

**The Charter School North Dulwich**  
**Minutes of Local Governing Board Meeting**  
**Thurs 26<sup>th</sup> September 2019, 6.30 pm at Red Post Hill, London, SE24 9JH**

Amanda King (AKG)	Chair of Governors	Present
Sam Jaffa (SJA)	Governor	Present
Thecla Schreuders (TSS)	Governor	Present
Paul Koloi (PKI)	Governor	Present
Andrew Somerville (ASE)	Governor	Present
Lucy Hamer (LHR)	Governor	Present
David Malone (DME)	Governor	Present
Alton McDonald (AMD)	Governor	Present

**Apologies**

Christian Hicks (CNH)	Headteacher
Sue Tibballs (STS)	Governor

**In Attendance:**

Simon Williams (SWS)	Deputy Headteacher
Mark Pain (MPN)	Deputy Headteacher
Shalene Varcoe (SVE)	Clerk

AGENDA ITEM	MINUTES	ACTION NO. AND OWNER
1	<p><b>Chair's Welcome:</b>            The Chair welcomed all to the meeting</p> <ul style="list-style-type: none"> <li>● Apologies were noted from CNH and STS</li> <li>● No declarations of Interest</li> <li>● All forms were signed and returned by governors covering pecuniary interests, code of conduct and Safeguarding</li> </ul>	
2	<p><b>Governor Business</b></p> <p><b><u>Vice Chair election</u></b>            The Chair advised that one nomination had been received for the position of Vice Chair and that was from AMD. The Chair invited AMD to speak to the meeting for two minutes.</p> <p>AMD outlined his reasons for applying for the post and then left the room while the vote was conducted.            AMD was duly elected as Vice chair.</p> <p><b><u>Link Governors</u></b>            The Clerk shared a paper detailing which link governor positions were statutory and which both TCSND and TCSED had currently together with a list of common link governor roles. The statutory link governor positions were confirmed for this academic year as follows:            Safeguarding – Paul Koloi            SEND – Sam Jaffa            Careers – David Malone</p> <p>The Chair reminded the meeting that the Trust's governance working party was looking to align the two LGBs so that they had common Link Governor roles but that this was still under discussion. The governors were invited to discuss what was desirable.</p>	

	<ul style="list-style-type: none"> <li>- A governor observed that having links with the KCLs was still important as this provided one of the few direct links between teaching staff and the LGB. They added that it was useful for governors to get a wider view of the reality for teaching staff. The staff governor added that it was also important from a KCL point of view to have this contact with governors.</li> <li>- All agreed it was important to speak to staff other than the leadership team outside of LGB meetings.</li> <li>- SWS agreed that contact with the KCLs and SLs was important, especially to get a feel for specific areas such as staff workload, adding that the SDP could guide where the links should be focussed. He observed that governors could have more than one link area but that this would depend on individual governor capacity.</li> <li>- A governor commented that it would be useful to have clear guidance as to what the link meetings needed to cover and that some areas could be grouped together to ensure that the meetings were not a waste of time.</li> <li>- A governor agreed that it was important to be able to test if the SDP was working on the ground</li> </ul> <p>It was agreed that Link Governor meetings needed a clear purpose with direct links to the SDP and that other roles would be agreed at the next LGB meeting in November.</p> <p><b>ACTION:</b> HoG to produce updated role descriptions and meeting templates</p> <p>TSS volunteered to be the new TCSND representative on the Trust governance working party</p> <p><b>ACTION:</b> All to feedback any further thoughts to the Chair by half term  <b>ACTION:</b> Clerk to organise a skills audit before the next meeting in November.</p> <p><b><u>6<sup>th</sup> Form working party update</u></b>  TSS informed the meeting that the 6<sup>th</sup> form WP would be meeting again the following week and that she would send an update around after this meeting.</p> <p><b><u>Governance working party update</u></b>  The Chair advised that the governance working party was continuing its work this year with a focus not only on link governor roles across the trust but to also look at how the trust approaches diversity and inclusion within governance and that there would be more to feedback after half term.</p> <p><b><u>PP Working party</u></b>  The Chair advised that there were a significant number of volunteers for this working group and that it had not yet been possible to convene the first meeting. All agreed that a smaller group would meet initially to agree the terms of reference and key objectives. Participants in this initial group will be CNH, SWS, AKG, AMD and PKI</p> <p><b>ACTION:</b> Chair to liaise with HTs PA to set up a meeting as soon as possible</p>	<p><b>1.SVE</b></p> <p><b>2.ALL</b> <b>3.SVE</b></p> <p><b>4.AKG</b></p>
3	<p><b>Minutes from 11<sup>th</sup> July meeting and matters arising</b></p> <p>The minutes of the meeting were agreed as a true and accurate record.</p> <p><b><u>Matters arising from actions</u></b></p> <p><b>1:</b> A governor asked if the actual SEND review document would be shared with the LGB  <b>ACTION:</b> SWS to check if review document can be shared and to share the SEND review presentation from the last meeting.</p> <p><b>2:</b> Governors asked if anyone knew when the Dog Kennel Hill planning proposals were due to be approved or not?  <b>ACTION:</b> Clerk to find out and send update to LGB  Governors asked that the school continue to develop the relationship with JAGs regarding some use of their facilities after the new head is appointed.  <b>ACTION:</b> CNH to update governors on any progress with JAGS at the next meeting.</p> <p><b>3.</b> Trust advertising and sponsorship policy carried over</p>	<p><b>5.SWS</b></p> <p><b>6.SVE</b></p> <p><b>7.CNH</b></p>

	<p><b>8. ACTION:</b> Request for an information evening for parents regarding the future 6<sup>th</sup> form plans to be brought up at the 6<sup>th</sup> Form WP meeting</p> <p><b>14.</b> Ofsted ready training. Governors expressed the need to have a clearer understanding of what will happen at an inspection under the new inspection framework. Governors asked if staff had received training on this.</p> <p>A: SWS replied that there had been a great deal of staff training on the new framework and the Headteacher added that Challenge Partners were due in school w/c 7<sup>th</sup> October and would be focussing on the schools performance against the new framework measures in order to identify any gaps, training needs and develop an action plan.</p> <p>Q: A governor suggested that a session looking at:</p> <ul style="list-style-type: none"> <li>- What governors need to know/do?</li> <li>- Who would be available at short notice</li> <li>- What preparation might be needed</li> <li>- Develop a governor’s action plan.</li> </ul> <p><b>ACTION:</b> The clerk advised all governors to check the dates for the Southwark Governors services Ofsted training sessions and to book onto one of these sessions as the Trust buys into this training provision for governors. The next session is on 31/10.</p> <p><b>ACTION:</b> Clerk to look at a date for an Ofsted session for any governors interested</p> <p><b>ACTION:</b> CNH to share any information regarding governance and Ofsted that comes from the CP review with the chair.</p> <p>All other actions were completed or carried over.</p>	<p><b>8.TSS</b></p> <p><b>9.ALL</b></p> <p><b>10.SVE</b> <b>11.CNH</b></p>
4	<p><b>Education Update</b></p> <p>MPN took the meeting through a short presentation summarising the results analysis for Y11 and Y13 in the summer. Governors had also received a copy of the headline data. MPN advised governors that any pages with a ‘G’ on them should receive closer attention.</p> <p>The school summarised that it was very pleased overall with the results this year but that they were disappointed with the overall DA student performance, which had dipped this year. MPN advised that the figures could change slightly as several parents had requested remarks. He also advised that the school had paid for all DA pupil papers within 3 marks of a grade boundary to be remarked at a cost of £150 per paper.</p> <p><b>Overall:</b></p> <ul style="list-style-type: none"> <li>- A8 had increased</li> <li>- P8 had increased (the current figure is an estimate and the actual figure will come out in the DfE performance tables in October)</li> <li>- E and M results were holding steady</li> <li>- EBACC was holding steady.</li> </ul> <p><b>Specific comments GCSE subjects:</b></p> <ul style="list-style-type: none"> <li>- Maths GCSE performance was particularly good this year with an increase in the number of 9-7 grades despite relatively high levels staffing changes in the maths department</li> <li>- EBACC was raising some concerns Geography and Science had dips in both A8 and P8</li> <li>- In Science there were some issues regarding the tier that students had been entered into, with six students put into the higher paper who should have been in the foundation tier.</li> <li>- However, at the top end of the grades the performance in science was very strong as was the performance for Triple science</li> <li>- Geography had a wide variance in performances with 38 students getting grades 9-7 and six students getting a grade 1. This would be an area of focus for next year.</li> <li>- Computing and French were both holding their performance at the top grade but there were issues around the grade 4 boundary</li> </ul> <p><b>Specific comments student groups:</b> <b>Disadvantaged</b></p>	

- MPN advised that in previous years the DA P8/A\* measures at the school when measured against other nationally had been better than they were this year with both measures seeing a significant dip.
- MPN advised that last year's Y11 DA cohort had received more focus than in previous years with more interventions and T&L practice; however, a significant core group of DA pupils had been resistant to these.
- Resilience among some DA pupils was an issue – with performances getting progressively worse across the series of papers in each subject
- Many focussed on a few subjects that they needed to get into college at the detriment of other subjects.
- Non-DA pupils benefitted more than DA pupils from many of the interventions put in place.
- DA performance was stronger in subjects such as Art, Business and Music Tech

#### **SEND**

- MPN advised governors to be wary of the data for SEND pupils as there were only two EHCPs in this cohort, one very high functioning ASD and one a very low-level learner.
- The SEND support group (K) has a 50% overlap with the DA group
- This group has shown a dip in the P8 measure but is still above the national comparison in EBACC and E&M 9-4

#### **Specific Comments KS5 – A level**

- This year's results were outstanding with a predicted ALPs of 1.67 (1 is the highest)
- Areas of focus in terms of subjects, whose results were not as good as expected, include Geography, Biology, Chemistry, Music and Spanish
- DA is also a key area of focus.

Q: A governor asked why the benchmarks at GCSE are 9-4

A: MPN responded that this was as the old grading system was benchmarked against A\* - C and a 4 is a 'low' C pass.

Q: The Chair asked for some further detail around the DA data at GCSE, asking if there were common issues, which adversely affected this group?

A: SWS replied that some students in this group last year had very complex issues both in and out of school and that these differed from individual to individual. MPN added that the school had produced a case study for each key DA student to identify which interventions had been tried and the results.

Q: A governor asked when the national comparisons would be published.

A: MPN replied that this would be March 2020 for the full data but that unvalidated headline data would be available mid-late October.

Q: The governor asked if this would include data for DA pupils.

A: MPN responded that it would.

Q: The Chair asked if there is a review of the results.

A: SWS replied that the school SLT had just completed the individual subject reviews with each SL and that these reviews examined which strategies had worked and what needed to be changed for next year. The results had identified 8 DA students (who also had significant behaviour issues) who had done very poorly across the board.

Q: A governor asked how the school would learn from the experience of these students so that support would improve for future cohorts.

Q: Another governor asked if it was not actually the support that was the issue for these students but the culture of the school that may be alienating them.

A: SWS responded that many of the interventions were designed following feedback from DA pupils on what would help them or what support they would like more of – however in practice it was still difficult to get them to engage.

Q: A Governor asked if there was anything the school could learn from other schools in the Challenge Partners network.

A: MPN responded that the response from CP to the school's DA support strategies was to keep doing what the school was doing and that the provision at TCSND was no different from that at schools where DA pupils were seeing positive progress. The school would continue with strategies such as P6 maths

on a Monday, after school revision sessions, guided revision resources etc. but that all would be kept under review.

He added that the current Y11 cohort were very different and were already displaying a much more positive approach to schoolwork and study.

Q: A governor observed that the school did not seem surprised by the DA figures and asked if the school could see that the various interventions were not working what could have been done differently as the year progressed.

Q: Another governor asked if the previous year's DA cohort could be surveyed to find out why/ where they felt things had gone wrong.

A: SWS responded that it was important to find out what had worked for those DA pupils who had positive results in order to replicate this going forward.

Q: The Vice Chair commented that this group of students did not 'buy in' to the process and that there would probably have been a few key characters that swayed the others. Ensuring that pupils 'buy in' and addressing cultural issues would help to prevent similar results in the future. He added that hearing from the actual students under discussion would be very powerful in order to find out what more could have been done.

Q: The Chair asked to what level bespoke strategies could be offered, as all these students are different with very different sets of issues.

A: MPN responded that there was no one identifiable common issues across the group - they varied in terms of ethnicity and had a wide variety of individual concerns around medical problems, poor attendance, neglect and mental health issues.

A: SWS added that the school would have limited resources to follow up with ex-students and that there would be potential reluctance from that group to re-engage with school. He added that the current Y11 Seed group could be surveyed to find out if there are any common issues and what support they would like to see in addition to that already on offer.

Q: A governor commented that they felt it was important to revisit what happened last year to learn how to improve support going forward and ensure that all pupils are given the best chance to succeed no matter what issues there maybe.

A: The Chair concluded that this would be a key priority going forward.

### **1-year School Development Plan (SDP)**

The Chair advised governors that the SDP for 2019-20 needed to be agreed. Governors were also provided with copies of the 3-year plan as a reference although this was not due for review.

The school advised governors that the new SDP was produced in response to the new Ofsted framework, with SLT staff having the responsibility for each of the seven key areas. Each of these key areas then has an individual development plan beneath them.

Q: The Chair asked governors if they felt that the SDP had enough focus on DA students.

A: the Vice Chair advised that recent Ofsted inspections he had been a part of very much had a focus on seeing progress in books. Inspectors were not looking at data but were looking at pupils' books to see how work has developed over time.

Q: The Vice Chair asked if teachers were aware that this was going to be part of the judgement?

A: MPN replied that the school had done a great deal of work on feedback and marking policy with teaching staff.

The Vice Chair advised that inspectors would be looking for evidence of improvement after that feedback in books. A second governor added that it would be useful to case track – using a few students to test the practice and its impact.

Q: A governor asked if the use of the word exceptional was potentially excluding to some students.

A: SWS responded that the schools strap line was 'Excellence for All', that this applied to all pupils no matter what their starting point or individual circumstances, and that the school saw it as an inclusive word.

Q: Governors suggested changing to 'exceptional and appropriate' but agreed to keep it as is.

	<p>Q: A governor asked where the softer targets around pupils' experience, culture and behaviour were in the SDP and asked what measures were in place to reflect these.</p> <p>A: SWS replied that the HT Report would cover these areas and that governors could ask for different measures to be included in that.</p> <p>Q: The governor asked how the LGB would know what to ask for if these targets were not in the SDP? Governors also commented that these were important especially in relation to DA students – what is the school doing to improve self-worth and self- confidence.</p> <p>A: SWS replied that it would be helpful for the LGB to agree what would be useful, helpful and appropriate for them to see in the HT report going forward. MPN added that the two documents that would hold the SLT to account would be the 3x per year HT report, which should reference the SDP and the RAG rating on the SDP itself to see how things have shifted. There would also be a revised SEF based on the new Ofsted framework, which would be updated termly.</p> <p>A governor commented that 7c – Create a robust SEN &amp;Inclusion Strategy needs to also deliver rather than just develop one.</p> <p><b>ACTION:</b> SWS to take governors feedback to SLT</p> <p>All agreed that a new format for the HT report needed to be agreed.</p> <p><b>ACTION:</b> Chair and HT to discuss before November meeting.</p>	<p>12.SWS</p> <p>13.AKG</p>
5	<p><b>Safeguarding Policy</b></p> <p>SWS advised the policy, which had been agreed in May, had been updated with the correct names in it and reminded governors that the policies at both schools were aligned.</p> <p>He also brought the governors attention to the one-page quick guide as a useful document for governors to learn (especially useful in case Ofsted come in)</p> <p>The changes to names were agreed and the policy was re-approved.</p>	
7	<p><b>AOB</b></p> <p>GDPR would be added as a standing item onto the agenda. MPN advised that there was nothing reportable so far this term but advised the governors that a subject access request had tested the school's data protection policies around access to CCTV images. The Chair confirmed that the request had been fulfilled except for one video clip following the DPO seeking advice from the ICO.</p> <p>MPN also advised that there had been a minor data breach related to finance, but this had been handled and logged.</p> <p>A Governor advised that the music teachers might need to be reminded of DP rules in relation to group emails.</p> <p><b>ACTION:</b> DPO to remind music department about DP rules when using email.</p> <p><b>ACTION:</b> DME and AKG to contact KMS to join in one of the open day tours of the school.</p> <p>Q: The staff governor asked whether there was any plan to do more to increase the sustainability policy of the school, asking if TCSND had any plans to declare a climate emergency such as TCSED had done.</p> <p>A: SVE advised that conversations were in train regarding meat free Mondays after half term. She also advised that the initiatives at TCSED were being driven by students and very committed member of staff from the ground up. The Chair advised governors that clear instructions had been sent home regarding students wishing to take part in climate strikes. No firm plans were in place to declare a climate emergency, but this could change depending on school council and the newly formed student-led, climate change society.</p> <p>All agreed that the Chair would write to staff to congratulate and thank them after the summer results.</p> <p><b>ACTION:</b> Chair to draft a letter to be sent to staff.</p> <p>Q: A governor advised that she had raised a query around pre and post school provision in terms of the current provision and anything that governors could do to help improve this.</p> <p><b>ACTION:</b> SWS to follow up</p>	<p>14.SVE</p> <p>15. DME/ AKG</p> <p>18.AKG</p> <p>17.SWS</p>

6	<b>CONFIDENTIAL ITEM</b> <b>School staff left for the confidential item, which is minuted separately.</b>  The meeting closed at 8:45pm	
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**Minutes approved by:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## ACTION POINTS

Action Points arising from LGB meeting Thursday 26 September

	<b>Actions carried over from previous meeting</b>	<b>Owner</b>	<b>Deadline</b>	<b>Status</b>
	Clerk/Chair to add SEND review update to agenda for January 2020 meeting	Clerk/Chair	Jan meeting	New
	Chair to raise the subject of the Trust policy on advertising and sponsorship	Chair	By end of September	New
	Exclusion data to include information about SEND and distribution of exclusions.	SWS	From Sept 2019	New
	Explore moving parents' forum meetings later in the evening and publicise the content earlier and more widely to encourage greater attendance.	CNH	From next parents' forum (TBC)	New
	Clerk to upload the WCS video to the shared folder for governors to view.	Clerk	By Sept 2nd	New
	Analysis of admissions by primary school to be shared with governors	HT	By 26 Sept	New
	Student workshop for those interested in learning more about campaigning to be investigated. STS to develop proposal to share with SWS/LLH and the Friends looking at who it could be aimed at, why it would be useful and any associated costs.	SWS/STS	Sept meeting	Carried over
<b>No:</b>	<b>New Actions from 23 May meeting</b>	<b>Owner</b>	<b>Deadline</b>	<b>Status</b>
1.	HoG to produce updated link governor role descriptions and meeting templates	SVE	14/11/19	New
2.	All to feedback ideas regarding link governor roles to Chair by half term	ALL	31/10/19	New
3.	Clerk to organise skills audit for Au2	SVE	14/11/19	New
4.	Chair to liaise with HTs PA to arrange PP meeting as soon as possible	AKG	18/10/19	New
5.	SWS to check to see if SEND review document can be shared with LGB and share the SEND presentation from July meeting	SWS	18/10/19	New
6.	Clerk to check progress on DKH development and feedback to LGB	SVE	18/10/19	New
7.	CNH to update LGB on any progress regarding TCSND accessing JSGs PE facilities	CNH	14/11/19	New
8.	Request for a parents' information session regarding 6th Form plans to be brought up at the next meeting of the working party	TSS	Oct 2019	Carried over
9.	All to check Southwark governor training and let the clerk know when they book any of the sessions for training audit	ALL	On-going	New
10.	Clerk to find a potential date to discuss Ofsted readiness for LGB	SVE	31/10/19	Carried over
11.	CNH to share any information from the CP review regarding Ofsted with the chair	CNH	18/10/19	New
12.	SWS to share LGB feedback with SLT	SWS	18/10/19	New
13.	Format of HT report to be revised and agreed before next report	AKG	14/11/19	New
14.	DPO to remind music team about data protection and emails	SVE	Immediate	New
15.	DME and AKG to contact KMS to join in one of the open day tours of the school.	AKG/DME	Immediate	New
16.	Chair to draft a thank you letter to be sent to staff.	AKG	Immediate	New
17.	SWS to follow up on LGB queries regarding pre and post school provision	SWS	18/10/19	New