

The Charter School East Dulwich

Minutes of Local Governing Board Meeting

Thursday 17th January 2019 at 6.30 pm at Jarvis Road, London, SE22 8RB

Alex Crossman (ACN)	Headteacher	Present
John Godfrey (JGY)	Chair of Governors	Present
Rosamund Jones (RJS)	Vice Chair of Governors	Present
Tim Naik (TNK)	Governor	Present
Catherine Rose (CRE)	Governor	Present
Laura Duffell (LDL)	Governor	Present
Gwen Sinnott (GST)	Governor	Present
Stephen Potter (SPR)	Governor	Apologies
Celia Johnson (CJN)	Governor	Apologies
Philippa Jupp (PJP)	Governor	Apologies

In attendance:

Rebecca Hardy (RHY)	Deputy Headteacher
Jen Kempster (JKR)	Assistant Headteacher (KS4)
Shalene Varcoe (SVE)	Clerk

AGENDA ITEM	MINUTES	ACTION NO. AND OWNER
1	<p>Apologies and Declaration of Interest:</p> <ul style="list-style-type: none"> The meeting commenced at 6.30 pm and the Chair welcomed governors to the meeting. JGY introduced himself as the new chair, having taken over from Simon Tucker, and briefly explained his aim to get all governors more involved by delegating down from 'The Chair'. This would include 'paired working' to be discussed later in the meeting. The Chair encourage everyone to volunteer to get involved in the areas that they have an interest in. The Chair formally welcomed the new governors (LDL and GST) to the meeting There were no declarations of interest. The meeting was quorate. 	
2	<p>Minutes of Meeting of 8th November 2018</p> <ul style="list-style-type: none"> The minutes were agreed as a true and accurate record of the meeting, with no amendments. <p><u>Matters Arising from the Minutes</u></p> <p>Recording minutes</p> <p>The Chair explained that, following the recent Ofsted inspection and comments, the minutes would be produced in a slightly differently format as actions can get lost and items where governors have put school processes under scrutiny can get missed. The aim, going forward, will be to have both an 'action points' table and a 'scrutiny points' table at the end of the minutes to highlight these items at the end of the minutes.</p> <p><u>ACTION:</u> Clerk to advise Chair on best practice for recording of minutes</p> <p>The Chair reminded governors that they have a responsibility to act in the best interests of the school at all times, irrespective of the nature or degree of their personal involvement with the school.</p>	1. Clerk

	<p>The Chair reminded all governors that understanding all the acronyms used in the meetings/paperwork could be daunting and encouraged anyone who didn't understand anything to ask for clarification. The Vice Chair suggested that there was a general commitment to using fewer acronyms.</p> <p><u>ACTION:</u> Clerk to circulate all future meeting dates (see end of minutes)</p> <p><u>Trust meetings</u> <u>ACTION:</u> Anyone who would like to be an observer at a future Trust meeting should inform the chair and the clerk. Trust meetings will be held on the following dates: Tuesday 26 March 6:30pm venue tbc Tuesday 2 July 6:30pm venue tbc</p> <p><u>Action Points from meeting on 8/11/18</u></p> <ol style="list-style-type: none"> 1. Maths outcomes to be discussed under item 4 of the agenda 2. Safeguarding Knowledge Organiser was re-sent by RHY 3. AHT present to discuss GCSE Options under agenda item 5 4. KJO was invited to attend the meeting but was unavailable 5. Pecuniary Interest form circulated and signed 6. Twinning with school in Clichy - ACN to follow up 7. Clerk to circulate meeting dates for the year – see end of minutes 8. Chair to produce Governor Action Plan – JGY/SVE ongoing action 9. Governor roles and responsibilities – for discussion under agenda item 6 10. Ofsted Letter to be drafted – this was done 11. Governor Recruitment Working Group – new governor appointees confirmed as Gwen Sinnott and Laura Duffell - JGY to confirm DBS checks complete and lodged with WAS 12. Clerk to investigate new ways of document sharing – SVE to follow up 	<p>2. Clerk</p> <p>3. All</p> <p>4. ACN</p> <p>5. Chair /Clerk</p> <p>6. Clerk</p>
3	<p><u>Chair's Update</u></p> <p><u>Occupying new school building</u> The Chair asked the Headteacher to summarise for the group how the decant into the new building had gone and to highlight any significant issues.</p> <p>The Headteacher confirmed that the move into the new building had gone very well and that apart from a few snagging issues (for example with the broadband access and the access control to the gates). Generally, everyone was very pleased with the new building and the feedback from staff and students had been very positive. He observed that the extra space had appeared to have a calming effect on the students as a whole and that there had been fewer issues around poor behaviour at the start of term. RHY observed that this was possibly due to there being fewer 'crunch points' as students moved around the building.</p> <p>The Chair offered congratulations to the school for the successful move.</p> <p>The Headteacher asked that his appreciation for all the hard work and effort from the School Business Manager, Administration and Premises teams that helped to ensure that the move was successful should be noted.</p> <p><u>Premises update</u> The Chair reminded the meeting that, although the new building was a fantastic achievement, the programme was only half way completed and that Phase 2 of the build faced certain risks given the current political climate. He confirmed that he did not expect the construction budget</p>	

	<p>to be cut but rising costs, effects of Brexit on suppliers and any delay in the start date of Phase 2 could have a detrimental impact.</p> <p>The Headteacher commented that any slippage in the successful completion of the NHS build on the adjacent site would delay phase 2. He also advised that the Southwark Project Manager for the build was leaving but that he remained confident that Phase 2 would stay on track with the committed team in place. He was also confident that the NHS would give access to 'the Chateau' no later than April 2020, commenting that access was crucial to assess the scale and the scope of the work needed in that part of the development.</p> <p>Q. A Governor asked how many EU nationals the school employed and if Brexit is creating issues around staffing.</p> <p>A. The Headteacher responded that the school itself directly employs two EU nationals but that many of the school's suppliers rely on EU employees to a greater extent and that this may be where the impact may be felt more.</p>	
5	<p>GCSE Option Process</p> <p>This item was moved up the agenda so that staff could leave the meeting early.</p> <p>The GCSE options booklet had been circulated to governors prior to the meeting. JKR advised that year 9 parents/carers and students had received this at the start of term following a full term (Autumn term) of PSHE lessons discussing options and the process. Year 9 had also attended two careers events during the Autumn term.</p> <p>JKR advised that the deadline for students to submit their options choices was March 1st and that all subjects would be running taster lessons ahead of that deadline. TCSND staff were assisting with these sessions for subjects where staff are not yet in place, e.g. Business and Economics.</p> <p>During w/c 28 January the Y9 achievement Evening will be used to discuss progress and attainment with parents and students ahead of final decisions on Options and staff will use it to focus in on the bottom end of Y9 achievement. The following week will see 1:1 guidance meetings for all Y9 students with a senior member of staff where they can discuss their subject choice. The deadline is the first week back after half term.</p> <p>Q. Governors asked for clarification around which students would be allowed to take Triple Science.</p> <p>A. JKR clarified that all students would take Double or 'Combined' Science and that only students who were achieving 'mastering' grades would be accepted into Triple Science. The only difference between the qualification is the depth of content covered in the lessons plus the length of the final examinations (Triple Science papers each being 45 mins longer).</p> <p>Q. A governor asked if the top end of the cohort in mathematics could be taught both maths and further maths GCSEs.</p> <p>A. The Headteacher responded that the vast majority of students would sit the Higher maths papers with a few of these additionally sitting further maths. Some students would sit foundation maths.</p> <p>Q. The Chair asked what was the risk that students sitting the foundation papers in maths would be unlikely to get a 'pass' (grade 4).</p>	

	<p>A. The Headteacher responded that students sitting the foundation paper could achieve up to a grade 5 but were more likely to achieve in the range 3 to 4. Students the school was confident would achieve a grade 5 would more likely be entered for the Higher paper.</p> <p>Q. The chair asked how students would be encouraged to take further maths or if it was their personal choice?</p> <p>A. JKR responded that it was the students' choice. The content would be covered in lessons anyway - it was a matter for the student if they wanted to sit the exams. The Headteacher clarified that Further Maths was covered in normal maths curriculum time but that Triple Science required extra curriculum time.</p> <p>Q. The chair asked if Further Maths was seen as gateway subject for certain courses?</p> <p>A. The Headteacher responded that this was not the case as too few students actually took it at GCSE nationally. However, Further Maths provided a solid foundation for future study in STEM subjects as it was effectively the equivalent of the first 2 terms of a maths A level course.</p> <p>Q. The chair asked if this was the same for students studying Triple Science?</p> <p>A. JKR responded that Triple Science was good for preparing students who were going onto study science A levels including Physics; Combined Science (Double) was good for Biology and Chemistry but not as good at preparing students to study Physics at a higher level.</p> <p>Q. Governors asked if students could have the option of studying both Geography and History?</p> <p>A. RHY confirmed that this was the case and that all option combinations were considered on a case-by-case basis.</p> <p>Q. The Chair asked if the school was able to offer any additional subjects outside of those included in the Options booklet?</p> <p>A. The Headteacher confirmed that EAL students could sit a second language GCSE so long as it was not an EU language (French, Spanish). These subjects would not be taught. RHY also added that the school was conscious of not overloading students with too many GCSEs in order to protect their wellbeing. Most schools were now scaling down the number of GCSEs that students would take, balancing achievement with what they need to do in order to progress to the next stage. The most important criteria for most 6th forms, FE colleges and apprenticeships is English and Maths GCSEs at grade 4/5 or above. Most will accept BTEC/VCert qualifications as equivalent. Governors commented that they were pleased to see the inclusion of BTEC and VCert options.</p> <p>Q. A governor asked what information students were given regarding progression in order to help them make their choices?</p> <p>A. JKR responded that all students had done research into what qualifications were required for a variety of careers – English and Maths are nearly always required at GCSE, with a few specialist careers requiring certain subjects at GCSE (for example Medicine). RHY added that the school aimed to provide a broad and balanced curriculum, focussing on a high quality core offer.</p> <p>The Chair congratulated JKR for her work on the Options process and a useful information session.</p> <p>ACTION: Follow up discussion on the outcome of the Options Process to be added to future LGB Agenda</p> <p>JKR left the meeting.</p>	7. Chair/ Clerk
4	Headteacher's Discussion	

The Headteacher informed the meeting that the Whole School Literacy Policy document had been circulated to all for information. He also pointed out that any changes in action planning in response to the Ofsted report was highlighted in the School Development Plan (SDP) for Governors information.

The Chair thanked him and stated that this was very useful.

The Headteacher informed the meeting that - other documents having been the focus of recent meetings - he would focus on the Self Evaluation Form (SEF) and the Pupil Premium (PP) Strategy Framework for the remainder of this agenda item.

Self Evaluation Form

The Headteacher drew the meetings attention to page 3 of the document and advised that all judgements had been rebased in line with the findings of the recent inspection and that all judgements on the document had been taken down to reflect a 'Good' grade (Grade 2 – letters for internal use to indicate high, middle or low grade level).

He also highlighted the fact that the gap in achievement between students who are Disadvantaged and their peers was too wide, given the school's moral commitment to combat disadvantage.

The amber RAG rating for 'Leadership and Management' and 'Teaching, Learning & Assessment' is a reflection of the significant strategic challenge that the school has to ensure that middle leadership take responsibility for the outcomes of students rather than SLT.

Q. The Chair asked why most of the actions on the SEF were 'owned' by the Headteacher and other SLT members.

A. The Headteacher clarified that this was for the purpose of the document only – actions in meeting minutes should only be assigned to people in the room at the time they were agreed. However, these actions are devolved down to departments for their action plans.

Q. The Chair asked how the governors could be confident that this was happening at department level?

A. RHY responded that the governors can explore how action plans are being implemented, how priorities are devolved to departments and question what the result is during their learning walks.

Q. A governor asked if it would be possible to have middle leaders in at one meeting a year to give an overview of their departments action plans, especially English and Maths?

A. The Chair reminded governors that they should use the LGB meetings and learning walks to scrutinise what the school was doing to ensure that actions were being taken at a department level to ensure continual improvement and good overall strategic planning by the SLT.

The Headteacher invited governors to ask questions regarding the SEF document.

Q. The chair asked why there wasn't a specific action regarding assessment practice following Ofsted comments on pupil books?

A. The Headteacher responded that there wasn't a specific action around assessment practice as the school had only recently changed it, moving from a 6x per year assessment cycle to 3x per year. He added that SLT now have to look for other evidence of progress such as Learning Observations, book checks etc. and that these now happened on a more frequent basis.

Q. The chair asked how this change had been received by staff?

	<p>A. The Headteacher responded that this depended on the individual member of staff and their previous experience, and that time was needed for the system to bed in through a full assessment cycle and become normalised. He also informed the meeting that there were now revised Learning Observation/Learning Walk proformas based on documents in regular use by Challenge Partners.</p> <p>Q. A governor asked if the school moderated its assessments against other schools?</p> <p>A. The Headteacher confirmed that TCSED moderated against TCSND in terms of mark schemes and the quality of student work.</p> <p>Q. The Chair asked governor GST if, based on her experience, she considered moving to 3 assessment and data points was a good plan?</p> <p>A. GST agreed that once a term was better and was more about quality of teaching as well as outcomes.</p> <p>RHY pointed out that the model aligns with that used at TCSND but may change once students get into KS4 and KS5 with the introduction of formal exams.</p> <p>Pupil Premium Strategy Framework</p> <p>The Headteacher reminded the meeting that Ofsted had criticised the Pupil Premium Strategy statement. This was a Trust document and both Headteachers across the Trust had reviewed the document and agreed that it needed improvement but that this had not yet happened.</p> <p>The document shared before the meeting was one that the Headteacher had produced and was presented for the LGB to review. He informed that it was based on the TSC document with some additions and amends. He added that in producing the document, all staff had been surveyed and that 22 students had also fed back on strategies and programmes that they feel are effective in supporting their progress.</p> <p>He drew governor's attention to the RAG ratings on P4 – 'Key results and progress to date'. The rating confirm that the most significant barriers to achievement by students who are Disadvantaged are independent study skills and capacity for home learning. The Headteacher confirmed that the school was addressing these challenges in a variety of ways, not least by extending the availability of on-site supervised Prep time for students.</p> <p>Q. A governor asked how the school could show the correlation between amount of money spent and progress and asked why there wasn't any data in the document.</p> <p>A. RHY responded that in an ideal world all non-PP (non- Disadvantaged) students would make good progress but PP (Disadvantaged) students would make even better progress and that this would show up in the data at the end of the year when the effectiveness of the strategy can be assessed. The Headteacher added that this was a strategic document, a plan for the current year.</p> <p>Q. A governor asked what further support could be brought in to support PP students such as enrichment activities and 3rd party agencies?</p> <p>A. RHY confirmed that these activities could be found in the document.</p> <p>Q. A governor asked if children were chosen depending on their specific needs to take part in targeted interventions?</p> <p>A. RHY responded that students often have multiple common barriers to learning but that interventions are targeted.</p>	
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	<p>The Headteacher added that at TCSED the majority of students with SEND were also Disadvantaged and that the school was reorganising the support that those students receive increased support. He also added that the level of buy-in among staff was high but the school recognises that teachers' experience of supporting students with those needs varies widely. This will mean CPD where appropriate (for example Speech and Language intervention training). It will also mean buying in specialist services where needed. Both measures are in place.</p> <p>Autumn Term Data</p> <p>Assessment data for the Autumn Term had been shared with governors ahead of the meeting.</p> <p>Meeting or exceeding expectations = progress measure Securing or better = attainment measure</p> <p>The Headteacher clarified that the figures understate the performance overall in science as Y9 have already started to study towards their GCSE and will have an actual GCSE grade in their assessments which is translated back to the KS3 grading system (links to predicted GCSE outcomes and is age related).</p> <p>Q. A governor asked why only 37% of students securing or better in PE. A. The Headteacher responded that there had been a lot of challenges at the temporary site with delivering the PE curriculum but that this would improve now they were in the new building. Q. Another governor asked what they were assessed on in PE? A. RHY responded that the students were assessed on core competencies of skills in a range of sports.</p> <p>Q. A governor asked why progress data for gender, ethnicity and Prior Attainment was missing? A. The Headteacher responded that this was a spreadsheet issue but that a comparison could be made based on attainment. Given the rate of progress overall, mathematically there was very little scope for a material difference in progress between the genders.</p> <p>ACTION: Headteacher to include data reports for gender, ethnicity and Prior Attainment at next whole school reporting point, i.e. Spr2.</p> <p>Q. The Vice chair asked if the difference in male/female progress and attainment reflected the national picture? A. The Headteacher responded that this was broadly true.</p> <p>Q. Governors asked what happens with the data now? A. The Headteacher responded that middle leadership were receiving data analysis training so that they can take the data in departments, review it and decide how curriculum plans should be revised. They would also use it to reflect on the quality of T&L and it can feed into staff performance reviews.</p> <p>RHY left the meeting.</p>	8. HEAD
6	<p>Governor Business</p> <p>The Chair clarified that this section would cover Trust issues that the LGB needs to address and then a discussion around how to mature the LGB's approach to governance.</p> <p>Trust Governance Working Party (WP)</p>	

	<p>The WP was set up by the Trust to explore the relationship between the LGBs and the Trust and to do planning around recruitment and succession. The Terms of Reference (ToR) for the WP had been shared with the governors together with the Scheme of Delegation (SoD). The WP is chaired by trustee, Helen Jeffreys.</p> <p>The Chair asked for a volunteer to be the TCSED rep on the WP.</p> <p>The Vice chair clarified that it would involve 3-4 meetings over the course of a term and a half which usually take place in the early morning before school starts. She also pointed out that the advantage of getting involved was that you got to meet and work with Trustees and governors from TCSND.</p> <p>CRE volunteered to be the TCSED governor representative on the Trust Governance Working Party.</p> <p>ACTION: Chair and Clerk to inform Chair of Trust Governance WP</p> <p>Paired Learning walks, Governor Learning Walks</p> <p>The Vice chair had shared a document looking at the aims, principles and rules that governors should take into consideration when visiting school to do a Learning Walk (LW). The aim is to do one per term and the next set are scheduled to take place w/c 11th February.</p> <p>Agreed that this will be led by SPR with LDL on 15th Feb and will focus on SEN.</p> <p>ACTION: SPR and LDL to coordinate with Headteacher</p> <p>The vice chair requested that governors consider who will do the next LW in the summer term and what area they will meet? This will need to be decided before the next LGB meeting with reference to the Headteacher who coordinates them from a school point of view. The Chair added that LWs are an excellent opportunity for governors to ask questions and learn about the school to help them carry out their roles as governors. The focus should link into the action plan for that department.</p> <p>The summer term LW should be scheduled ideally in May before the LGB meeting on the 13th June and a brief report be produced to be added for discussion onto the agenda. All agreed that this should be in Science or meeting with middle leaders – possibly on the 15/5. RJS plus one other (volunteer needed). The agenda should be agreed beforehand.</p> <p>ACTION: All to let RJS and Chair know if they are able to pair up with RJS for this LW</p> <p>Governor Portfolios – Link Governors</p> <p>The aim is not to have the need for governor’s sub-committees.</p> <p><i>The LGB must have a link governor for safeguarding. This is Stephen Potter.</i></p> <p><i>The DfE also says LGBs should also have:</i></p> <ul style="list-style-type: none"> • A link governor or committee with oversight of special educational needs - also SPR • A governor or member of the board who takes a strategic interest in careers education and guidance and encourages employer engagement (currently JGY but need new person) <p><i>Otherwise, governing boards can choose how they structure their governance arrangements, including deciding what, if any, roles are delegated to individuals.</i></p>	<p>9. Chair/ Clerk</p> <p>10. SPR/LDL</p> <p>11. ALL</p>
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	<p><i>Governing boards should collectively assign link governor roles, with the agreement of the individual taking the role. They should be chosen in line with the school's improvement priorities, and in partnership with school staff.</i></p> <p><i>Link governor positions should then be reviewed annually.</i></p> <p>CRE volunteered to take over operations/premises portfolio next year once there was some clarity on finance.</p> <p>ACTION: Chair to confirm with CRE before end of academic year</p> <p>All agreed that CJN should retain responsibility for community voice.</p> <p>All agreed that core items pertaining to finance would be covered at each meeting depending on other priority items (SEN/PP/Safeguarding etc).</p> <p>All agreed that curriculum and attainment would be covered in the main LGB with no need for a sub-committee.</p> <p>ACTION: Chair and Clerk to ensure Finance and Curriculum are added to future agenda plan</p> <p>6th Form</p> <p>ToR for the Trust 6th form working party were circulated. RJS and ACN are on the WP.</p> <p>All agreed that the LGB need to be able to discuss their views ahead of the 6th Form Working Party meeting now rearranged for Friday 1st February (rearranged from 25/1). The Vice Chair suggested that governors meet earlier on Tuesday 12th February, the evening of the governors social, to discuss their views on the 6th form plans.</p> <p>ACTION: All need to read the questions on the 6th Form ToR document and feedback thoughts to RJS before Friday 1st February</p> <p>Q. A governor asked if the 6th form WP would be exploring the consequences of one option over another and then producing a 'green' paper which the LGB would have the opportunity to comment on?</p> <p>Q. A governor also commented that the admissions consultation process was not very satisfactory. The Vice chair queried how the LGB and the Trust should speak to each other and asked if a process had been developed to avoid this happening in the future so that the LGB are advised as to what is happening, what decisions have been made and then given the opportunity to feedback via their WP representative(s).</p> <p>ACTION. The Chair to raise with Trustees to seek clarity on Working Party processes</p> <p>Working with TCSND LGB</p> <p>ACTION: All to note joint LGB meeting/training day on 27 April 10am – 4pm. JGY to chair at TCSED.</p> <p>ACTION: All to send through agenda items that you would like to see covered</p> <p>Q. A governor asked if there would be an external facilitator on the day?</p>	<p>12.Chair</p> <p>13.Chair/ Clerk</p> <p>14. ALL</p> <p>15.Chair</p> <p>16.All</p> <p>17.All</p>
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	<p><u>ACTION:</u> Chair to confirm if this is the case.</p> <p>Data Presentation</p> <p>GST discussed plans to do some development work with LGBs on how to best use data to ensure that governors are fulfilling their roles as ‘critical friends’. She raised the query as to how does the LGB develop the data from meeting to help ensure that the assessment process is working well at a department level. She highlighted the fact that the questioning of data is important and gets more important at GCSE and beyond.</p> <p>The Vice Chair suggested that this should be added as an agenda item at the joint LGB day in April.</p> <p><u>ACTION:</u> Chair/Clerk to add to agenda for Joint LGB day</p> <p>Another governor asked if there were any best and worst case examples on using data and developing actions to drive for improvement that governors can look at.</p> <p>All agreed that Headteacher, Chair and GST should discuss what good data analysis in the LGB should look like with the intent of sharing with TCSND.</p> <p><u>ACTION:</u> Chair to set up meeting to discuss data analysis with GST and Headteacher</p>	<p>18. Chair</p> <p>19. Chair /Clerk</p> <p>20. Chair</p>
8	<p>AOB</p> <p>Date of Next Meeting: 14th March 2019 6.30pm at Jarvis Road</p> <p>Meetings thereafter: 27th April 2019– Joint LGB away day 10-4pm 9th May 2019 LGB meeting 6:30pm 13th June LGB Meeting 6:30pm</p> <p>The meeting closed at 8:40pm. No confidential business was recorded.</p>	

**Action points arising from the LGB meeting of The Charter School East Dulwich on
Thursday 17th January 2019**

No	Action	By	When	Status
1	Clerk to advise Chair on best practice for recording of minutes	Clerk	For next meeting	Carried over
2	Clerk to circulate all future meeting dates (see end of minutes)	Clerk	ASAP	Completed
3	Anyone who would like to be an observer at a future Trust meeting should inform the chair and the clerk. Trust meetings will be held on the following dates: Tuesday 26 March 6:30pm venue tbc and Tuesday 2 July 6:30pm venue tbc	ALL	Confirmed for next meeting	NEW
4	Twining with school in Clichy - Headteacher to follow up.	ACN	For next meeting	Carried over
5	Chair to produce Governor Action Plan to ensure points raised from Ofsted Report are reviewed over time – Chair/Clerk ongoing action	Chair /Clerk	ASAP	On Going
6	Clerk to investigate new ways of document sharing	Clerk	ASAP	Carried over
7	Follow up discussion on the outcome of the Options Process to be added to future LGB Agenda	Clerk	ASAP	Carried over
8	Headteacher to provide LGB with complete data sheet including data for gender, ethnicity and Prior Attainment.	ACN	Next meeting	New
9	Chair and Clerk to inform Chair of Trust Governance WP that CRE has volunteered to be ED representative	Clerk/ Chair	ASAP	New
10	SPR and LDL to coordinate with Headteacher for logistics of SEN Paired walk on 15/2	SPR/L DL/ACN	ASAP	New
11	All to let RJS and Chair know if they are able to pair up with RJS for science focussed LW on 15/5	All	ASAP	New
12	Chair to confirm with CRE with regards to her taking over the operations/premises portfolio before end of academic year	Clerk	By June meeting	New
13	Chair and Clerk to ensure Finance and Curriculum are added to future agenda plan	Chair /Clerk	By next meeting	New
14	All need to read the questions on the 6th Form ToR document and feedback thoughts to RJS	All	31/01/19	New
15	The Chair to raise with Trustees to seek clarity on Working Party processes that he can share with the LGB	Chair	At next Trust meeting	New
16	All to note joint LGB meeting/training day on 27 April 10am – 4pm	All	ASAP	New
17	All to send through agenda items for the Joint LGB day that you would like to see covered	All	By next meeting	New
18	Chair to Confirm if there will be an external facilitator at the joint LGB day in April	Chair	By next meeting	New
19	Chair to add discussion item on how governors best use data to agenda for Joint LGB day	Chair	5/4	New
20	Chair to set up meeting to discuss data analysis with GST and Headteacher	Chair	By next meeting	New