

Gladesmore Community School *Governing Body*

Minutes of the meeting held on Wednesday 24th January 2024 at 6pm

Parent Governors (2)		Co-opted Governors (7)	
*Suhel Musa (SMA)	8-12-24	*Susan Williams (SWS)	07-12-26
^Fiona Jatta (FJA)	21-3-27	Donna Grant (DGT)	07.07.26
		*Alexander Sweet (AST)	07.07.26
Local Authority Governor (1)		*Annabel Schaafsma (ASA),	9-12-27
* Maureen Black (MBK)	07-02-26	*Elaine Brown (EBN)	08.12-24
		*Abdul Rob (ARB)	21-3-27
Staff Governor (1)		Shmuel Davidsohn (SDN)	07-12-26
*Jenny Irish (JIH)	07-12-26		
Headteacher Governor			
*Goldwater Ojokor (GOR)	Ex-Offico		

Others Present	
Jan Smosarski – Clerk (JSI), Urzula Tondal (UTL), Assistant Headteacher; Stephen Carruthers (SCS), Lead Practitioner Learning and Teaching.	Alexander Sweet (Chair) in the Chair Quorum = 6 governors * Denotes governors present ^ Denotes approved absence

Part 1

NB: This meeting was a hybrid meeting with some governors attending at the school and some governors attending remotely.

	<i>The following documents were circulated to all governors prior to the meeting:</i> <i>Meeting agenda, Minutes of meetings held on 16-12-23, Headteacher's Items, Assessment policy, Pupil Premium Strategy Evaluation Report, Glossary of Terms</i>	
1.	Attendance	
1.1.	<u>Consideration of apologies</u> – apologies for absence were accepted from FJA	
1.2.	<u>Declarations of Interest</u> - There were no declarations of interest on any item of this agenda.	
1.3	<u>Membership</u> - as raised at the last meeting SDN is not attending meetings GOR has raised this with him and SDN has explained that he is currently very busy working with, and supporting his local community. Governors recognized that SDN is likely to be extremely busy at the present time but that they do need	

	all governors to be in a position to play an active role on the governing board. It was decided that GOR should approach SDN again to ascertain whether there is anyone else from within the local Jewish community who could commit more time to this role who would like to be a governor. Governors welcomed the input from the local community and were eager to further foster these links. However they cannot afford not to have full commitment from all governors and will take action to remove SDN from the governing body if there is no response to GOR's request.	
1.4	<u>Update on Any Training Attended</u> – MBK will be attending the forthcoming Governors' Conference organized by HEP	
2	Minutes of the previous meetings.	
2.1	<u>Minutes of the 18th October 2023</u>	
2.1.1	Susan Williams to be added to those in attendance.	
2.1.2	With the above change the minutes were AGREED as a true record	
2.2	<u>Matters Arising from the minutes not on this agenda</u>	
2.2.1	<u>Governor Skills Audit</u> – MBK has the collated responses of 7 governors, which she will circulate to governors. Scores were generally high reflecting that governors have a good knowledge and understanding of how the school works. Some areas for future training were identified including safeguarding and unconscious bias. Governors last had a report from the Safeguarding Team in March 2023 when the team reported on how safeguarding works within the school. In addition MBK as governor with responsibility for safeguarding attends training run by HEP. More external training can be considered and there are different options for governors to access training.	
2.2.2	<u>Minute 3.7</u> – report back from Behaviour Support Improvement Group – GOR reported that the group had been looking at the impact that the new Mobile Phone Policy had on staff and pupils. The report back was positive, there had been very few occasions where sanctions had been applied, fewer still where parents had been called in and pupil response had also been positive. The new policy was deemed to be successful.	
2.2.3	<u>Minute 2.2.3</u> – Glossary – GOR has included a glossary in this mail out.	
3.	School Presentation: School Goal 1 – Learning and Teaching Presented by Urzula Tondal, Assistant Headteacher and Lead Practitioner Stephen Carruthers.	
3.1	Quality of Education at GCS. UTL took governors through her presentation	

3.1.1	<p>UTL addressed the four key areas that have been the most recent focus. They are: -</p> <ul style="list-style-type: none"> • Representation and inclusivity of the curriculum. • Training for Staff • Assessment Policy • National Curriculum Compliance 	
3.1.2.	<p>Representation and inclusivity of the curriculum An audit of current representation and inclusivity was carried out by each department. A wide spectrum of areas were considered including gender, race, LGBTQ+ , religion, neurodiversity, British Values and REACH values. The school now publishes a Diversity Calendar, which shows the dates of a wide range of celebrations, festivities and observances around the world. This calendar is widely available around the school and has been the subject of much discussion and questioning. There are whole school assemblies on themes taken from the calendar and addressing the identified areas. This week the focus for assembly has been LGBTQ+. This is an area of ongoing development.</p>	
3.1.3	<p>Staff Training Staff have wide areas of experience and expertise, however, they recognize the need for further training. Recently staff who wear hijab talked about their experiences and explored areas where they felt there may have been misunderstandings in the past. They shared some very powerful stories and experiences and it is a tribute to everyone that the staff who led this session felt safe and comfortable and able to share their stories.</p>	
3.1.4	<p>Staff will also be receiving training on LGBTQ+ issues, which will take the form of a question and answer session and also receive training on unconscious bias and racism from an external trainer. Neurodiversity training will be led by the SENCo and SEND Team. Wellbeing meetings with students will help to identify areas of focus.</p>	
3.1.5	<p>Assessment Policy This is a new policy, which has been developed over the last year. Each faculty has adapted the policy principles to suit the needs of their subject area. This has necessarily taken time but has ensured that contributions have been made by all staff. Currently the adaptations made by each faculty are being trialed over the course of this academic year.</p>	
3.1.6	<p>UTL shared the English Assessment Policy with governors as an example of how this work has been developed within one faculty. Governors will receive a report back on the success of the trial once the trial period has been completed and assessed.</p>	
3.1.7	<p>National Curriculum Compliance An initial audit was completed in 2020. This audit was updated in the second half of the autumn term. The school is now compliant in all National Curriculum</p>	

	areas.	
3.2	Learning and Teaching at GCS SCS took governors through his presentation	<u>GOR</u>
3.2.1	The purpose of the work led by SCS is to identify ways in which teachers can develop their teaching skills. This is subjective rather than objective and not always easy to define. Each teacher will be coming at improving their teaching skills from a different place depending on their experience and skills set.	
3.2.2	The development of teaching and learning is an ongoing part of practice and has developed over the years. 20-21 – the focus was on Rosenshines Principles of Instruction 21-22 – the focus was on Assessment 22-23 – the focus was on Adaptive Teaching 23-24 – the current focus is on Teaching Walkthrus	
3.2.3	Rosenshines Principles – the ten principles are:- <ul style="list-style-type: none"> • Daily Review • New Material in Small Steps • Ask questions • Provide models • Guide student practice • Check student understanding • Obtain high success rate • Scaffolds for difficult tasks • Independent practice • Weekly and monthly review Effective teachers use all these principles most of the time and implement them systematically and consistently. Research has shown that these principles are effective across all curriculum subjects.	
3.2.4	Walkthrus – there are five walkthrus designed using words and images to make them more easily accessible. They are:- <ul style="list-style-type: none"> • Review • Identify • Consider • Select • Apply They have been designed with the use of educational research and are not intended to be an exhaustive or definitive set of strategies	
3.2.5	This year the focus is on adaptive teaching – how teachers can adapt and change both in the moment and through planned reviews. The vision for this year is to establish Gladesmore’s learning and teaching values that are for all teachers to have an extensive, accessible and well organized understanding of effective teaching practices. This is being achieved through ample opportunities for discussion leading to a shared understanding of effective teaching techniques. There are a number of values which underpin this work which are:- <ul style="list-style-type: none"> • A supportive environment • Behaviour for learning 	

	<ul style="list-style-type: none"> • Subject knowledge • Challenge for all • Independent practice • Assessment • Purposeful feedback 	
3.2.6	SCS stressed the impact that all teachers using the same language has and cited as an example the impact that this had in the implementation of the mobile phone policy. Due to the consistency of implementation there had been little challenge by pupils with the result that there had been very few occasions when phones had been taken from pupils by staff.	
3.2.7	<p>Next Steps –</p> <ul style="list-style-type: none"> • To review and refine the draft values • To identify some of the strategies that come from the shared values. • To research a coaching model that supports the development of great teaching • Evaluate the school appraisal system • Work with staff to shape a new teacher development system • By September 2024 to have established shared values and language across all staff. 	
3.2.8	<p>Governors' Training</p> <p>Training for governors can take place via two platforms. The first is via the National College where online training is available and the second is via HEP. The online training can be accessed at a time to suit the individual governor. HEP run a training programme that is accessed via the termly programme sent out to all governors. Currently the school does not buy into this programme on an annual basis as historically take up has been relatively low. However, all governors are welcome to apply for any training they wish to attend and the school will pay for the cost of the sessions. Should take up increase dramatically the school may re-consider whether it is better value to buy into the programme or continue to pay for sessions on an ad hoc basis. Some HEP training is online and some is face to face e.g. the forthcoming Governors Conference. Governors can access a link for the National College programme by contacting SCS on his email – scs@gladesmore.com</p>	
3.2.9	<p>Governors discussed the points raised during the presentations. A number of questions were raised including the following:-</p> <ul style="list-style-type: none"> • Had Progress 8 and GCSE results been factored into the Assessment Policy? • What had the feedback from staff indicated? • What was the impact of the new L&T systems on outcomes? • What were the resource implications on the increased number of lesson observations? 	
3.2.10	<u>Progress 8 and GCSE results</u> – UTL reported that this was part of the ongoing work. With regards to English AQA had run training a training session on changes that were in the pipeline and currently the focus was more on KS4 moving on to KS3.	

3.2.11	<u>Feedback from staff</u> – information was being gathered but was not yet quantifiable.	
3.2.12	<u>Impact</u> – training was being undertaken on how to measure the impact on outcomes.	
3.2.13	<u>Resources regarding observations</u> – observations are carried out by an increasingly wide range of staff and may include peer observations as well as observations carried out by senior staff or line managers.	
3.2.14	AST thanked UTL and SCS for their interesting and informative presentations.	
4	Chairs Report and Correspondence	
4.1	No items to report	
5	Headteacher's Report	
5.1	Staff Recruitment – GOR reported on the national difficulties in recruiting teachers in STEM subjects. Currently there are vacancies for teachers at Gladesmore in Science and Technology. Gladesmore is a Training School and this has proved a good route to recruitment in the past. Students taking their PGCE do their teaching practice at the school and a number of teachers have been recruited to the school at this point. GOR thanked JIH for her work in identifying possible recruits to the school via this process. Interest has been shown from two other possible candidates to fill the current vacancies. SWS asked why there was difficulty in recruiting to these subjects. GOR explained that pay and teacher workload were two of the reasons why recruitment was difficult. Historically the school has advertised outside of London and overseas to attract teachers in subjects where there are teacher shortages. The current vacancies are being satisfactorily covered although this has meant a slight increase in class sizes in some subjects.	
5.2	Grovelands – two routes are being pursued to raise money to upgrade the Grovelands building. Route 1 – LA funding – GOR shared a message from Michael Coleman, Children's Capital Programme manager which stated that budgets for 2024-25 were still unknown but that they hoped to know by the end of this month. Route 2 – Submission of a bid to the Wolfson Foundation for £2.2M. If successful the foundation would fund 75% of the bid (£1.65M) and the school would need to fund the other 25% (£550,000)	
6	Updates and Ratification of Policies	
6.1	<u>Assessment Policy</u> – this is a new policy and relates directly to the presentations heard by governors tonight. Governors APPROVED the policy.	
6.2	<u>Pupil Premium Strategy and Evaluation</u> – the main changes relate to the amount of money received via Pupil Premium. A main area of focus is to improve attendance, which is lower for pupils in receipt of Pupil Premium than for those not in receipt of the additional funding. There has been an increase in the size of the team trying to address this issue. Governors also noted that there was a difference in outcomes at Progress 8. GOR stated that the main initial	

	<p>focus had to be on getting the children into school and supporting their emotional wellbeing. FJA had emailed AST to enquire as to whether Pupil Premium was having the desired outcome. GOR was of the view that when compared against national data Pupil Premium outcomes at Gladesmore were good and better than the national average.</p> <p>Governors noted that the view in school was that sanctions weren't working and that those parents who condoned or colluded with their children in not attending school were either not in a position to pay fines or refused to do so. Gladesmore targeted its support on those families where parents wanted help in getting their children into school. In these cases home visits could be made and support given directly to families. Non-attendance at school was higher post COVID than before both nationally and at Gladesmore.</p> <p>The policy was APPROVED by governors.</p>	
7	AOB	
8.1	There was no other business.	

There were no Part 2 Confidential Items

Chair _____ Date: _____