

The Charter School East Dulwich

Minutes of Local Governing Board Meeting

Thursday 14th March 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	Apologies
Laura Duffell (LDL)	Governor	Present
Gwen Sinnott (GST)	Governor	Present
Stephen Potter (SPR)	Governor	Present
Celia Johnson (CJN)	Governor	Present
Philippa Jupp (PJP)	Governor	Present

In attendance:

Shalene Varcoe (SVE) Clerk

AGENDA ITEM	MINUTES	ACTION NO. AND OWNER
1	Apologies and Declaration of Interest: <ul style="list-style-type: none"> The meeting commenced at 6.30 pm and the Chair welcomed governors to the meeting. There were apologies from Catherine Rose There were no declarations of interest. The meeting was quorate. 	
2	Minutes of Meeting of 17th January 2019 <ul style="list-style-type: none"> The minutes were agreed as a true and accurate record of the meeting, with no amendments. It was clarified that the protocol for naming in the minutes was: Commentary: Chair, Vice-Chair, Headteacher, Deputy Headteacher, Governor(s), Clerk Actions: By initial or position as relevant (individual actions) or ALL Guests at LGB: By initial <u>Matters Arising from the Minutes</u> <u>ACTION:</u> Clerk to share new governor details with HR Director for DBS checks Actions from 17/01 <ol style="list-style-type: none"> Complete Complete – dates shared at end of minutes Observing at Trust meetings - ongoing Twinning with school in Clichy - ACN to follow up and update LGB Governor action Plan: Chair/Clerk ongoing Complete – document sharing via Google Docs Y9 Option process update agenda item 5 Gender, ethnicity, prior attainment on next data report – Headteacher carried over future LGB meeting 	1. Clerk

	<p>9. Complete</p> <p>10 And 11: Agenda item 9</p> <p>All remaining actions were complete or in process.</p> <p>No other matters arose from the minutes.</p>	
3	<p><u>Chair's Update</u></p> <p>Admission consultation TCSND This has now concluded, and the Trust have approved the new policy at ND increasing PAN from 2021 to 192 with the extra 12 places being reserved for PP students. The Trust did not sign off on the proposed move of the nodal point. This means that the two schools do not have aligned admissions policies.</p> <p>Joint LGB Training Day 27 April The agenda is nearly finalised and will include:</p> <ul style="list-style-type: none"> - Unconscious Bias Training - Update from working parties - Summary of the Trust Strategy - New Ofsted Framework - Tour of Building <p>ACTION: The Chair to circulate agenda for 27/04 once timings have been finalised</p>	2.
4	<p>Headteachers Report</p> <p>a. Behaviour</p> <p>Documents were circulated to governors ahead of the meeting. A governor asked for a definition for the abbreviations: RC – Red Card GM – Gross Misconduct</p> <p>The Headteacher highlighted the fact that there had been a significant reduction in all sanctions term on term apart from second warnings and went on to explain that this increase was largely down to the fact that, since the adoption of a more rigorous whole school approach to the setting and tracking of homework, more second warnings were being given (to mainly boys) for non-completion of homework.</p> <p>He also highlighted that there had been a sharp reduction in the number of behaviour incidents involving PP or SEN students (-9% and -15% respectively term on term)</p> <p>a. Safeguarding The Headteacher advised the school had ongoing concerns regarding the availability of support available to students who experience safeguarding and/or mental health issues outside of school. The school has invested in considerable resource to provide mental health support, but this resource cannot fully plug the gap left by the reduction in support from other agencies.</p> <p>Q: The Vice chair asked if the in-school counselling service was helping to reduce the number of incidents? A: The headteacher responded that counselling was very effective when pupils and families are engaged and explained to the meeting that the counselling services offered by the school ranged from one-to-one sessions to family therapy to mediation. However, he cautioned that it</p>	

	<p>would be hard to generalise on the overall effect as each case came with a very diverse range of circumstances.</p> <p>Q: A governor noted that there had been three in-year admissions and asked why students were leaving the school and freeing up these places?</p> <p>A: The Headteacher responded that this was because of a variety of reasons; some families simply move home, one student was subject to a managed move to avoid permanent exclusion, some move schools in Year 9 to pursue highly specialised courses of study that TCSED does not offer (e.g. the three students who have gain places at the BRIT School) but that overall the numbers of students moving on was very low relative to other schools in Inner London.</p> <p>The Headteacher advised that there had been one permanent exclusion and that the Governors Discipline Committee panel had met. The exclusion process is published in the behaviour policy.</p> <p>Q: The vice chair asked if there were still plans to run joint exclusion training for both LGBs</p> <p>ACTION: Clerk to investigate</p> <p>b. Quality of Teaching & Learning</p> <p>An update on the TCSED quality assurance procedures was shared before the meeting with governors. The headteacher also advised that staff on ITT would have a separate process.</p> <p>Q: The vice chair asked who carried out the observations</p> <p>A: The Headteacher responded that lesson observations and work scrutiny were conducted by middle and/or senior leaders in the school.</p> <p>A governor commented that these were not ‘high stakes’ observations that reflect reality and that teaching staff would not be under pressure to produce ‘special’ lesson plans. They also emphasised that, in-line with the Ofsted Inspection feedback, scrutiny points should be carried out around SEND support in class.</p> <p>The Headteacher added that while lesson observation forms were stored electronically, it was not yet possible automatically to collate ebi.s (‘Even-Better-If’s) that came out of the observations across the whole school. Each teacher would receive one or two areas to focus on afterwards (one short term and/or one longer term action).</p> <p>Q: A governor commented that two observations per term with a learning walk seemed a lot – especially if the school was not using the data.</p> <p>A: The headteacher responded that the data was being used to improve teaching practice.</p> <p>Q: The vice chair asked how the procedure was being received by staff?</p> <p>A: The headteacher responded that although there had been some anxiety about it at the start, most staff were now relaxed about the process with a couple of exceptions.</p> <p>A governor commented that it would be useful to collate the data from across the school as a tool to drive INSET. The headteacher replied that there was an online coaching log and that ebi.s should bear a close relationship to this.</p> <p>Q: The chair asked if specific areas for development across the school could be identified from this – for example questioning (as raised by Ofsted)?</p> <p>A: The headteacher reiterated that it was difficult to collate ebi.s across all teachers. He added that it was important to look at individual teachers as if a member of teaching staff was underperforming this would have to be picked up and addressed asap.</p>	3.
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	<p>Q: A governor asked if a question could be added to the staff survey to ask if teaching staff felt that the process supported them?</p> <p>A: Another governor responded that the school would want the cycle to run for longer before asking that question, so staff had received more observations and were used to the rhythm and the notion that PM is not simply down to one lesson observation as it was in the past.</p> <p>Q: The vice chair asked what made the difference to staff with the new system?</p> <p>A: A governor responded that it was less formal, more natural/realistic and not graded. The Headteacher added that this also aligned the school's quality assurance processes with Ofsted/Challenge Partners practice.</p> <p>Q: The chair asked if the cycle was sustainable in terms of timetable?</p> <p>A: The headteacher replied that overall it was but that there may be some occasions when observations were missed due to operational issues or staff had to be covered in order to carry out an observation.</p> <p>c. Parents Survey (closed 13 March)</p> <p>The headteacher shared the results from the recent parent's survey.</p> <p>All agreed that the overall response was very positive.</p> <p>Less positive was the feedback from parents around the question regarding information about their child's progress and all agreed that perhaps more could be done to prepare Y7 parents/carers for progress reporting when they start at secondary school.</p> <p>Q: The vice chair asked if there was a need to clarify the language and terminology used in reports.</p> <p>A: The Headteacher replied that each report included a glossary of key terms used.</p> <p>Q: A governor queried why the score for contacting teachers and/or tutors was low in year 7.</p> <p>A: The headteacher replied that information on how to do this was all on the school website. The vice chair added that difficulties in contacting subject teachers might be better interpreted as parents not understanding who to contact, when to and what to contact them about rather than as a comment about the mechanics of establishing contact.</p> <p>A governor observed that there was a sense that parents/ carers were looking for more information on how to support their child's learning. A second governor noted that this varied depending on the year group. The headteacher responded that Y9 was very positive (100% of parents would recommend the school) due to all the work around the options process but agreed that the Y8 figures were concerning.</p> <p>Q: The chair observed that there was a drop in the positive responses to the question about how effectively the school deals with bullying and asked if this was a behaviour issue in Y8?</p> <p>A: The headteacher replied that parents and pupils perceive something as a 'bullying' incident differently and not all accusations can appropriately be termed bullying (may be issues with friendship groups). A governor added that parents may not always be aware of what actions have been taken by the school in individual instances.</p> <p>Q: The chair asked about the open-ended comments from the survey?</p> <p>A: The headteacher responded that the survey had only closed the day before and there had not been time to analyse these yet but that this would be done in time for the Parents Forum on the 28th March.</p>	
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	<p>d. Mental Health & wellbeing policy</p> <p>The headteacher had circulated this for the LGBs information, noting that this was a TCSED based policy rather than a Trust policy.</p> <p>Q: A governor asked if there were any national standards which should be taken into consideration?</p> <p>A: the headteacher replied that there weren't any but that the school was looking at access to ARC, a programme based at Bath Spa University and run through a national network of schools so that best practice could be shared.</p>	
5	<p>Curriculum Update</p> <p>a. GCSE Option Process Update</p> <p>A paper was distributed to governors ahead of the meeting. The headteacher noted that nothing was finalised yet and highlighted the fact that the options were heavily weighted towards the EBACC with 92% of Y9 opting for the EBACC options (compared to 72% at TCSND).</p> <p>Q: The vice chair asked why there was this difference between the two schools?</p> <p>A: The headteacher replied that TCSED had always set out with a high EBACC uptake but also it is driven partly by the fact that there are fewer options to choose from.</p> <p>Q: The vice chair asked if an EBACC curriculum will suit 92% of the cohort?</p> <p>A: The headteacher responded that the figure will trend lower as there are a small number of students who may be better concentrating on securing higher rates of achievement in English language and literature rather than a Modern Foreign Language. Provision has been made for this in the Year 10 timetable. However, the substantial majority of students would study for the Ebacc plus at least one Creative Arts qualification. The chair added that it reflected the high aspirations that the school set out with.</p> <p>Q: The vice chair asked if this level would be sustainable as the numbers in each year group grew?</p> <p>A: The headteacher replied that the specific number of students entered for the Ebacc would always depend on evidence of their achievement and the suitability of those qualifications for the individual student.</p> <p>Q: A governor asked what the number of students was required to run a GCSE?</p> <p>A: The headteacher relied that this was 15</p> <p>Q: the same governor asked if there were other subjects apart from economics that couldn't be run this year?</p> <p>A: The headteacher responded that given the fact that only 120 were in the year group and the weighting towards the EBACC the KS4 curriculum had good breadth. The blocking process ensures that everyone takes a creative subject and has helped pupils to engage in the process and make sensible choices.</p> <p>Q: The vice chair asked what proportion of students would be taking Triple Science?</p> <p>A: the headteacher replied that 33 students were currently optioned for triple science (26% of the cohort).</p> <p>Q: A governor asked if many GCSE courses start in Y9?</p> <p>A: the headteacher responded that across the board this was rare, and the Chief Inspector at Ofsted was on record as being against this as a practice. However, Science and MFL do start in Year 9.</p>	

	<p>b. Staffing update</p> <ul style="list-style-type: none"> - A new Head of English has been appointed and is in post from Easter (internal candidate) - A new AHT (SEND) has been appointed and will be responsible for setting up the new ASD unit - It remains difficult to fill maths vacancies and the deadline has been extended for that vacancy <p>Q: the vice chair asked what would happen if the vacancy remained unfilled by September? A: The Headteacher replied that the school was doing all that it could to avoid that situation arising including reaching out directly to potential candidates.</p>	
6	<p>Premises update</p> <p>1. The NHS is concerned about permitting more invasive surveys of the 'chateau' building, so the team were pressing ahead with the ones permitted under current conditions. Ideally the school would like to re-procure the design team/ architects as soon as possible so that they can scope out the surveys and make a planning amendment application in January 2020.</p> <p>2. The development team were investigating options for Phase II procurement.</p>	
7	<p>Library Provision</p> <p>Emily Seed works as librarian two days a week currently and this provision will gradually increase to three days a week. The library is open to students Monday and Tuesday at lunchtime and after school with staff available. It is currently located in a 'spare' classroom as its permanent base will be part of Phase 2.</p> <p>Q: A governor asked if there was any scope for using the new public library on Grove Vale? The Chair added that the Friends were raising money for library books and pupils were reporting back that there was restricted access to the school library.</p> <p>A: The headteacher responded that the issue would be walking the students to that site and back in the time allowed but added that the public library was promoted as a community resource to all pupils and families.</p>	
8	<p>Declaration of Climate Emergency</p> <p>A document from Sarah Daly, Assistant Headteacher responsible for Key Stage 3, was circulated to governors ahead of the meeting. The proposal is that the school and its community make a public statement of commitment to combat climate change together with a list of actions that the school and its staff/pupils and parents will take to help combat climate change.</p> <p>Initially this would involve the setting up of a working group of staff/students and parents to draft the initial statement. The headteacher supports the proposal.</p> <p>All agreed that this was a great idea and there were no objections to the setting up of the group to draft the wording of the declaration.</p> <p>ACTION: Headteacher to share final wording with LGB when it is drafted</p>	4.
9	<p>Governor Business</p> <p>SEND Governor visit – SPR/LDL</p>	

	<p>LDL reported back that the visit had been very successful and had packed a lot in. The governors had met the DHT to discuss the SEN action plan post Ofsted and how it was progressing. They also met the SEN teacher and an LSA and then had the opportunity to observe a class from each year group. The full report is on file for governors to view.</p> <p>The proposed ASD provision looks very exciting but ebis were identified:</p> <ul style="list-style-type: none"> - Links with other schools are vital and need to be developed further - Coaching and support needs to be embedded across the school so that it is not all coming from the SEN team - How is the progress of EHCP /Other SEN students monitored? This is improving but could be better – the school has advised that EHCP students now have termly reviews of their work rather than waiting for the annual review. A governor also noted that their progress should be picked up through the data. <p>Three main questions came out of the visit:</p> <ol style="list-style-type: none"> 1. What is the school's evaluation of the progress that has been made in relation to SEND provision since the Ofsted inspection of 2018? 2. What progress is being made in the establishment of an ASD unit at the school? <p>Q: the chair asked when this should be discussed at LGB as a substantive item A: The headteacher replied that the newly-appointed AHT for SEND would not start in post until September 2019 and the resource base was not due to open until September 2021 when Phase 2 was completed so the LGB had time for future scrutiny.</p> <p>ACTION: Chair/Headteacher to agree when this should be added as agenda item next year.</p> <ol style="list-style-type: none"> 3. What new training is planned for staff in relation to GCSEs and SEND students? <p>Update from Communications meeting – CJN CJN reported back on her meeting with the headteacher to look at school communication following concerns raised by some about how and when information was shared by the school.</p> <ol style="list-style-type: none"> 1. Parent Forums: It was agreed that these should have themes to help increase attendance – the next one is on the 28th March and will need publicising more actively through a specific invite rather than just a note in the bulletin and explaining what the forums aims are – why should parents attend? ACTION: Headteacher to feedback to governors on attendance at next parent forum ACTION: Governors who are also parents encouraged to attend (SV note – at TCSND all governors are encouraged to attend and usually Chair and/or VC and parent governors attend parent forums) 2. The parent survey is live and the LGB has received feedback on the results 3. The bulletin now has a strapline showing the standard format for staff email addresses to help parents contact individuals more easily 4. Staff survey – results of this will be fed back at the next LGB after the survey closes ACTION: Clerk to add to May meeting agenda 5. The student council has only just started up and governors will get the chance to meet them in Summer 2 (June). Ideally if governors have any specific questions to ask the school council these should be sent through to Olivia Coates before then. CJN will coordinate meeting date. ACTION: What questions would the LGB like to ask the school council. All to send CJN who will act as liaison with the school council. Link Governor portfolios SEND link Governor – Laura Duffell 	<p>5.</p> <p>6. 7.</p> <p>8.</p> <p>9.</p>
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	<p>Careers Link Governor – Tim Naik</p> <p>Working party update</p> <p>Governance: Catherine Rose is the TCSED rep on the Trust Governance working party. Helen Jeffrey, trustee and chair of the WP will update at joint training day</p> <p>6th Form: The vice chair will update at the joint training day</p> <p>Next learning walk</p> <p>Meet the middle leaders meeting. Proposed date is 8th May with TNK and RJS after the Challenge Partners review.</p> <p>ACTION: Headteacher to confirm May 8th for governors to meet the middle leaders</p>	10.
10	<p>AOB</p> <p>ACTION: Clerk to investigate joint LGB exclusion training session</p> <p>Dates for the diary:</p> <p>28th March - Parent Forum</p> <p>Saturday 27th April from 8:30am at Jarvis Road - Joint LGB Training Day</p> <p>9th May 2019 6:30pm - LGB meeting</p> <p>13th June 2019 6:30pm – LGB meeting</p>	11.

Action points arising from the LGB meeting of The Charter School East Dulwich on Thursday 14th March 201

No	Action	By	When	Status
1	share new governor details with HR Director for DBS checks	Clerk	ASAP	New
2	Circulate agenda for 27/04 joint LGB training day once timings have been finalised	Chair	ASAP	New
3	Research availability and dates for exclusion training session for both LGBs	Clerk	By 5 April	NEW
4	Share final agreed wording for the Climate Emergency Declaration with the LGB	HT	For next meeting	New
5	Agree when ASD unit proposal should be added to agenda	Chair /HT	2019-20	New
6	Feedback on Parent Forum attendance 28/3	HT	Next meeting	New
7	All encouraged to attend the next Parent Forum on 28/3	All	28/03	New
8	Staff survey results to be added to May LGB meeting agenda	Clerk	Next meeting	New
9	Governors to send questions they would like to ask the school council to CJN	All	By end of May	New
10	Date and time to be confirmed on May 9 th for governors to meet the middle leaders	HT	ASAP	New