

Gladesmore Community School Governing Body

Minutes of the meeting held on Wednesday 21st June 2023 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),	10-12-23
* 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), Stephen Wyatt, Adviser to Governing Body (SWT) Pauline Jones, DSL, ASH/T (PJS) Pete Larvin, DH/T (PLN) Urszula Tondel, ASH/T (UTL) Ijeaku Mezeue Senior DH/T (IMU)	Maureen Black (Vice 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 22-3-23, Driving School Improvement Presentation, SEF, SDP Executive Summary, Budget Profile 23-24, Motto, Vision and Ethos Statement, General Examination Policies, SEND Policy, SEND Information Report, R.E. Policy, Dates of Meetings and Governing Body Plan</i>	
1	Attendance	
1.1	<u>Consideration of apologies</u> – apologies for absence were accepted from AST	

	and ASA.	<u>GOR</u>
1.2	<u>Declarations of Interest</u> - There were no declarations of interest on any item of this agenda.	
1.3	Membership – GOR introduced Abdul Rob as a prospective co-opted governor. Abdul Introduced himself and was formally proposed by SMA and was then voted onto the governing body.	
2	Minutes of the previous meetings.	
2.1	<u>Minutes of the 22nd March 2023</u> The minutes were AGREED as a true record.	
2.2	<u>Matters Arising from the minutes not on this agenda</u>	
2.2.1	There were no matters arising	
3	Theme – Presentation – Driving School Improvement GOR, PJS, PLN, UTL, IME	
3.1	Driving School Improvement	
3.1.1	Governors were asked to consider their priorities for next year using the questions in the pack as a guide. They were asked to pick up on any areas where they felt additional training would be useful.	
3.1.2	Governors had a copy of the SEF and the SDP Executive Summary. Presenters took governors through the school priorities.	
3.1.3	Leadership and Management (L&M) Governors looked at the suggested questions for L&M agreeing that all four were helpful in identifying areas of useful knowledge. It was suggested that a glossary of acronyms would be useful to aid understanding.	
3.1.4	The School Development Plan (SDP) is written to match the five goals of the school. These are: - Goal 1 – To review, develop and resource a curriculum that offers excellent quality of education to all pupils. Goal 2 – Further all round personal development and well-being of pupils. Goal 3 – Further improve behaviour and attitudes of pupils. Goal 4 – Priorities effective safeguarding of pupils at all times. Goal 5 – Improve effectiveness of leadership and management	
3.1.5	All stakeholders, staff, students, parents and governors have the opportunity to feed into the SDP. SMA asked how judgments made by the school for the School Evaluation Form (SEF) compare. with other schools. It was explained that governors and others scrutinize the document and external agencies such as Ofsted will look at the SEF closely and their report and grading will highlight whether they agree or disagree with the SEF judgments. However, how the	

	<p>form is completed is down to each school. Gladesmore is due to be inspected in the near future and inspectors will use the SEF to identify their priorities. Governors can also look at the SEF to identify areas where they need more information and appropriate training can then be put in place. EBN suggested that SEND and Attendance were areas where training would be useful. GOR referred governors to the programmed for next year. Attendance would come under Goal 2 and SEND may need to be added to the programme.</p>	
3.1.6	<p>SWT suggested that governors may need to make more than one visit to the school each year and suggested that governors could take on a Lead Governor role where they met with specific staff and reported back to the governing body. Currently MBK is Lead Governor for Safeguarding and SEND and does attend training and meets with staff as appropriate. She suggested that this responsibility could be split and other governors could take over her role or taking on other areas. This would widen the opportunities for sharing information. ARB commented that it was important for governors to understand the culture of the school and this could be felt by just walking around the school observing the interaction of staff and pupils with visitors. During his first visit to the school he had been very impressed by the friendliness and helpfulness of staff and pupils alike.</p>	
3.1.7	<p>GOR reminded governors of the REACH vision</p> <p>Respect Enthusiasm Attitude Cooperation Hardwork</p> <p>These values underpin the school ethos. Pupils are encouraged to be self-critical and to review what they do well and what they need to improve.</p>	
3.1.8	<p><u>COVID residue</u> – There has been some negative impact on the very positive attitudes shown by the vast majority of pupils. For some students there is a need to re-establish routines and regain the positive attitudes which were so well established before the disruption caused by the pandemic. For some families the current economic climate is also proving difficult, in some year groups over 50% of pupils are eligible for FSM (free school meals) and for some families not eligible for FSM the increasing cost of living is having a severe impact on their ability to manage financially. Costs in school are kept to a minimum and it is still possible to buy a meal for £1.60 to try and ensure that children are fed and ready to learn. It is now possible to go back to face to face parents evenings which allows for parents and staff to better understand how pupils are developing and what support they might need.</p>	
3.1.9	<p><u>Goal 3 to Further Improve Behaviour and Culture</u> -. It is planned to re-establish a single lunch break rather than breaks split across year groups. The positive role modeling provided by older pupils acts as a good example for younger pupils. The REACH values will be re-examined with a focus on Respect and Enthusiasm. It is anticipated that this action will have been completed by the</p>	

	end of term.	
3.1.10	<u>Mobile phone policy</u> – this policy has been strengthened and updated. Whilst recognizing that pupils will have phones and that this helps their parents the policy in school is that they will be switched off in classes and corridors. Persistent flouting of this rule could result in phones being confiscated. Sharing the reasons for this rule with parents and pupils is expected to strengthen support for staff.	
3.1.11	Punctuality – there is a need to improve punctuality now that normal school days have been re-introduced. During the pandemic measures were put in place to stagger intake and there were reasons why pupils might not always arrive in class on time. Over the next few weeks the Behaviour and Culture Team will be introducing new initiatives designed to set a positive attitude about arriving on time. Additional work will begin in September with the families in Y7, 8, and 9. By involving everyone on this improvement journey it is hoped to keep families fully on board with their support for the school and for pupils to be aware of what it is to be a Gladesmore student.	
3.1.12	<u>Goal 1 – Quality of Education</u> – it is planned to review and develop the necessary resources to deliver an excellent curriculum. The review will ask what young people need to learn and it is planned to make the curriculum more diverse to ensure that the curriculum on offer represents everyone. Currently units of work are being developed that link directly to these values and to the National Curriculum	
3.1.13	Outcomes have yet to return to pre COVID levels – staff are looking at those pupils who did really well to identify what the pupils did and what staff can do to motivate pupils onto positive learning pathways.	
3.1.14	Home Learning – how this is delivered is changing. Reacting to pupil feedback staff are aware that pupils want to access what they have already studied, what they are currently studying and what they will be asked to do next. By sending out the home learning for a full half term pupils can plan how they will use their time, re-visit where they need to and prepare for new learning.	
3.1.15	By informing parents of what is coming up next for pupils staff are empowering parents to support their child. This means that if a concern is identified children can understand where it comes from and parents will know how to help their child.	
3.1.16	Goal 2 – All round personal development and well being of pupils. This is an area of strength within the school. The Scheme of Work (SoW) for PHSE is updated by staff with input from Student Voice. There is a well established and highly successful transition programmed in place for Y6 to Y7 pupils. This starts in the summer before the pupils enter the school and continues throughout the year on Saturday mornings. At the other end of the school there are a wide range of transition opportunities for pupils leaving the school. These include transition to the Sixth Form Centre, the London School of Excellence and the	

	Springboard programme. GOR reported that a pupil has won a place at Eton for their Sixth Form years via the Springboard programme. The school holds a Culture Day, which provides an opportunity for pupils to learn more about each other and to understand other viewpoints. It is aimed to apply for the Careers Mark in future years.	
3.1.17	<u>Goal 4 – Priorities effective safeguarding of pupils at all times.</u> Safeguarding is the responsibility of all staff and volunteers in the school. All staff receive regular training in this area and understand their responsibilities. In 2018 a secure reporting system, CPOMS, was introduced. In 2019 84 referrals were received using CPOMS in 2022 there were 2,400 referrals demonstrating the increasing need for the system and the confidence staff have in using the system.	
3.1.18	MBK thanked all staff present for the presentation they had delivered. Presenting staff left the meeting.	
3.2	Governing Body Scrutiny	
3.2.1	Covered in 3.1 – governors to check governing body plan and to get back to GOR if there are any urgent areas of training they feel should be added to the programmed.	
4	Chairs Report and Correspondence	
4.1	AST had attended the Secondary Chairs meetings. He noted that a number of the other secondary schools were under severe financial pressure. Gladesmore is in the fortunate position of having a healthy financial balance.	
4.2	Governors Skills Audit – MBK has found further information on the National Governors Association (NGA) website and both AST and GOR would like to proceed with the audit using the NGA questionnaire. She will circulate to all governors and requests that replies are returned to JSM by the end of term.	<u>MBK + All</u>
5	Headteacher’s Report	
5.1	<u>School Evaluation Form (SEF)</u> The form has been circulated to all governors. It represents a snapshot of where the school is in terms of development and success. Inspectors will use the SEF to see how the judgments on the form and will use the inspection to judge the accuracy of those judgments.	
5.2	<u>School Development Plan (SDP)</u> the plan details the next steps for improvement. It is designed to match the five key goals, which in turn match the inspection criteria for Ofsted. The presentation from staff received earlier detailed the key areas and next steps under each goal. Governors SIGNED OFF the SDP for 2023-24	
6	Business from SF&P Committee	
6.1	The Budget Profile had been circulated to all governors prior to the meeting. The SF&P Committee had approved the profiled budget and asked governors to ratify this decision. Governors RATIFIED the budget for 23-24 as profiled. Governors NOTED that the budget has allows for salary increases of up to 5% but that the final figure is as yet unknown and there is uncertainty about pay	

	award decisions. Governors noted that there are two further days of industrial action planned by the NEU of July 5 th and 7 th .	
6.2	Other decisions made by the committee were: - Signing off the end of year outturn for 2022-23 Approving the following policies - CCTV Policy. First Aid Policy, the policy for Supporting Pupils with Medical Conditions, the policy for children with health needs who cannot attend school, the Health & Safety Policy and the Health & Safety Policy Statement.	
7	Operational and Policy Updates	
7.1	Ethos and Vision Statement - the statement, was APPROVED by the governing body.	
7.2	Examinations Policy – there were no major changes to the policy, which was APPROVED by the governing body.	
7.3	SEND Policy – governors APPROVED the policy.	
7.4	SEN Information Policy - governors APPROVED the policy.	
7.5	Religious Education Policy - governors APPROVED the policy.	
8	AOB	
8.1	SMA asked how the school manages to communicate with parents for whom English is a second language or with parents who are not literate in either English or their first language. GOR explained that the website has a translation option which translates website information into a very wide choice of languages. Other letters are not routinely translated but parents would be contacted directly if necessary. This is an area where work is ongoing but any issues are handled quickly and with sensitivity.	

There were no Part 2 Confidential Items

Chair _____ Date: _____

