.

The Plan also included an aim to manage and reduce the budget deficit by 50% at the end of the financial year.

Ms McGarrigle and Ms Thomas left the meeting.

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

(a) Reports from committees

(i) Premises Committee

The minutes of the meeting of the Committee held on 10 June 2016 were received. At their meeting, the Committee had received an update on the new build, and had discussed playground markings and equipment. There had also been discussion about lettings and the possibility of continuing with enquiries around commercial lettings. The Committee had met again on 23 September, and it was noted that the minutes of this meeting would be presented to the next meeting of the Governing Body.

(ii) Finance and Personnel Committee

Governors noted that the final date for submission of the 2017/18 budget to Lewisham would now be 1 May 2017, and it may be necessary to reschedule meetings of the Finance and Personnel Committee to take this into account. It was agreed that the Committee should be asked to consider this further.

Ms Morris informed governors that the school roll was currently 33 pupils below capacity, which would have a significant impact on the budget. It was unlikely that the vacant places would be filled at this stage, and the local authority had asked the school to put all large projects on hold. It would also be necessary to look at the allocation of teaching assistants and the possibility of sharing interactive whiteboards. This would be discussed in more detail at the next meeting of the Finance and Personnel Committee, together with the possibility of seeking sponsorship from local businesses and other agencies.

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

This item was deferred to the next meeting.

(c) Governing Body training

Governors' attention was drawn to the training programme circulated with the agenda, and to the training provided through the Modern Governor e-learning service.

10. RAISING ACHIEVEMENT BOARD (RAB)

The draft minutes of the meeting of the RAB held on 14 June 2016 were received.

11. OFSTED

Governors' attention was drawn to the training session due to take place the following day which would focus on effective governance and readiness for Ofsted. It was agreed that preparation for Ofsted would be discussed further at the next meeting.

12. 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.

Copies of the revised Safeguarding Policy had been circulated to all governors, and it was **RESOLVED** that the revised Safeguarding Policy be approved.

13. STAFF AND HEADTEACHER APPRAISAL AND PAY REVIEW

(a) Policy review

It was **RESOLVED** that the Pay Policy would be submitted to the next meeting of the Governing Body for approval, and the Finance and Personnel Committee would be requested to consider the revised model Disciplinary Policy and Appraisal Policy at their next meeting.

(b) Governor appraisers

The governor appraisers for 2016/17 were confirmed as Mr Rees and Ms McGarrigle.

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

Governors were reminded that regulations required the Headteacher to submit a written report to the Governing Body which should include the information which Ofsted would wish to see on linking performance appraisal with salary progression. It was **RESOLVED** that this report would be presented to the Pay Committee at their meeting on 1 November 2016.

14. ITEMS FOR DELEGATION

(a) Schools Financial Value Standard (SFVS)

It was noted that the Finance and Personnel Committee would be considering the documentation required for SFVS at their spring term meeting.

(b) School health and safety self monitoring check list

Discussion on the arrangements for the completion of the annual health and safety checklist were deferred to the next meeting.

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

This item had been discussed earlier in the meeting.

15. 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.

16. LEWISHAM GOVERNORS' ASSOCIATION (LGA)

Governors noted that the LGA's autumn meeting would take place on Monday, 14 November 2016 from 7-9 p.m. at the Civic Suite, Catford. The meeting would also include the presentation of long service awards to governors who had served for 10 and 25 years. Any governor who wished to attend was asked to complete the booking form which had been circulated with the Governors' Information Pack.

17. URGENT BUSINESS

Governors discussed the appointment of Ms Kiwanuka to the Governing Body, and it was **RESOLVED** that she would be appointed as a co-opted governor for a four year period of office with immediate effect.

18. 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 2016/17.

Governing Body

Monday, 28 November 2016

Monday, 23 January 2017

Monday, 13 March 2017

Monday, 15 May 2017

Monday, 26 June 2017

All meetings to start at 7.00 p.m.

Finance Committee

Tuesday, 8 November 2016

Tuesday, 31 January 2017

Tuesday, 9 May 2017

All meetings to start at 4.30 p.m.

Pay Committee

Tuesday, 1 November 2016 at 4.30 p.m.

Curriculum Committee

Monday, 7 November 2016 at 6.00 p.m.