



THE CHARTER SCHOOL EAST DULWICH

Minutes of Local Governing Body meeting

28th June 2018 at 6.30pm. 11 Southampton Way, London SE5 7EW

Alex Crossman (AC)	Headteacher	Present	
Sarah Daly (SD)	Staff Governor		Absent
John Godfey (JG)	Vice Chair of Governors	Present	
Celia Johnson (CJ)	Parent Governor		Absent
Rosamund Jones (RJ)	Governor		Absent
Tim Naik (TN)	Parent Governor	Present	
Stephen Potter (SP)	Governor	Present	
Catherine Rose (CR)	Governor	Present	
James Tomlinson (JT)	Governor	Present	
Simon Tucker (ST)	Chair of Governors	Present	

In attendance:

Steve Cleary - Clerk
Rebecca Hardy - Deputy Headteacher

The features of effective governance from the competency framework: -
Strategic Leadership, Accountability, People, Structures, Compliance, Evaluation.

AGENDA ITEM	MINUTES	ACTION NO:
A	<p>Welcome to all from the Chair</p> <p>The meeting commenced at 6.30pm and the Chair welcomed governors to the meeting, apologising for the late receipt of papers. Governors reaffirmed the need to put permanent clerking arrangements into place and the Clerk for the meeting was introduced.</p>	
1. People	<p>Apologies and Declarations of Interest</p> <p>Governors RESOLVED to consent to apologies received from Sarah Daly (SD), Celia Johnson (CJ) and Rosamund Jones (RJ). There were no declarations of pecuniary interest.</p>	
2. Accountability	<p>Minutes and matters arising</p> <p>Governors received the minutes for meetings held on 25th January 2018 and 10th May 2018 and RESOLVED to adopt them as a true and accurate record subject to the following amendments:</p>	

	<p>25th January – p1. Chairs Update. Delete Chairman, insert Chair. P3 Headteacher’s Report. Delete behavior, insert behaviour. P5 F&GP committee report – delete November 21st 2018, insert November 23rd 2018. Delete continues to raise concerns regarding the PAN, insert continues to raise concerns regarding limits to the PAN.</p> <p>10th May – p2. Chairs Update. Delete scope, insert potential scope. P2 Headteacher Report. Delete bigger. P4 Parent, Staff and Student Surveys. Delete agreEd, insert agreed.</p>	
<p>3. Accountability</p>	<p>Chairs Update</p> <p>The Chair reported that meetings of the Trust Finance & Resources and Education Standards committees had been held. Discussions are ongoing with Spire Academy in relation to their need for rooms to deliver seminars. The possible use of a site on Burbage Road site was raised as a temporary measure, although the school affirmed that it is confident that it would be able to assist in finding more permanent arrangements</p> <p>The Education Standards committee had decided to recommend to the Trust that it is disbanded on the basis that it’s role in helping ensure alignment and comparison between our two schools will now better be performed by the Chief Executive. A draft scheme of delegation has been issued and is tabled for discussion at the Trust meeting on 3rd July.</p> <p>A working group on admissions will report to the Trust and recommend a series of incremental steps to improve inclusivity, including the nodal point for North Dulwich being moved.</p> <p>In respect of the STEAM>Lab, which emphasises creativity, science and digital skills, the school is applying for capital of some £150,000 to provide space and equipment. A product and innovation consultancy is offering pro bono work to examine the whole market and individual / community engagement. Governors expressed their pleasure that the project is being undertaken with sensitivity to the capacity of the school and that there is a high degree of desire for success in this area.</p>	
<p>4. People, Structure, Evaluation</p>	<p>Governor Business</p> <p>Governors received proposed LGB and committee dates for 2018/19 in the form of an academic year planner. The Chair commented that dates had been set broadly in line with North Dulwich and asked for comments on the following dates to be sent to him by 2 July:</p> <p>Finance and General Purpose – 15 November, 27 February, 6 June LGB – 27 September, 17 January, 6 Feb (SLT and HoD’s strategy session), 14 March, 20 June.</p>	

	<p>All governors confirmed that they have school email addresses. The Headteacher agreed to check that all these addresses could be used for sending and receiving emails as well as signing into Google Classroom.</p> <p>ACTION: AC.</p> <p>The Chair circulated a draft communications policy between the Trust and LGBs and governors commented as follows:</p> <ul style="list-style-type: none"> • The other part of the equation is the flowchart indicating how papers such as the School Development Plan move between LGBs and the Trust; • There is a need to ensure that consultation on strategic issues is robust and that the Trust look for prior input from LGBs; • The responsibility for following the policy lies primarily with the Trust and LGB Chairs. <p>Governors RESOLVED to support the policy and feedback this view to the Trust.</p> <p>JT reported that he was stepping down from the governing body as a result of work commitments. Those present thanked him for his service to the school.</p> <p>Governors reflected on the need to realign individual portfolios as well as search for new members, in particular a Chair for the Finance and General Purposes committee. A notice would be put out to the parent body seeking a new governor to be appointed by the Trust. Governors further considered the need to communicate their portfolios to others and RESOLVED to distribute a document on what their portfolio entailed. The Chair agreed to coordinate this. ACTION: AC, ST, ALL</p>	<p>1 - AC</p> <p>2 – AC/ST/All</p>
5. Accountability Strategic Leadership	<p>Headteacher's Report</p> <p>The school's current self-evaluation against Ofsted criteria as per SEF and SDP (rolling termly update) is unchanged since the LGB meeting of 10th May and indicates the potential for an outstanding judgement.</p> <p>No achievement update was received as students are currently undertaking end of year examinations. The Headteacher commented that there has been a good atmosphere during examinations and students generally arrived at school well prepared and focused. Study and revision periods have been provided, all students have been drilled and given appropriate materials and are a credit to themselves.</p> <p>The Headteacher reported on the current school roll and student characteristics and advised governors as follows:</p> <ul style="list-style-type: none"> • Out of a total roll of 419, 37.2% are on pupil premium, 26.9% are SEN, 17.9% are EAL; • Overall, the school appears closely to reflect its local community. • The school is broadly balanced in terms of gender, although there are imbalances in individual year groups. 	

	<ul style="list-style-type: none"> • The percentage of Disadvantaged students is in-line with figures suggested by the IDACI indices of multiple deprivation in the local community though lower than in the north of Southwark or in London as a whole; • The ethnic makeup of the school is broadly similar to the ethnic composition of the principal wards from which it draws pupils • The percentage of students with an EHCP is almost exactly in-line with the national average (2.8%, cf. SFR37 2017) though the percentage of students with school-identified needs is 10% higher than the equivalent figure nationally. • A cohort comparison with North Dulwich reveals a number of potentially significant differences between the schools which were outlined in the report. In educational terms, this suggests that TCSED's student population includes a significantly higher representation by social groups that have traditionally achieved less well in national examinations at age 16. Relative to the national picture, TCSED also lacks significant representation by those ethnic groups that have traditionally achieved highest in national examinations. Governors suggested that there is a need to fully understand the implications of differences in cohorts between the two schools. <p>Trends in school attendance remain unchanged from the LGB meeting on 10th May, although the school would like the figure to be slightly higher to end the year above 95 per cent. In the year to-date, 13 students have received fixed-term exclusions, 10 of whom have received one-day exclusions. The total number of days excluded is 92.5. None of these exclusions has been subject to an appeal. Exclusions have occurred for a range of breaches covering the following areas:</p> <ul style="list-style-type: none"> • Challenging/unacceptable behaviour • Possession of an offensive weapon • Verbal abuse/threatening behaviour against a pupil • Physical assault/violent behaviour against a pupil • Persistent disruptive behaviour • Bullying <p>Governors asked the following questions in respect of attendance and exclusions:</p> <ul style="list-style-type: none"> • <i>What is the school doing to drive up attendance?</i> There is a high degree of legitimate authorised absence; • <i>How is the school performing in respect of dealing with persistent absence?</i> The school is doing well in this area and has signed up with the local authority education welfare team for a three year period; • <i>What are the challenges faced?</i> The ongoing restructuring of services at the local authority is impacting on potential court cases, although 	
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	<p>the school is confident that as staffing settles and the pastoral team undertake more home visits, absence levels will continue to fall.</p> <ul style="list-style-type: none"> • <i>What is the local authority response to home schooling?</i> The local authority monitors cases where students are removed from the school in this way and assesses if the education is appropriate; • <i>What is the current position in respect of overall exclusions?</i> The school has seen a reduction in fixed term exclusions, and all detentions in 3rd warning (RJ) detentions, since the Spring term. There have been no fixed-term exclusions, so far, in Summer 2. There are two students who account for the majority of exclusions this year. Excluded students often come with complex needs. A number of students are subject to various degrees of often robust intervention, although many of them do not come from disadvantaged backgrounds. Counselling and mentoring is provided as appropriate. <p>In terms of safeguarding, the number of child protection and SIM cases are reducing and there has been just one referral to social services.</p> <p>An induction session for parents of incoming Year 7 students is planned for 9 July. Topics covered will include help with initial transition, school procedures and routines. Representatives from the Friends' association will talk to new parents about what to expect from joining secondary school. A parental workshop is planned on mindful parenting and cybersafety. The following questions were asked in relation to parental engagement and transition:</p> <ul style="list-style-type: none"> • <i>What quality of information is received from primary schools at transition?</i> Some schools have been more open and provided better quality data than others. Much has been learnt in terms of the need to ask the right questions. The SENCO is invited into schools for Y6 reviews of incoming students in order to raise familiarity; • <i>How can parental engagement at this stage be improved?</i> The improved communication statement will help in this respect, although it is readily acknowledged that there is a need for parental engagement to develop. There have been some challenges with our founding years over expectations between primary and secondary phase but this has been improving as the school has moved on in its life cycle. <p>Governors offered the view that it would be good to have a LGB representative present at the induction day to give a 5 minute presentation.</p> <p>ACTION: ST, CR</p> <p>The Headteacher shared the model for Continuing Professional Development that will be delivered-in school in 2018-19. The School has experimented with different combinations of coaching and lesson study based on a Japanese model and is looking at the use of action research triads. Governors raised the following questions in relation to staffing development:</p>	2
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	<ul style="list-style-type: none"> • <i>What proportion of lessons have observation in them or any element of peer review?</i> The small nature of the school meant that “everyone is a coach and everyone is being coached”. More coaching occurs than in a typical secondary school. Two or three lessons in each term are peer reviewed and other schools would aspire to the approach being undertaken at Charter East Dulwich; • <i>How did the staff induction on 26th June go?</i> A good and cohesive team was formed at a positive induction which was well received. Staff were logged onto their accounts and given tasks to be undertaken over the summer. <p>In the light of the school’s completion of the recruitment of all of its teaching staff and several key appointments in Inclusion Support, the 2018-19 timetable is finalised.</p> <p>Governors discussed progress on the KS4 curriculum and noted that students would be able to take up to 11 GCSEs, although there would be a need to look at deliverability in terms of timetable and parental expectations, given that more GCSEs do not necessarily lead to easier access to good universities or careers. The Headteacher commented that there is a need to balance the assessment load with the breadth of curriculum, as well as recognise that the aim of the school needs to be to prepare students for life rather than a limited understanding of academic success.</p> <p>The Headteacher outlined the intention to produce plans for the sixth form by the end of the academic year, given that the proper establishment of a sixth form takes about two years (ie opening around September 2021). A common sixth form with a single curriculum and admissions process is envisaged. A vision paper is intended to go to the Trust board in either September 2018 or January 2019. Governors offered the view that the vision paper needs to take into account the local context of other schools, including the closure of the Harris Academy Peckham Sixth Form, the expectations and perceptions of parents as well as the need to recognise the physical limitations of the North Dulwich site. Whilst the school is currently looking at purely A level provision, non-A level provision can also be assessed. Proposed T levels appear to be unaffordable at the moment, although governors noted that more progressive sixth forms allow access and retakes in parallel with level 3 qualifications. Governors RESOLVED that the Chair speak to the Trust on the need for a firm timetable on the sixth form. ACTION: ST</p> <p>Governors thanked the Headteacher for his report and RESOLVED to adopt it accordingly.</p>	3 - ST
6. People, Structure, Evaluation	<p>Proposed Pupil Admissions Number for 2019/20</p> <p>Governors noted the proposed pupil admissions number (PAN) for 2019/20 which was in line with 2018/19 and our intention to keep the school’s PAN at 180 until completion of the Phase II build forecast for 2021/22. Governors recognised the demand from the community for school places but also the</p>	

	limitations posed by the school buildings and RESOLVED to approve the 2019/20 PAN at 180.2019/20 – 180	
7. People, Structure, Evaluation	<p>Draft School Development Plan 2018/19</p> <p>The Headteacher reported that he had taken the five year goals from the school development plan and translated them into objectives for the forthcoming year in order that the SLT might draft their own derived plans over the summer. A sign off is planned for the next LGB meeting and interim updates would follow thereafter. RESOLVED to approve direction of the draft as presented.</p>	
8. Strategic Leadership, Accountability, Structures, Compliance, Evaluation	<p>School Budget 2018/19 – 20/21</p> <p>Governors noted the upgraded 18-19 working budget as presented (copy on file) including an assumption of a 2% payrise as well as the assumption that the minimum funding guarantees cover worst case scenarios. Budgets had been altered as a result of discussions at the finance committee. The budget is currently healthy and includes a high degree of building related contingency. Governors noted that the surplus belongs to the MAT, not the LGB and having asked a range of questions as follows, RESOLVED to adopt it:</p> <ul style="list-style-type: none"> • Are there any plans for the Trust to topslice? Yes, although there is currently no timetable for this to be introduced. Some potential adjustments are possible over time and it is felt that a percentage topslice would be the best option as it would be transparent. • Where is the school in relation to the EFA efficiency matrices? Very good. • Do we have any apprentices in place? Not yet, although they are in the budget from 2019/20 onwards; • Are there any concerns about particular budget areas? There is likely to be some variability around premises. The ICT figures are generous, but justifiable. There is also a need for contingency for legacy structures which have not been maintained and all trees on site have TPO orders which might bring additional cost. • Why is there no forecast for lettings? The school has only recently begun to examine this issue in detail. 	
9. Strategic Leadership, Accountability, Structures,	<p>Premises Update</p> <p>JG reported that Phase 1 of the construction is currently going well, although it is expected that phase 2 is likely to slip as it is dependent upon the NHS. Discussions are currently underway with the NHS regarding the potential need for a contingency of around £2½ million as a result of these delays. Arrangements are being made to keep Keir engaged and to occupy the Chateau sooner. As part of this process, an initial draft paper is being circulated outlining options around redesign, which are likely to <u>produce significant savings</u> save between £400,000 and £2 million and more securely ensure a delivery date by the summer of 2020. The preference of the school is</p>	

	for a new design rather than the reconfiguration of an existing one. Groundbreaking is scheduled for 14 July 2018, although sizable negotiations are ongoing.	
10. Strategic Leadership	Any Other Business Governors noted ongoing correspondence in relation to a complaint received by the school.	
12. Strategic Leadership	Part 2 Business The meeting closed at 8.30pm. No confidential business was recorded.	

Signed: _____ Print Name: _____

Chair of Governors

Date: _____

Action Points

Action points arising from Full Governing Board meetings 2017-2018

No:	Action	By	When	Status	Note
Meeting of 25th January 2018					
1	Analysis of SEN from those children in receipt of pupil premium	Head	-	Completed	
2	Provide case study on outliers in relation to behaviour	Head	-	Completed.	Governors noted that a moderately good Ofsted inspector would focus on the majority of cases, not outliers.
3	Update on house system	Head	-	Completed	
4	Ask Celia to enquire with parents on an updated version of the statement	Chair	-	Completed	
5	Add RSS feed to the website	Head	-	In progress	
6	Update parental statement to be reflective of existing processes	Head	-	In progress	
Meeting of 10 May 2018					
1	Check SEND figure for Y7	RH	-	Completed	
2	Provide a breakdown of sanctions by racial mix	Head	By autumn term meeting	In progress	
3	Obtain signatures from parent that they are voluntarily agreeing to a managed move.	Head	-	Completed	Notional adjustments have been made
4	Ask Trust Director what can be done to incentivise recruitment and retention	Head		In progress	Headteacher to follow up before the next round of recruitment.
Meeting of 28th June 2018					
1	Check on status of blocked emails on Google	Head	-	NEW	
2	Distribute a notice to the parent body seeking a new governor. Governors to distribute a document on what their portfolio entailed.	Head, ALL	-	NEW	
3	LGB representative present at the induction day to give a 5 minute presentation.	ST, CR	-	NEW	

4	Chair speak to the Trust on the need for a firm timetable on the sixth form.	ST	-	NEW	
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Signed: _____ Print Name: _____
Chair of Governors

Date: _____