

**The Charter School North Dulwich**  
**Minutes of Local Governing Board Meeting**  
**Thursday 24<sup>th</sup> June at 6pm Via Zoom**

<b>Governors</b>	<b>Role</b>	<b>Present/apologies</b>
Amanda King (AKG)	Chair of Governors	Present
Catherine Barrows (CBS)	Governor	Present
Lucy Hamer (LHR)	Governor	Present
Christian Hicks (CNH)	Headteacher	Present
Alex Kemp (AKP)	Governor	Present
David Malone (DME)	Governor	Present
Laura McBean (LMN)	Governor	Present
Alton McDonald (AMD)	Governor	Present
Jennifer Parker (JPR)	Governor	Present
Thecla Schreuders (TSS)	Governor	Present
Celeste Shirvani (CSI)	Governor	Present
<b>In attendance</b>		
Glynn Griffith (GGH)	TCSET CFO	Present
Simon Williams (SWS)	Deputy Headteacher	Present
Wendy Andrews	SBM	Apologies
Mark Pain (MPN)	Deputy Headteacher	Present
Claire Maugham	Trustee	Present (Item 6 only)
Carrie Fentum (CFM)	Clerk	Present

	<b>Agenda Item</b>	<b>Action</b>
<b>1</b>	<b>Welcome</b> The Chair welcomed all to the meeting There were no apologies for absence There were no declarations of interest for the meeting The chair explained that Trustee Claire Maugham will be joining the meeting for the trust update It was noted that a trust Communications Policy has been shared which looks at the way that information is shared across the trust.	
<b>2</b>	<b>Minutes and Matters arising</b> The Minutes of the meeting held on 13 <sup>th</sup> May 2021 were agreed as an accurate record of the meeting.  <b>Matters Arising /Actions</b> Action 1	

	<p>There was discussion about whether there should be a governor newsletter or if there should be an item on governance as a part of the school newsletter. It was noted that the aim of the action had been to make the governors more visible. The Headteacher said that there is an end of term newsletter and it was agreed that governors would contribute to that. CHS undertook to find out the deadline for articles for the newsletter and inform the chair.</p> <p>Action 4 The Headteacher confirmed that the SEND Offer is on the website.</p> <p>Action 5 The Headteacher shared a document outlining the new SLT roles and responsibilities.</p> <p>There were no further matters arising</p>	
<p><b>3</b></p>	<p><b>Finance/Premises and Risk update</b></p> <p><b>Budget Monitoring report</b></p> <p>The CFO presented the BMR which had been circulated prior to the meeting, noting that this had been a challenging year with lots of changes.</p> <p>It was explained that there is now a greater understanding of the costs and additional income related to Covid.</p> <p>The mass testing had been the biggest cost. The funding that had been received to cover that had outweighed the costs.</p> <p>While the costs of the testing were covered there were no additional payments to cover costs such as additional cleaning and heating costs due to keeping windows open.</p> <p><i>A governor asked if Summer school funding would be claimed.</i></p> <p>The Deputy Headteacher said that the school is not planning to run summer schools or claim the funding. It had been felt that it wouldn't be possible to ensure that the provision reflected the overall culture of the school within the time limitations and wasn't convinced it would be effective.</p> <p>It was explained that the budget has been set working the basis that teachers pay will be frozen. Support staff pay is not frozen and any increases will be backdated.</p> <p>The Budget was set before this was known.</p> <p><i>A governor asked if the water pipe incident was unexpected, whether it should have been in the risk register and if the school should consider changing its insurer.</i></p> <p>The CFO said that this could not have been foreseen The Insurance company said that it had happened due to wear and tear. Utilities are included in the risk register. The Condition survey will identify some things, but it cannot identify everything. Items such as these are covered by capital allocation funding.</p> <p>Governors considered the Budget comparison table. It was noted that the budget as a</p>	

whole is £2K down, the largest difference is the age weighted pupil unit. There are other fluctuations. It was explained that lessons from previous years are taken into account and the predictions are becoming more accurate. However, there are some elements which cannot be predicted.

*A governor asked if the changes to demographics can be forecast.*

The CFO said that the changes as a result of the pandemic and the increased numbers of PP children have been considered. It was explained that PP funding had previously been based on the January census however this year it had changed to the October census. More pupils would have been eligible for PP in January. As a result, there will be more of a lag on the funding coming.

*A governor said that this change by the government feels very disingenuous and asked if the Trust would be taking any action on this.*

The CFO said that action was not planned but that if this was something that other LGBs felt strongly about the trust will be sympathetic. The Headteacher said that this is something many people are annoyed about but that he doubted that there would be any change to the way it is calculated.

Governors considered the 21-22 budget.

The CFO said that he was still waiting for some elements to feed into the final budget but that a balanced budget is being proposed. It was noted that there will be savings as a result of the shared services between the two secondary schools.

*A governor asked how concerning the proposed potential deficit in the four-year plan was.*

The CFO said that he expected that this will reduce. Governors will continue to monitor this.

*A governor asked if TCSND has high staff costs.*

The CFO said that staff costs were below 80% and that 80% or below is a KPI that needs to continue to be monitored.

*A governor asked if the SLT at TCSND is expensive*

The Headteacher said that the SLT is not expensive and is around 9%. The school does have a strong team of experienced teachers.

*A governor asked if centralising the finance team will generate savings.*

The CFO said that the organisation in other MATs has been looked at. The talent within the teams has also been considered. Aligning the teams will take time but there is confidence that a strong team will be in place. How it operates will be kept under review. There will continue to be a parent facing finance role at each school to deal with local issues like trip money or FSM.

*A governor asked the Head of School what he felt about the centralised finance team.*  
The HoS said that there will be a financial and operational benefits from the economies of scale.

*A governor asked what the mechanism is if it doesn't work.*

The CFO said that there is clarity around the roles and responsibilities and the fact that the schools will retain their own budgets. The finance team is there to support that and to ensure that everyone in school is able to focus on what they need to.

It was noted that the CIF bid for window replacement had been successful and that, once complete, there will be a significant reduction in energy costs. It was noted that the successful bid had been the result of work by a number of people and governors asked for their thanks to be passed to them.

It was explained that this had been the last year when the school will be eligible to apply for the CIF. From next year there will be a trust administered process.

Governor considered the premises strategic plan. The CFO said that the plan is a starting point and that in future it would be an opportunity for the school to identify which improvements are needed, particularly those which would add educational value.

*A governor said that the lifts are really important for the school to meet its equality requirement and that there are several expensive areas for improvement where there are Health and Safety implications.*

The CFO said that the school building needs a lot of work but Health and Safety issues are minimised at all times and consequently there are no major Health and Safety concerns.

*A governor said that there are proposals from the friends to do major works which would add educational value and could cost up to £1/4M. The SBM is involved and the projects would benefit from major project support from the trust.*

The Headteacher said that he would ask the SBM to provide an update on these works.

### **Risk Register**

The Risk register had been circulated prior to the meeting

*A governor asked if there were particular reasons for this red status of cyber-attacks.*

The Headteacher said that there has been a recent and significant attack on another MAT which is why it has been highlighted. There is a risk due to the computer systems not being cloud based and work is being done to mitigate that risk. The deputy headteacher added that as IT systems are updated they will move to being more cloud based.

*A governor said that in the Risk Register it does not mention the Executive Head teacher as being the owner of risk and asked if that was intentional*

It was explained that this is the current risk register and that it would change from September.

Action 9

	<p><i>A governor asked what specific steps the governors or financial link governor should be taking to reduce the risk of failing to produce and approve a balanced annual and 3 year school budget that ensures financial sustainability.</i></p> <p>The CFO said that this was the ongoing work of the LGB; the budgets will continue to be looked at with more information added as it becomes available. This is already taking place</p> <p><i>A governor asked for an explanation of the risk 5.3, to Disadvantaged students and what was the mitigation of this risk.</i></p> <p>The Headteacher said that this would be expected in this year when disadvantaged students suffered more in terms of learning loss due to lockdown. There is a small, disengaged group in year 10 who are a concern. The LGBs will scrutinise the effectiveness of the measures in place through the data, the parent and student voice and visits.</p> <p>The Headteacher highlighted that the Covid delta variant has led to sharp increase in the number of cases. TCSED has been significantly affected, with years 7 and 9 at home and 17 teachers self-isolating. It is not known why they have been so badly affected.</p> <p><i>A governor asked who is isolating at TCSND.</i></p> <p>There are some pupils isolating in year 9 as a result of some parents not following guidelines. The school has been clear that any student experiencing symptoms should not attend school and should get a PCR test.</p> <p>The LGB thanked the CFO for his presentation.</p> <p>GGH left the meeting</p>	
<p><b>4</b></p>	<p><b>Reports from School</b></p> <p><b>SAGS update</b></p> <p>The Headteacher reported that</p> <ul style="list-style-type: none"> <li>• The deadline was met, all grades were submitted</li> <li>• Samples of work for English Language, English Literature and Sociology were sent. If there are no problems with these, the work is now complete although there is the potential for exam boards to sample more subjects.</li> <li>• Grades were high; year 11 and 13 had always been projected to do very well.</li> <li>• It was a rigorous process. The school is confident in its operation of the process.</li> <li>• The next stage will be summer appeals.</li> </ul> <p><i>A governor asked whether, with grades increasing year after year, there are any concerns regarding the current year 10 and their predicted grades. Will this put additional pressure on staff and will the school be able to endure a dip.</i></p> <p>The Headteacher said that the progress data for year 10 is not benchmarked nationally as these assessments have not taken place. Their progress data is therefore being</p>	

estimated . Current data suggests that the year 10 will have the highest ever attainment but that their progress will be lower. The biggest concern in this group is the disadvantaged and BAME students where there is an overlap. There is also an SEND/ Disadvantaged overlap who have been affected by lockdown. It was noted that there is information in the SEF about interventions.

### **SEF**

It was noted that the SEF is in a new format. The Headteacher said that there had been some issues completing the document; there were some problems with formatting and there were some issues where the areas were new, for example catch up funding. A number of governors said that they had found it more difficult to interpret.

*A governor asked if this will be the same for every school in the trust and what was the purpose of each section.*

The format is being rolled out across the trust. The document contains lots of good information and will improve . Everything in it is linked to the Ofsted framework and the framework will be useful. It can't be evaluated yet as hasn't been running long enough. Some Governors said that they had found the short form easier to interpret and asked the headteacher to feed that back to the CEO and Trust

*A governor asked how the school differentiates its pupil premium spend in priority areas from its spending on routine or school-wide interventions and strategies.*

The headteacher said that the school follows the EEF 3-strand approach: teaching/ targeted intervention/ wider strategies The funding is used for a number of activities: supporting teaching, targeted academic support, supporting Year 10s doing Bronze DofE awards, mentoring etc.

*A governor asked how the school evaluates catch up programmes*

By looking at outcomes. This year there were school assessed grades, these have shown where there was a strong impact. Covid has had a long-term impact on learning which will need to be identified and addressed in order to ensure that pupils reach their high aspirations. It is not yet known what will be done with exams in the future but there continues to be disruption to learning.

*A governor asked how confident the school is about the long-term strategy to ensure that disadvantaged students, who have done well this year, continue achieving long term?*

Apart from 2019, the results for disadvantaged students have been good. Since then, strategies have been put in place, for example supporting metacognition, which are known to have been successful. The current Year 12s look like they are doing as well. Their outcome projections based on ALPS are good and they are living up to the grades they are predicted.

### **Staffing**

It was noted that on the leadership org chart that there is a vacancy for an assistant

	<p>headteacher. The Headteacher explained that the recruitment process took place but no appointment made. The job is now advertised for January or sooner. Interviews are being held next Thursday. Following the appointment there may be some movement on the roles of other staff. It was noted that a strategic priority is to increase diversity in the leadership team and that was highlighted in the advert.</p> <p><i>A governor asked the incoming Headteacher if he would retain this structure.</i>        The roles won't change. The only changes will be to designated areas of responsibility . It is a strong structure.        It was noted that CHS will still have 50% of his role dedicated to the school and that there will be slightly more capacity than before.</p> <p><i>A governor asked why it had not been possible to appoint in the last recruitment round.</i>        It was explained that the role had been advertised for a lead in curriculum and timetabling and had not attracted a large number of suitable applicants. This time the role had been made more generic in order to attract a wider field. There is confidence that there will be a strong set of candidates        CHS undertook to circulate the leadership structure document.</p> <p><i>A governor asked what had been the biggest challenges for the school in the absence of the DSL.</i>        The Headteacher said that his enormous contribution to the life of the school is missed but in terms of safeguarding there is a strong and settled team who have grown into the demands of the role. The support and input from outside the team and from the trust are welcome. It has not been possible for the safeguarding link to meet with the DSL and a meeting will be arranged with the headteacher.</p> <p>A governor said that they were impressed but the amount of CPD (was this around safeguarding or general CPD? - I think it was the former - needs to be specified) that had taken place.</p> <p><i>A governor asked what the uptake of extra-curricular activities was and what plans are being made for September.</i>        There have been a number of new things added to the extra-curricular offer. There have been issues because it has had to be provided in year group bubbles. It is hoped that this will not be necessary in September so that a full programme can be offered.</p>	<p>Action 10</p> <p>Action 11</p>
<p><b>5</b></p>	<p><b>School Development Plan</b>        A list of Strategic Priorities for next year had been shared prior to the meeting and the Headteacher invited feedback form the LGB . It was noted that the implementation of the Early Career framework was obligatory.</p> <p>Governors said that they felt that continuing to develop the support for students with SEND must remain a priority.</p>	

	<p><i>A governor asked why reviewing and improving assessment was a priority</i>          This refers to KS3 assessment which is an area requiring focus. There is a new management information system in place and there will be some work done with TCSED to develop this area.</p> <p><i>A governor said that some of the priorities look operational and some are strategic. They do not all have same weight and magnitude. They asked if there are some year groups who need more focus in order to avoid them struggling in the future</i>          The Headteacher said that this was the case.</p> <p><i>A governor asked how the zero-tolerance approach to misogyny and racism would be applied and whether it applied to staff.</i>          It would be through logging incidents and informal mechanisms. It does apply to staff as well as pupils.</p> <p><i>A governor asked how the priorities are turned into attainment and outcome</i>          From the list of priorities, the school development plan would be drawn up. LGB views and feedback would be considered as a part of this. It was agreed to use GovernorHub as a forum for discussion on the priorities and all governors undertook to provide feedback via GovernorHub by Friday 2<sup>nd</sup> July</p>	<p>Action 12</p>
<p><b>6</b></p>	<p><b>Governor Business</b></p> <p>Trustee, Claire Maugham joined the meeting and was welcomed. It was explained that Clare was here a part of the Trusts Governance Working Party overseeing the implementation of the Governance Review recommendations. Claire explained that trustees will be visiting LGB meetings and getting to know the schools. It was noted that the growth of the Trust into a bigger more ambitious trust has coincided with a period where meetings have been held remotely and that all of those involved in the governance of the trust had demonstrated incredible ambition and resilience .</p> <p>As the new structures of trust governance have been put in place, the final piece of work on the vision and values has been around communications across the Trust. Information will be transmitted through the minutes, but communication will also take place through collaborations across the trust. These are being developed. Governors were asked to consider what communication tools and channels they would like to see, for example through the use of governor hub.</p> <p>Governors made the following comments</p> <ul style="list-style-type: none"> <li>• While things won't go back to the way they were , there are advantages to coming together and meeting in person. Parent Governors feel connected to the school but for the governors who have not been able to physically visit the school. In person meetings and visits would help them to feel a connection and have a better understanding of the school.</li> <li>• There are issues which need to be addressed around school meals and playing space.</li> <li>• The formality around governance can be difficult. It would be useful to have</li> </ul>	

	<p>informal dialogue with the trust and feedback on what the trust is doing. Policies don't give a sense of connection to the trust.</p> <ul style="list-style-type: none"> <li>• An annual meeting or symposium across the trust would energise Governors and allow them to discuss current issues around education and their role in more depth</li> <li>• More information about when events are happening and meeting up beforehand.</li> <li>• LGBs and others in the school community, particularly parents need to understand what is the positive impact of the trust and what difference it is making to pupils experience and learning. This needs to be better articulated and communicated by the Trust LGBs need more information in order to understand our role as part of the Trust governance</li> <li>• Digesting the amount of information coming from the trust is challenging. It would be helpful if the information that comes out is more regulated, e.g. once a week and keeping the format of documents simple</li> </ul> <p>CMN said that the role of governors has changed and needs to be understood. It is important to get the balance of meetings right. There are things that are experienced and felt rather than read in a document. There is a widespread appetite for an event which brings everyone in the trust together and this may happen annually.</p> <p>Parents may not see a transformational difference from membership of the trust, but they should feel the benefits of the teams behind the staff in their schools who are making a difference to the work that they are doing.</p> <p>A governor said that campaigning, for example on the pupil premium census would be something that parents could support and would galvanise the collective feeling within the trust.</p> <p>It was noted that the Meeting Dates and Agenda Plan for 2021-22 LGB meetings has been shared.</p> <p>It was agreed to defer the Self-Review of LGB, the Governor Skills Audit and the 360 Chair review to the next meeting.</p>	
7	<p><b>Date of next meeting</b></p> <p>The date of the next meeting was noted as 23<sup>rd</sup> September 2021</p>	
8	<p><b>AOB</b></p> <p>Governors expressed their thanks to all staff for their work in this challenging year. The Chair undertook to send a message to staff, via the headteacher, expressing the thanks of the governors. Governors also expressed thanks to the Head, Deputy Head and all of the SLT.</p> <p>The Headteacher thanked the Chair for her support.</p>	Action 13

	<b>ACTIONS</b>	<b>Owner</b>	<b>Date</b>	<b>Status</b>
1	Governor visibility, to consider producing a governor newsletter	Clerk/TSS	19/11/21	closed
2	Governor to send their photo and biography to the Clerk for the governors' page on the website. Carrie to check	ALL/ Clerk	21/1/21	ongoing
3	Monitor progress of year 11 re obtaining passes in English and Maths	Eng and maths link governors	24/3/21	closed
4	Headteacher undertook to check that SEND Offer is on the website	HT	13/5/21	Complete
5	document to be circulated to help governors to understand new SLT roles and responsibilities	DHT	13/5/21	complete
6	Develop a timetable for implementation of SEND priorities		13/5/21	complete
7	To feedback thoughts on the trust documents to the chair within the next week	All Governors	13/5/21	Complete
8	Find out deadline for articles for the newsletter and inform the Chair	Headteacher	24/6/21	New
9	Ask the SBM to provide an update on the works being developed by the friends.	Headteacher	24/6/21	New
10	Circulate the finalised leadership structure document .	Headteacher	24/6/21	New
11	Arrange meeting with safeguarding link governor.	Headteacher	24/6/21	New
12	Provide feedback on the strategic priorities via governorhub by Friday 2 <sup>nd</sup> July	All Governors	24/6/21	New
13	Send a message to staff, via the headteacher, expressing the thanks of the governors.	Chair	24/6/21	New


**Minutes approved by:** \_\_\_\_\_

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

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