

The Charter School East Dulwich
Local Governing Body Meeting
Silverthorne Building Southampton Way
27 June 2017 6.30pm—8.30pm

In attendance:		
S Tucker - Chair A Crossman - Head Teacher (HT) R Hardy – Deputy Head Teacher (DHT) R Jones J Tomlinson	T Naik C Johnson S Daly S Varcoe - Clerk J Brennan – Observer from TCSND LGB	
	Agenda Item	Action
A	Welcome, apologies and declarations of interest	
	The Chair welcomed all. J Brennan was welcomed by the chair as an observer from the TCSND governing body. The return invitation was issued and R Jones will attend the next TCSND LGB meeting as an observer on 13 th July (7pm)	1 RJS to attend next TCSND meeting
1.	Apologies and Declarations of interest	
a) b)	S Potter and J Godfrey (VC) had given apologies for the meeting and this was noted. There were no declarations of interest for this meeting.	
2.	Minutes and Matters Arising from the minutes 7 March 2017	
	Minutes 7.03.17 Page 1 – Item 2 – Matters arising. Delete last line of bullet point after variation. Page 3 – second A). Change HT response to: <i>HT responded that most parents had not had previous experience of a child at secondary school and were therefore less used to the idea of internal exclusion being used as a sanction.</i> Matters Arising Action 9: Chair requested that a ‘cost of sending your child to school’ sheet was still useful and would be carried over to next meeting Action 14: Starting in September all future meetings will have a standing item on the agenda to update on governor visits and feedback	2 Clerk to amend minutes and CoG to sign as the formal record 3 Clerk to arrange for CoG to sign all minutes from start of year 4 CoG /clerk to add to agenda planner
3	Chair’s Update	
	<u>Joint working party on parents fund</u> The JWP has met and discussed the idea of the fund. It has been agreed that the fund should not link explicitly to enrichment, but rather should be a general fund, which helps to fulfil the schools vision and ethos. This will include some enrichment activities. The JWPs paper will be presented to the Trust at next week’s meeting. Fundraising £9306 has been successfully raised to improve the external spaces as the result of a national lottery bid	

	<p>Corporate Sponsorship Update from VC: The view is that there is an appetite for a more corporate approach, possibly developing opportunities using the 'Fab-lab' or 'Make a Space' approach. These allow participation on a creative, technology and enterprise level. We do not have a paper proposal yet as we need to wait for the Trust policy on fundraising to be finalised.</p> <p>Annual report Next term will see the publication of a school annual report on the first year. As well as reporting on all the great things that have happened in the first year, it will include the survey results, helping to encourage more parents to participate and will help to raise the profile of the LGB in terms of who we are and what we do. The HT noted that it would hopefully be a document of record and a multimedia report.</p> <p>East Dulwich Academy for music and the performing arts This is about to close at Goose Green Primary and discussions are on-going as to whether TCSED could take over the running of a community based music and PA provision. All agreed that there was some attraction in doing this if it could cover its costs.</p>	<p>5 VC to lead once trust policy is published</p> <p>6 CoG and TNK to discuss further before next meeting</p>
4	<p>Head Teacher's Report</p>	
	<p>HT informed that there was some cross over between the KPI document and the HT report due to the nature of the meeting cycle commenting that the KPI document would now add to or replace some of the items in the HT report.</p> <p>1. SEF HT commented that most new school SEFs need a few terms in order to produce a document of any true value</p> <p>2. Students</p> <ul style="list-style-type: none"> • All students are currently undergoing end of year exams so that the end of next year will be able to show a full assessment of progress. • Only one or two students have made unsatisfactory progress across the curriculum • Attainment shows some variation across the subjects but overall is very positive. Students have risen to the task in the first year and are doing well. It should be noted that following the Trust Educational Advisor's (TEA) visit it was noted that most of the work that the Y7 are doing is of GCSE level. • Some variations across the curriculum could be out down to variations in marking – for example the maths teachers are being more conservative with the introduction of new levels at GCSE. • Levels 1-9 have been introduced this year for English and maths and will be rolled out across other subjects over the next two years so marking and predictions will be in a state of flux during this period as the new grades bed in. • Students responded that their favourite subjects were science and humanities when asked by the TEA – possibly down to science lessons still 	

being a novelty and humanities offering a different approach to that offered in primary school. It was felt that these expressed preferences highlighted the schools 'hard is cool, challenge is good' approach.

Q. Governors asked what the least favourite subjects were?

A. HT responded that this did not seem to be as consistent and often included subjects that we might not consider unpopular.

Q. Governors asked what interventions were in place for any students not making good progress in the EBACC subjects?

A. HT responded that 6-week intervention programmes were run in English and maths and these were designed to improve basic literacy in maths but had a more SEN focus for English (reading skills). He also noted that in most secondary schools there would not be specific interventions for Y7

Q. The Chair asked to what extent we had a group of students who were persistently struggling at the bottom of the year group?

A. HT responded that there were seven students with a reading age below 10 and one with a reading age below 8 and that these students would have difficulty accessing the curriculum in MFL, Humanities and English. Other students would move in and out of the bottom cohort depending on their EIL.

Q. Governors asked what other support and help could be offered to these students in addition to the interventions already in place?

A. HT responded that these students were timetabled in the same block next year so that they could be withdrawn together from English once a week for more targeted interventions.

Q. Governors asked a question regarding EBACC provision- was the initial target of 80% studying for the EBACC still appropriate?

A. HT responded that the school felt that this was still appropriate. Only 7 students would not do the EBACC and 5 students were still under review. Beyond that most of the cohort were coping well and are expecting to study MFL as they progress through the school.

The chair commented that this meant that the DoE expectations matched what the school thought was possible. The HT cautioned that this may change in subsequent years depending on the nature of the intake and that as the school was inclusive it would never hit 100% for the EBACC.

Behaviour

The HT informed the group that the school had just issued two fixed term exclusions and were considering a possible third. This was not a surprise as they are the result of managed escalation of sanctions for persistent poor behaviour. The three students in question have reached the threshold for a fixed term exclusion to be considered and a firm message needs to be sent to the individuals and their families.

The Chair reminded that the LGB have to review exclusions for the year.

Q. Governors asked what the reasons for the exclusions were in general?

A. HT responded that it was persistent non-compliance – the two students in question had already had 5 or more days in isolation so a firmer message needed to be sent. Both students are seeing the Educational Psychologist (EP) and parents were supportive although in a limited capacity. HT also pointed out that there had

	<p>not been any genuine instances warranting a GM that would result in immediate fixed term exclusion.</p> <p>Q. Governors queried why there had not been any improvement in the student's behaviour? A. DHT responded that both students have diagnoses of ADHD plus other influencing factor so that their behaviour tended to be sporadic in its nature. They show improvement and the fall back into bad habits and patterns of behaviour. Both students have had a significant amount of support.</p> <p>Q. Governors asked if the EP shared teaching strategies with staff to support the students? A. DHT responded that this formed part of each student IEP that is shared with all teachers.</p> <p>Student Recruitment Q. Governors observed that next year's cohort currently looking very male biased and asked if this was just a fluke or are more parents of boys applying to the school? A. The HT replied that 60% boys vs. 40% girls was quite extreme but the figure had come down as the list moved. It was likely to be a combination of both factors but was mainly a blip and there was no authorised mechanism for addressing this imbalance.</p> <p>All agreed that if this continued as a trend the school would have to look at marketing to attract more girls. (Note this years Y7 is 52% to 48% in favour of girls)</p>	
5	Review of school performance YTD	
	<p>SEF Document HT pointed out that it is not a statutory requirement to produce a SEF but is considered best practice.</p> <ul style="list-style-type: none"> • The categories are chosen to match current Ofsted categories for inspection. • The targets are set so as to place the school at an Ofsted rating of 'Outstanding' • There are some areas that have room for improvement under T&L and PD. Some of these have been affected by resources (for example PE and IT) and therefore some allowances have to be made but these areas should show improvement next year • The curriculum is looking very strong and is delivered well and the school does not have any concerns should Ofsted come in – however school remains self-critical in some areas. <p>Q. The Chair asked why T&L was not targeted at 1A A. HT responded that the school did not yet have specialist teachers in all curriculum areas such as geography, IT and DT so this was structural issue. This will be resolved as the school grows.</p> <p>Q. The Chair commented that as the school has proportionally more experienced teachers should we not expect a higher target? A. HT commented that it was difficult. PE provision was not where it should be this year and therefore it would be impossible to mark it as 'Outstanding'.</p> <p>Q. Governors asked if this was down to sharing staff and resources with TCSND?</p>	

A. HT responded that it was down to transport issues plus definite features of practice at TCSND, which did not fit in with the TCSED ethos. For example gender split classes. The HT stated that this would improve next year.

Q. Governors asked how the SEF would be used going forward?

A. The HT responded that the SEF is a management document that is used to drive actions for the next year and that will feed into the school development plan.

Q. Governors asked for an explanation as to what the different levels mean.

A. The HT replied that an Ofsted inspection would mark the various areas 1-4 (no sub-levels). School expects to be performing at a strong 1 or 2. The sub-levels indicate the degree of confidence in specific categories and allow management to identify those parts of the school that need improvement.

The Chair stated that overall the SEF was very encouraging and that congratulations should be offered to all staff.

Surveys

The school used the same surveys as TCSND but this has not proven to be successful, as it does not reflect TCSED provision. Some parents have feedback that the option to give a neutral answer does not give good data in some areas. However this option is useful in some questions, such as the ones asking about bullying, as respondents would not know if the school dealt effectively with bullying if they had never had personal experience of it.

Parent survey

Q. The Chair queried the numbers disagreeing with the question regarding response to concerns. The data indicates that 20% of parents feel the school does not respond well. Also 33% of parent disagree that they get valuable information about their child's progress. Could this be better?

A. HT responded: The progress concerns could be as a direct result of parents getting used to the change in reporting from primary to secondary. Also in retrospect there are a high proportion of children in Y7 who are either an only child or the eldest, which will effect how parents perceive communication. Also the figures are positive in light of the very low participation in the survey.

School had worked on consolidating the sharing of information with parents. Most like the idea and appreciate getting it even if they do not get around to reading it.

The Chair agreed that we need to be wary around responses such as these as what parents consider to be valuable information can be very subjective. Governors also commented that the school report could be very confusing for parents unless there is a qualifying statement, especially when looking at effort versus attainment.

HT responded that this was a balancing act between data driven reports, written reports and teacher workloads.

Student survey

Q. Governors queried the number of students agreeing that behaviour is good inside and outside the classroom (24%)

A. The HT responded that there was an absence of context for students when answering this question but agreed that it could be better. The free comments focussed on a very small group of repeat offenders and therefore the responses to this question would depend on the respondents personal experience in class together with their personal attitude as to what constitutes poor behaviour.

	<p>Q. Governors commented that there seemed to be a disconnect in students minds around rewards system (65% agree it is clear) and feedback (only 30% agree that they get regular feedback).</p> <p>A. HT responded that the students don't make the connection between the two and consider the only form of feedback to be 'is my work marked'.</p> <p>Q. Governors asked if the surveys offered enough information to action any changes in school procedures?</p> <p>A. The HT relied that the free comments were valuable and that the survey helps to confirm what staff may already be thinking about changing. Some areas for development can be extracted but the survey wording may have to be reconsidered for next year.</p> <p>Parents Forum feedback</p> <p>Those who had attended agreed that overall there had been a good atmosphere at the forum but that attendance had been quite disappointing. The key topic for discussion was the curriculum. Many commented that it was quite challenging and that students needed extra support at home as a result.</p> <p>The discussion felt like those you would expect to find in a mature school and overall it was a positive exercise.</p>	
6	<p>Draft school development plan</p>	
	<p>The HT highlighted the priority areas in the draft SDP plan.</p> <p>2. Culture:</p> <ul style="list-style-type: none"> • Next year would see a lot of changes with the introduction of vertical tutoring. This will mean that older students can influence younger ones • PSHE offering will be more robust next year with the introduction of one dedicated lesson a week rather than delivering this in tutor periods or as part of the curriculum lessons. There is a great deal of evidence to suggest that a discreet lesson helps to raise awareness much more than treating it as a bolt on to other lessons. • It should also be noted that Y8 will need to start receiving CEAIG from next year • The student council will continue to be very active - each form has two reps on the council • There will also be student curriculum advisers and peer mediation <p>3. Teaching and Learning</p> <ul style="list-style-type: none"> • The pilot coaching programme has been very successful in terms of staff buy-in • It is also successful in terms of using coaching for PD • The advantage of this approach is that everything is customised. • The T&L review process will audit the coaching programme – a new member of staff coming over from Harris Boys ED will help with this. <p>4. School curriculum</p> <ul style="list-style-type: none"> • The school is looking to develop much greater engagement with the local community with enterprise such as 'maker spaces'. <p>Q. The Chair asked if enterprise was the right word as many of these initiatives would be about creativity rather than being commercial.</p>	<p>7. HT to bring to LGB at September meeting once the plan has been refined further</p>

	<p>5. Leadership</p> <ul style="list-style-type: none"> • Two acting assistant head teachers have been appointed for September onwards • The school would be benefitting from a significant increase in shared back-office resources with TCSND, especially facilities and finance. <p>Q. Governors asked how the school managed the interaction between the two student cohorts?</p> <p>A. The DHT relied that the two schools shared a number of joint activities in maths and sport. There had been some instance of older TCSND students making comments to ED students but in general the interaction between the two Y7 groups was very good.</p> <p>Both schools would be taking part in a joint sports day on the 29th June</p> <p>Q. The chair asked if the school was planning on offering Latin tuition?</p> <p>A. The HT responded that this was the ambition and that initially a Latin Club would be offered</p> <p>The Chair stated that the plan was well received and demonstrated good feed through from the SEF, the surveys and the parents' forum.</p>	
7	Finance	
	<p>Report from Finance committee:</p> <p>JTN, chair of the FGP sub-committee, took the group through the report of the last meeting.</p> <p>2. Budget 2018/19</p> <p>JTN highlighted that the budget next year represents a reduction in spend per pupil of around 20%. This was due to the EFA grant and the Leadership grant for new schools stepping down over the first few years until, ultimately, both vanish from income. These grants are designed to ensure that a school with very few students can operate as effectively as a mature school in the first few years.</p> <p>Q. Governors asked if there should be a strategy as a LGB in terms of school funding going forward in order to ensure that the curriculum and the students don't suffer as a result of funding going down.</p> <p>A. JTN responded that all schools were in the same situation but that the LGB should continue to lobby, especially around identified areas of concern. However funding was not such an issue for 2017/18.</p> <p>The Chair commented that it did appear that the Fair Funding For Schools campaign has been very successful – it had been one of the most visible campaigns during the general election so there was currently a hold from government on pushing any changes through. However no one was certain of what the plans for the NFF were looking forward 3+ years.</p> <p>The HT agreed that there was still a medium term concern over funding. The first three years look relatively comfortable but if the new-build costs are examined closely there are a number of unknown costs. For example the bleacher seating in the sports hall has been designed in but is currently unaffordable.</p> <p>3. Budget 2018/19</p> <p>For 2018/19 the main consideration for the LGB is the PAN (120 vs. 180) The FGP</p>	

	<p>committee supported the PAN 120 proposal.</p> <p>4. Premises</p> <p>The NHS continue to be very accommodating and we now have dates for the start of the build (10th July) and delivery for phase 1 (23rd November 2018)</p> <p>There is however growing pressure on the phase 2 build due to NHS needs and budgetary pressures. As the school can't decant as soon as originally planned the costs are rising. Also the demolition overran by 10 weeks and cost an extra £100k</p> <p>Q. Governors asked if Phase 2 was under threat? A. The HT responded that the renovations of the 'Chateau' may have to be lower key than originally planned or the EFA and the LA may have to consider demolishing it and rebuilding, as this would be cheaper. The situation is unclear and it will not be any clearer for at least a year.</p> <p>Q. Governors asked if we had to accommodate any extra health and safety costs in light of the Grenfell Tower Fire? For example installing sprinkler systems? A. HT responded that the new build was completely compliant with current H&S regulations and that sprinklers were not mandatory in schools.</p> <p>Q. Governors commented that press stories indicated that new schools might have to have sprinkler systems installed and would we have the budget to do this? A. The HT responded that if the regulations changed there would not be any further money from the EFA to pay for this but that they might instruct schools to find the money to cover the costs themselves. Also any changes at this point would mean that the school could not move in next November. However, the HT reassured the LGB that all fire safety standards that could have been applied to the new building have been.</p> <p>School Budget 2018/19 This has to be approved by the LGB and taken to the Trust next week. The main decision remains around next year's PAN.</p> <p>The HTs recommendation is that the PAN should be 120 next year rather than 180. The school will be on its temporary site for longer than expected and this raises health and safety issues around stairways and toilets. Also there are implications if phase 2 is delayed and the school has to make do with phase 1 for longer than expected.</p> <p>All approved keeping the PAN at 120 for the third year.</p>	
8	Growth of our school	
	<p>Sixth Form</p> <p>The trust has asked for the LGBs recommendation as to when the sixth form should open, the main point being that if there is a delay it has to be by 3 years. It was originally envisaged that a small sixth form would open as soon as possible to aid staff development. However it has been agreed that ED teaching staff can gain experience of teaching sixth form at ND.</p> <p>Also it is not ideal for the school to be getting its first set of A level results at the same time as its first set of GCSE results. If the opening of the sixth form is delayed by 3 years it will mean that the current year 7 will be applying for the school's</p>	

	<p>first intake of Y12 – this would be an advantage as the school would be recruiting from a known group of students rather than 100% from outside.</p> <p>This means opening in September 2021 with the first A level results coming on summer 2023.</p> <p>All agreed that sixth form opening should be put back to September 2021 with the proviso that a reduced PAN and delayed sixth form opening would need careful planning around the marketing and messaging.</p> <p>Term Dates: It was provisionally agree to start the academic year 2018/19 late but as the plan was now to decant over Christmas 2018 this was amended so that the term starts on time but that the Christmas break would start earlier.</p>	
9	Review of risk register	
10	Governor Business	
	<p>Link Governor Protocols The Chair shared a document detailing link governor protocols. The protocols match link governor areas of responsibility to Ofsted criteria and includes a model visit report, the principles behind a visit and highlights the need for more portfolio areas as the LGB expands.</p> <p>All approved the document.</p> <p>Forward agenda for LGB meetings The Chair shared the proposed dates for next year, which are aligned to the Trust meeting schedule. The proposal is to go down to 4 meetings next year (5 this year). This will allow more time for governor visits and there are also the FGP committee meetings, which all governors are invited to.</p> <p>All agreed that meetings would run on Thursdays next year.</p> <p>First meeting will be on Thursday, September 28th 2017</p> <p>Date Reminder: Trustees Celebration drinks reception at PwC, More London on Wednesday 12th July from 6:30pm</p>	<p>9. JTN to fix FGP meeting dates for next t year with clerk</p> <p>10 CoG to change date on forward agenda.</p>

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Action Points from the meeting

Agenda item	Action	Who and when
1 Welcome	1 RJS to attend next TCSND meeting	RJS 13 th July
2 MMA	2 Clerk to amend minutes and CoG to sign as the formal record 3 Clerk to arrange for CoG to sign all minutes from start of year 4 CoG to add governor visit update to agenda planner	Clerk and CoG ASAP Clerk ASAP CoG for meeting in September
3 Chairs Update	5 VC to lead on corporate sponsorship proposal once trust policy is published 6 CoG and TNK to discuss TCSED facilitating Music and Performing arts community facility further before next meeting	VC from September 2017 Chair and TNK before meeting in September
6 Draft school development plan	7. HT to bring to LGB at September meeting once the plan has been refined further	HT September
9 Risk Register	8 Staff to discuss any opportunities for cost effective housing offline	Staff governors to discuss alongside recruitment
10 Governor Business	9. JTN to fix FGP meeting dates for next year with clerk 10 CoG to change date of first meeting in 2017/18 year on forward agenda.	JTN/Clerk by end of term CoG by end of term