

The Charter School North Dulwich

Minutes of Local Governing Board Meeting

Thursday 19 November 2020, 6.00 pm via Zoom

Amanda King (AKG)	Chair of Governors	Present
Christian Hicks (CNH)	Governor	Present
David Malone (DME)	Parent Governor	Present
Lucy Hamer (LHR)	Parent Governor	Present
Alton McDonald (AMD)	Vice Chair of Governors	Present
Thecla Schreuders (TSS)	Governor	Present
Celeste Shirvani (CSI)	Governor	Present
Alex Kemp (AKP)	Governor	Present
Laura McBean (LMN)	Governor	Present
Catherine Barrows (CBS)	Governor	Present

In attendance

Simon Williams (SWS)	Deputy Headteacher
Mark Pain (MPN)	Deputy Headteacher
Wendy Andrews (WAS)	School Business Manager
Glyn Griffith (GGH)	CFO
Caroline Davies	Governance Review observer
Shalene Varcoe (SVE)	Clerk

AGENDA ITEM	MINUTES	ACTION NO. AND OWNER
1	<p>Chair's Welcome: The meeting started at 6pm</p> <p>The Chair opened by saying a few words about Karla Pappon, a member of teaching staff who had died last month as the result of injuries sustained in a cycling accident whilst fundraising for a charity in memory of Ruby Fuller, the student who had died from cancer earlier in the year. Karla was a long serving member of the SEN team at the school who was deeply involved in school and community life and will be sadly missed and mourned by her colleagues and the wider community. The Governors expressed their condolences for Karla's family and her colleagues at the school.</p> <p>The Chair welcomed all to the meeting and introduced Caroline Davies one of the independent governance reviewers who was attending as an observer as part of the review process.</p> <ul style="list-style-type: none"> ● There were no apologies ● There were no declarations of interest for the meeting 	
2	<p>Minutes and Matters arising</p> <p>a) The minutes were approved from the meeting on 24/09/20 as a true and accurate record:</p> <p>b) Matters arising</p>	

	<p>ACTIONS from 24 September meeting Carried over:</p> <ul style="list-style-type: none"> - The Chair thanked TSS for her paper on raising governor’s profile in the school - Carried over: LHR Citizens UK – paper on student voice involvement to be completed by the end of term and shared with SLT <p>24/09/20 actions:</p> <p>4. Action Carried over – The clerk will e-introduce new governors to the Headteachers PA to arrange visits to school before the end of term.</p> <p>6. Action Carried over – All governors to ensure that they have completed updated safeguarding training by the end of term, either via Learning Link or Southwark and then inform the clerk when it is completed and update their training record on GovernorHub.</p> <p>LHR mentioned that there was also a need for a couple of governors to have completed the safer recruiting training. AMD and LHR volunteered to do the training and WAS would share the link with them.</p> <p>Governors were reminded that Southwark also offer training sessions on safer recruitment.</p> <p>7. Action Carried over – AKG to arrange the SEND link governor meeting with the SENCo as a priority before the end of term</p> <p>There were no further matters arising that would not be covered on the agenda.</p>	<p>1. LHR</p> <p>2. SVE</p> <p>3.ALL</p> <p>4. LHR/ AMD/ WAS</p> <p>5. AKG</p>
3	<p>Finance update and Risk Register</p> <p>The papers had been shared with governors ahead of the meeting and the Chair invited questions from governors.</p> <p>The Chair reminded governors that their role was to monitor the school budget during the course of the year once it had been agreed by the Trust Board.</p> <p>The CFO advised that, as there were a number of new governors, he would be running a training session in January that would cover budget monitoring and other aspects of school finance from a local governor’s perspective. More experienced governors were also invited to attend if they felt that a refresher would be useful. The date would be shared before the end of term.</p> <p>Q: A governor asked about the level of expenditure around staffing costs. They observed that the figures seemed to indicate that additional Learning support and inclusion staff had been added in and asked what the thinking was around this. A: The CFO replied that an additional member of staff in the inclusion team was related to COVID and having to ensure that each bubble had adequate inclusion support – this was a temporary appointment. He added that there was an extra LSA than was budgeted for but that the structure and provision within the SEN teams across the Trust was being looked at as part of an overall Trust SEN review. He reminded governors that the income provided by the LA to support students with SEND was being reduced while costs were going up.</p> <p>WAS added that extra staff provision in the SEN department was needed currently to support the team following the loss of Karla Pappon.</p>	

Q: A governor asked if any measures were planned to address the relatively high percentage of SEN pupils and how to support them adequately.

A: SWS replied that the school was increasingly named on EHCPs from not only Southwark, but from neighbouring LAs too, due to the schools excellent reputation and the ability for parents to select their preferred educational setting. This is despite the school not having a specialist SEN Unit. The school are meeting with Southwark next week to discuss how to manage this going forward.

Q: A governor asked if there was any situation where the school could turn down an application from an EHCP student if they could not meet their needs.

A: SWS replied that the school did say no to approximately 60% of EHCP applications each year but that there were always cases where the school believed that it could not meet a child's needs but where they had to admit them. Parents can apply to as many schools as they like so the final situation is not clear until offers go out and are accepted or not.

Q: A governor asked if there was a situation where the number of high needs pupils being admitted adversely effected the learning of others in class that this could be used to reduce the number of EHCPs admitted. They also asked if EHCPs could be grouped in the same classes and supported by fewer LSAs.

A: SWS replied that you could not refuse to admit a child based on the overall numbers of EHCPs in the school – it has to be based on being able to meet their individual needs or not. He advised that one-to-one support was the most expensive element of support and often the most underfunded so the school would go back and request more funding from the LA if possible.

The CFO advised that the financial aspects and engagement with the LAs would be considered by the Trust-wide SEND review as this was an issue for all schools in the Trust. The Headteacher emphasised that it should be remembered that despite the logistical and financial issues, supporting the education of children with SEND in the school reflected the Trust value of inclusion.

Q: Another governor asked about the PAN scenarios, asking why there were two different scenarios as the school was always over-subscribed.

A: The Headteacher replied that the second table carrying the PAN of 192 through for subsequent years was the realistic strategic projection but advised that numbers in year would go up and down as students left or moved into the area. He added that the increased PAN was a balancing act between getting more PP students into school and increasing revenues without stretching school resources and increasing teacher workload. This was being kept under review – especially under COVID – where social distancing measures also have to be considered.

Governors agreed that this would need to be kept under close review, especially the potential impact as the PAN increased each year as the 192 PAN rolled forward. The CFO advised that the school would be reviewing its net capacity report in the coming months.

FSM – Governors noted the funding of free school meal vouchers for the second week of the half term by Southwark following Marcus Rashford's high profile campaign. The CFO advised that this would continue over the Christmas break and would be reviewed in the New Year.

The governors acknowledged that there was an ongoing risk to the financial position going forward, especially with increased costs around COVID-19, and recognised the work that staff continued to do to control costs.

Premises:

	<p>Governors noted that it was good news to hear about the Football Foundation grant to refurbish the Astro-Turf</p> <p>Risk Register WAS advised that this had been reviewed recently and the two main areas of risk were the areas already discussed – the demands around EHCPs and financial risk both this year and in subsequent years.</p> <p>Q: A governor asked if the financial risk of new schools joining was a Trust-wide issue rather than a LGB issue? A: WAS advised that this was only called out as the impact would potentially be at both individual schools level as well as across the Trust.</p> <p>ACTION: CFO and SBM to reflect in finance risk areas where the LGB should have oversight.</p> <p>Q: A Governor asked if there should be more detail on the risks surrounding SEND issues pulled out on the Risk Register, especially following the previous school SEND review last year – specifically around capacity, structures and staffing. A: WAS replied that it was the additional EHCPs, reduced funding and increased costs that were creating the main risk in this area.</p> <p>GGH and WAS left the meeting.</p>	<p>6.GGH/ WAS</p>
<p>4</p>	<p>Headteachers Report</p> <p>The Chair reminded governors that this report was now in a new format and the CEO had shared information on GovernorHub detailing the purpose of two new documents: 1.The Self Evaluation report (item 4) 2. The SDP Progress and Impact report (item 5)</p> <p>Governors were advised that report structure and content was still evolving and any feedback would be welcomed.</p> <p>Governors generally agreed that the new formats were welcomed. A governor asked if the agenda item could match the name of the report as there was still discrepancy on this. The Chair advised that the aim was to standardise the reports across the Trust and that the two main reporting documents were the Self Evaluation and the SDP.</p> <p>ACTION: Chair/Headteacher to reflect this request regarding naming in subsequent agendas/documentation.</p> <p>The Chair invited questions on the Self Evaluation report to Governors. (SEF short form).</p> <p>Autumn Assessments Governors had posted questions on GovernorHub ahead of the meeting:</p> <p>Q: A governor asked if it would be possible to get a quick update on GSCE/A Levels for 2021 and how any changes in the administration of those are impacting planning at TCSND? A: MPN had tabled an updated document following the practice exam data drop for Y11 and Y13. He advised that there had been a small dip in overall attainment and progress from</p>	<p>7. AKG/ CNH</p>

module 1 data but that this brought the data more in line with expectations and would still place TCSND in the top 20% of schools based on these figures. He added that the current government guidance was that GCSE and A levels would take place next year with some limited changes in terms of content. The exams would start a week later but would end on the same date, thereby potentially increasing pressure on pupils.

Q: A Governor asked when are the next two scheduled practice exams to take place?

A: MPN responded that departments would still be aiming to finish the curriculum in good time to allow as much time as possible for revision and practice before the summer series. Y11 and Y13 will be doing another set of practice exams in late January and early February, and then again in late March, early April to make up for the loss of formal practice exams in Y12 and Y10 last year.

Q: A governor asked if the school now felt that they were clear about any potential loss of learning from the lockdown and were clear about where each pupil was in terms of their own progress and any potential gaps in learning.

A: MPN replied that this was difficult to be certain about but added that for Y11 and Y13 any predicted loss of learning did not seem to have materialised, with only a few exceptions which were related more to emotional wellbeing. He advised that there were potentially more issues in Year 8, 9 and 10 where they had missed out on more emotional development at the end of those years before moving up and staff were reporting a level of immaturity in some of these pupils which would not normally be seen.

For these year groups, Maths had identified some gaps in knowledge and this meant that lesson planning was being adapted so as to cover these areas but other subjects were not reporting significant gaps as they had simply moved onto new topics, or in Y10's case had started new subjects.

The Chair advised that some of the subject specific details should be picked up by link governors when they met the subject leaders.

The Headteacher advised that one area of concern was the impact of the lockdown on careers guidance for Year 11 particularly as many of the activities that they would have usually enjoyed in Year 10 and Year 11 had simply not been possible, for example the in school Careers Fair or external careers trips. Careers advice was still happening in school but some of the more inspirational and aspirational activities had not happened due to COVID.

Behaviour and Exclusions

Q: A governor asked how well pupils, specifically disadvantaged pupils were reacting to the increased restrictions now that they were back in school and if this was having an impact on behaviour.

A: SWS replied that generally pupils had responded very well. The Bubble system allowed key staff to be attached to each year group and be physically located with their bubbles so behaviour could be closely monitored.

Any exclusions were not generally related to COVID related breaches and FTEs were slightly up due to the fact that the ACE room had to be closed and several of the exclusions were down to one pupil who had been involved in two serious incidents. ACE would be open going forward for at least three days each week which will help.

Q: A governor asked how the exclusions related to the attendance numbers, commenting that attendance for Y12 and Y13 was relatively low and asking if the two were connected.

	<p>A: SWS replied that Y12 and Y13 attendance was relatively low as they were not required to be in school unless they had a lesson and any subsequent X code brings the overall attendance figures down. There was no concern about either behaviour or attendance for the 6th form.</p> <p>Staff Survey and wellbeing</p> <p>The Headteacher took governors through the main points from the staff survey highlighting that there was some stress and anxiety about staff feeling safe during the ongoing COVID-19 crisis. However, most staff feel that the SLT were doing all that they could to make the school safe but that the school would have to keep working on this and avoid complacency creeping in.</p> <p>Some staff were worried about workload currently and SLT were focussing on the core responsibilities and not adding any extra pressures at this time.</p> <p>IT issues were still causing some concerns.</p> <p>Q: A governor asked what the response rate was from staff. A: The Headteacher replied that 92 had responded out of a potential 140 – for the annual survey the response level would be higher but this was an acceptable response rate for an interim survey.</p> <p>Q: A governor asked if any additional support had been put in place for staff who were struggling. A: The Headteacher replied that the majority of staff knew who to go to if they needed help and that the overall culture was one where staff could feel confident that their problems would be listened to and responded to. He added that there was a counselling service provision that was available to staff.</p> <p>Safeguarding</p> <p>The safeguarding link governor report had been shared with all governors. It was noted that there had been a significant reduction in the number of safeguarding reports across the school and this was being closely monitored by the DSL.</p> <p>Complaints</p> <p>The Chair advised that there had been two formal complaints received relating to the same incident and that the Trust complaints procedures were being followed in response.</p>	
5	<p>SDP Impact and Progress report</p> <p>The Chair explained that the report was a visual representation on progress and impact against the SDP. Governors agreed that the new format was much clearer.</p> <p>Q: A governor commented that all the key priorities were currently ragged green with the exception of Section 8 relating to the leadership and management of other aspects of school provision and asked if this was an accurate assessment of the current progress and impact. A: The Headteacher replied that his assessment of each section was that the impact of the work in school so far in each of the areas was Green.</p> <p>Q: A governor asked what progress had been made towards enabling parents to keep track of what work had been set for their children now that the school had moved across to Teams. A: MPN replied that this was not progressing as quickly as he had hoped and that he was meeting the developers next week to move this along. He advised that there was a Parents</p>	

	<p>App ready to launch but as the Trust was currently undergoing an MIS tender process. As the new system would be in place from April this would impact how parents access their child's information and therefore the school was holding off to avoid creating confusion.</p> <p>A governor commented that the challenges were relevant but it was important to keep parents informed as to what was happening as this was an issue for parents, especially in the current COVID crisis.</p> <p>ACTION: MPN to update parents on progress regarding parental access to their child's information (timetable, homework, attendance etc) at the earliest opportunity.</p> <p>MPN advised that the use of Teams had been bedded in very well across the school and that its facilitation of 'live' and blended lessons was now being tested in KS4 and KS5.</p> <p>Q: A governor asked what 'secret student' was in section 7. A: The Headteacher replied that this was a 'motivational tool' where a teacher will announce that they will focus on an unnamed student in class and if they do particularly well in terms of engagement and behaviour across a week the whole class will get a reward.</p> <p>Q: A governor asked why, in Section 5 focus there was now a focus on reading and reading skills when last year the focus was on oracy and what the relationship was between them. A: The Headteacher replied that oracy is still as important as reading, and that there was also a focus on metacognition where pupils think about thinking and learn about the learning process.</p> <p>Q: A governor asked if 'learning from lockdown' had been codified yet and if that would be shared with governors. A: The Headteacher replied that this had not yet been done formally as the day-to-day operation of the school was taking precedent.</p> <p>Q: A governor asked how well prepared the school was in the instance that summer external exams did not happen again next year and schools were once again asked to produce centre assessed grades instead. A: MPN replied that if that situation was to arise again the schools would be given very strict guidance on what they could use to produce the CAGs and the most recent practice exams would not be allowed for example. However, he advised that the school should be in a strong position should that situation arise.</p> <p>Citizens UK Governors gave feedback on the recent Citizens UK session for governors across the Trust. They reflected that it was an interesting discussion and that it had provided a useful opportunity to meet governors from across the Trust. Several governors had volunteered to take part in the follow up sessions, but some governors expressed the view that they were unsure as to what the next steps were.</p> <p>The Chair replied that as the next steps were not pre-determined it would be useful to get further guidance on what governors' involvement should be. All agreed that the specific focus for TCSND should be agreed as soon as possible to maintain momentum.</p> <p>ACTION: Chair to feedback to Claire Arkwright from Citizens UK at their meeting next week.</p> <p>Q: A governor asked if the school was able to utilise the expanded number of resources available to help teach an anti-racist curriculum, citing the wealth of programmes broadcast over the course of Black History Month in October.</p>	<p>8. MPN</p> <p>9. AKG</p>
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	<p>A: SWS replied that pupils were encouraged and directed to various resources available and that many of the activities during BHM were directed by pupils themselves, adding that this was something that the school could build on. The challenge now was to look at the actual content of the curriculum so that in all subjects the curriculum moved away from a traditional 'white' focus, and that this was a national challenge.</p> <p>The Headteacher added that English and History were already doing excellent work to make progress in this area.</p> <p>ACTION: The Chair asked Link Governors to follow up on this in their link governor meetings</p>	10.ALL
6	<p>RSE Policy</p> <p>SWS had circulated the draft RSE policy, curriculum plan, parents' letter and consultation timeline to governors with the meeting papers. The introduction of the compulsory RSE curriculum came into place in September but delivery had been delayed until summer 2021 and would be delivered by specially trained teachers.</p> <p>Q: A governor asked when the policy would need to be approved by the LGB A: SWS replied that this would be January.</p> <p>Q: A governor asked if the sections highlighted in yellow were still in draft form. A: SWS replied that this was the case and these were subject to change before the final policy was available for approval.</p> <p>Q: A governor asked if a parent right to withdraw from the non-science aspects of RSE (until 3 terms before the child is 16) a standard right that is offered to parents? A: SWS replied that this was the case for the non-compulsory sections of the curriculum, until three terms before a child's 16 birthday at which point the child can say that they want to take part in the lessons without parent's being informed. The scientific reproduction part of the curriculum was compulsory for all pupils and is taught in year 7 and no-one is allowed to withdraw from that.</p> <p>ACTION: Governors to respond to Agray@charternorthdulwich.org.uk if they want to attend the consultation meeting on December 7.</p> <p>Q: A governor commented that the governor's role in monitoring the RSE curriculum delivery was important and asked if this should be added to the safeguarding link governors portfolio. A: SWS and LHR agreed that this would be appropriate as SWS has oversight of both areas.</p> <p>A governor commented that it was good to see that the emphasis was on relationships and respect rather than just sex.</p> <p>SWS advised that much of the content relating to sex was also concerned with consent and respect. He added that the school hoped to reintroduce the Great Men project in summer 2021, COVID permitting.</p> <p>ACTION: Any further questions and comments should be shared via GovernorHub</p>	<p>11. ALL</p> <p>12.ALL</p>
7	<p>Governor Business</p> <p>Governor visibility:</p>	

	<p>Governors discussed the suggestions in TSS's paper on improving governor visibility with staff and also parents and improving the understanding of the role of the governors. All agreed that positive steps should be taken but that visibility in school was difficult in the current crisis.</p> <p>Q: A governor asked if the LGB minutes should be published on the school website? A: The clerk responded that this was not a requirement in an academy but that it was considered best practice. However, the TCSND LGB had agreed several years ago not to publish them.</p> <p>ACTION: LGB to discuss and decide if they want to publish minutes going forward.</p> <p>ACTION: Governor visibility paper suggestions to be worked through by the clerk and TSS and then delegated to appropriate staff/governors.</p> <p>ACTION: The next Parents Forum is on the 9th December and all governors were encouraged to attend if possible.</p> <p>A governor suggested that other senior staff could be invited to meetings on occasions if agenda items are relevant to their area. All agreed that this was a good idea.</p> <p>Governor Vacancies The Chair thanked Andrew Somerville in his absence for his hard work and contribution as the Teaching staff governor for the past four years. Staff governor elections (teaching and support staff) were underway and the results would be published before the end of term, with new appointees in place by the January meeting.</p> <p>Link Governors ACTION: The Clerk will e-introduce all link governors to their relevant member of staff so that meetings can be arranged before the end of term</p> <p>Templates and guidance for link governor meetings will be shared via GovernorHub.</p> <p>Training Governors were reminded that they can log any training that they complete on GovernorHub which can then be run as a report for each meeting, and as evidence for the annual report of governor training.</p> <p>The clerk advised governors of a session being arranged for governors across the Trust in February on Equalities and Diversity and governor's responsibilities in respect of this. The invitation for the specific date will be sent out within the week.</p> <p>Pay review panel DME chaired the panel which had met at the start of November. He advised governors that the panel had scrutinised the Headteachers process, recommendations and rationale for teaching staff performance related pay increases and had approved all recommendations.</p> <p>He advised that the panel had recommended that the school considered adding in an additional performance assessment for teachers relating to provision of online/remote teaching whilst the COVID-19 crisis continued and that the Headteacher would discuss this with SLT.</p> <p>Governance Review</p>	<p>13. ALL</p> <p>14. TSS/SVE</p> <p>15. ALL</p> <p>16. SVE</p>
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	<p>The Chair advised that then review was ongoing across the Trust, adding that she had found the conversations very useful in terms of improving the LGB practice and procedures. She asked that if anyone had any further suggestions on how the meetings could be improved or made more efficient to share these with her.</p> <p>A governor suggested that an informal meet up would be useful outside of the usual meeting cycle. All agreed that this would be useful – COVID permitting.</p> <p>ACTION: Chair to coordinate a potential date for an informal catch up.</p> <p>The draft report from the governance review should be available in January.</p>	17. AKG
8	<p>AOB:</p> <p>A parent governor asked if the office@charter..... Email address could be checked as some parents had reported that it was not working.</p> <p>ACTION: Headteacher to check</p> <p>The meeting ended at 8:00pm</p> <p>Next meeting Thursday 21 January at 6pm via Zoom</p>	18. CNH

Minutes approved by: _____

Signed: _____

Date: _____

NEW ACTION POINTS FROM MEETING THURSDAY 19 November 2020

	ACTIONS	Owner	Deadline	Status
1	LHR has offered to support the school develop 'student-voice' plans for the school	LHR	TBC	Carried over
2	The clerk will e-introduce new governors to the Headteachers PA to arrange visits to school before the end of term.	SVE	End of term	Carried over
3	All governors to ensure that they have completed updated safeguarding training by the end of term, either via Learning Link or Southwark and then inform the clerk when it is completed and update their training record on GovernorHub.	ALL	End of Term	Carried Over
4	AMD and LHR volunteered to do the training and WAS would share the link with them.	AMD/LHR/ WAS	ASAP	NEW
5	AKG to arrange the SEND link governor meeting with the SENCo as a priority before the end of term	AKG	By end of term	Carried over
6	CFO and SBM to reflect in finance risk areas on the risk register where the LGB should have oversight.	GGH/WAS	By January 21	NEW
7	Chair/Headteacher/Clerk to ensure consistent naming protocol regarding naming in subsequent agendas/documentation so agenda items match the name of the documents	Chair/HT/Clerk	By January 21	NEW
8	MPN to update parents on progress regarding parental access to their child's information (timetable, homework, attendance etc) at the earliest opportunity.	MPN	ASAP	NEW
9	Chair to share feedback from governors with Claire Arkwright from Citizens UK at their meeting next week.	Chair	By end of November	NEW
10	Link Governors to follow up on how subjects are looking to ensure that the curriculum is reflective of the anti-racist agenda in their link governor meetings	ALL	By end of term or in next link governor meetings	NEW
11	Governors to respond to Agray@charternorthdulwich.org.uk if they want to attend the RSE consultation meeting on December 7.	ALL	By December 7th	NEW
12	Governors with any further questions regarding the RSE Policy and curriculum to share them via GovernorHub	ALL	By end of term	NEW
13	LGB to discuss and agree if they want to publish minutes going forward.	ALL	For agreement at meeting on 21 January	NEW
14	Governor visibility paper suggestions to be worked through by the clerk and TSS and then actions delegated where appropriate.	Clerk/TSS	ASAP	NEW
15	The next Parents Forum is on the 9 th December and all governors were encouraged to attend if possible	ALL	9 th December	NEW
16	The Clerk to e-introduce all link governors to their relevant member of staff so that meetings can be arranged before the end of term	Clerk	End of Term	NEW
17	Chair to coordinate date for informal governors get together	Chair	ASAP	NEW
18	Headteacher to check with admin team if office@charternorth..... Email address is working	HT	ASAP	NEW