

Gladesmore Community School *Governing Body*

Minutes of the meeting held on Wednesday 19th June 2024 at 6pm

Parent Governors (2)		Co-opted Governors (7)	
*Suhel Musa (SMA)	8-12-24	*Susan Williams (SWS)	06-12-26
*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)	20-3-27
Staff Governor (1)		^Shmuel Davidsohn (SDN)	07-12-26
*Jenny Irish (JIH)	06-12-26		
Headteacher Governor			
*Goldwater Ojokor (GOR)	Ex-Offico		

Others Present	
Jan Smosarski – Clerk (JSI), Urzula Tondell (UTL) –AH/T Pete Larvin (PLN) – DH/T Dr I Mezue, (IME) – DH/T	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 20-3-24, Headteacher's Items, Presentation Documents, Proposed dates 24-25, Budget Profile 24-25, Budget Summary, Model School Annual Leave and Time Off Policy, Model Schools Absence Management Policy and Procedures, Glossary of Terms</i>	
1.	Attendance	
1.1.	<u>Consideration of apologies</u> – apologies for absence were accepted from SDN	
1.2	<u>Declarations of Interest</u> - There were no declarations of interest on any item of this agenda.	
1.3	<u>Membership</u> - There are currently no vacancies on the governing body.	
2	Minutes of the previous meetings.	
2.1	<u>Minutes of the 20th March 2024</u>	

2.1	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 not on this agenda.	
3.	<u>School Presentation: School Development Planning – Driving School Improvement</u> (Urzula Tondell, AH/T; Peter Larvin, DH/T; Dr I Mezue, DH/T)	
3.1	Teaching and Learning is to be a key priority for 2024-2026. The key aim will be to ensure consistency of practice across the school by raising the prominence of teaching and learning (T&L) across the school, developing a shared language based on the school T&L values, introducing and implementing coaching, strengthening adaptive teaching, the implementation of SEND Universal strategies, a tailored CPD programme and a refinement of the school appraisal system.	
3.2	SDP – The key objective is to raise achievement across the school in line with the school ethos by providing an outstanding, all round education where pupils make impressive progress in a positive, friendly, community atmosphere.	
3.3	Governors were reminded of the SDP cycle, which runs throughout the year. This has 5 key elements: - <ul style="list-style-type: none"> • SDP established / reviewed • SDP shared with the governing body • Goal leads action plans • Termly feedback to the Headteacher and governing body. • Evaluation of progress 	
3.4	To raise achievement across the school it is planned to ensure a consistency of approach across the whole school with a shared use of language to strengthen the values and principles embedded in the school ethos. A strength of the school is the relatively low staff turnover and the experience the staff team bring to developing their skills and knowledge. There is a recognition of the need to continue to develop skills in order that pupils are supported in the best possible way.	
3.5	10 coaches have already been trained to take a lead in supporting colleagues in the development of a shared language and the development of universal strategies in teaching to give pupils a consistent and shared experience. However, this has to meet a diverse variety of pupil need including pupils with a wide range of SEND and AEN (Additional Educational Needs). The Universal Strategy for pupils with SEND requires that teaching is differentiated to meet the needs of all children and recognizes that in every class there will be pupils with differing needs requiring differing approaches. For example a pupil with ASD (Autistic Spectrum Disorder) may need a different approach in order that they can access learning.	

3.6	Teams will work together collaboratively in identifying and supplying interventions where this is felt to be necessary. Discussion on focusing interventions will be cross faculty ensuring that interventions are consistent, appropriate and are focused on the greatest area of need for each child.	
3.6	Reading will continue to be an area of focus, developing and embedding skills and ensuring that children have opportunities to read for pleasure.	
3.7	The appraisal system for teachers will be refined and updated, changing one formal observation into two or three 'drop ins' lasting for 15-20 minutes. Feedbacks will be less formal, will be built on positive findings and will offer support.	
3.8	Training for staff for the new areas of focus will start immediately with the aim that middle leaders are in a position to pinpoint the detailed data needed to move pupil progress on. Staff will be meeting on Monday to begin the training they will need to implement the new strategies.	
3.9	Goals 2 and 3 (G2 Further all round personal development and wellbeing of pupils. G3 Further improve Behaviour and Attitudes of Pupils) Goals overlap and the REACH values crosses all goals. If pupils embrace the REACH values they will achieve and develop their own personal skills.	
3.10	Careers – Experience of Work. There are 8 Gatsby benchmarks relating to Careers Provision. They are: <ul style="list-style-type: none"> • A Stable Careers Programme • Learning from career and labour market information. • Addressing the needs of each pupil • Linking curriculum learning to careers • Encounters with employers and employees • Experiences with workplaces • Encounters with further and higher education 	
3.11	The school has a strong careers programme in place plans to further develop experiences with employers and workplaces by developing the existing Moody's programme, working with the LA and other schools to introduce a similar programme within the LA.	
3.12	Gladesmore recently hosted a Maths week challenge for 9 primary schools and it is planned to continue to host this event in the future. This provided Gladesmore staff with opportunities to learn about the ways primary schools teach Maths in Y5/6 and to form more links with primary schools. Feeder schools also have the opportunity for Y6 pupils transferring to Gladesmore to attend the Summer School before they join the school in September.	
3.13	Governors noted that there has been a dip nationally in positive behaviour post pandemic. At Gladesmore the Behaviour Group meet to discuss any concerns and to find ways to further the understanding by pupils of the expectations the school has of pupil behaviour. The school works closely with parents to further this work and the recently introduced mobile phone policy is a good example of	

	how positively parents have worked with the school in implementing this new policy. Key is the clarity of expectations by pupils and families, consistent implementation and clarity of understanding of sanctions and the reasons behind the sanctions. Staff will receive further training in this area and will share good practice as part of this training.	
3.14	Governors noted that there have been improvements in attendance and punctuality.	
3.15	Goal 4 – (Prioritize effective safeguarding of pupils at all times) priorities in this area will be to develop and recognize the roles played by each member of the team. Developing student support services will continue to be an area of focus especially in relation to mental health issues. The school currently works with CAMHS, NHS, Youth Justice Service and the Police.	
3.16	A Section 175 Safeguarding Audit and Review will be carried out by Tony Hartney on behalf of HEP during the next academic year.	
3.17	Goal 5 (Improve Effectiveness of Leadership and Management) there is a new SIP (School Improvement Partner) who will work with GOR and governors. Priorities in this area will be monitoring and developing the implementation of the school priorities, developing the skills of the governing body, developing systems for improving school effectiveness by collecting the views of stakeholders and to maintain and further develop external sources of financial and academic support.	
3.18	Malcolm Willis will be the new SIP (School Improvement Partner) and will offer support to governors and the Headteacher. He will attend the first governing body meeting of the new academic year.	
3.19	Questions from Governors	
3.19.1	SWS asked how the current cohort of pupils had changed in comparison to previous cohorts. GOR explained that since the pandemic they have more pupils with AEN. In particular there has been an increase in mental health issues along with increased recognition of neurodiverse conditions. This has led to introducing changes within the building e.g. introduction of safe spaces and quiet areas which are particularly beneficial to pupils with ASD / ADHD. Staff have undergone training to learn how to manage these changes. This is not a school specific change but a national one.	
3.19.2	FJA asked whether to a certain extent the school was a victim of its own success with increasing numbers of parents with children with EHCP (Education Health Care Plans) choosing the school. GOR confirmed this could be the case and that where other schools would probably have 8-10 children with EHCP's in Gladesmore there were 19 in Y7 & 8. Parental requests for school places for children with EHCP's were given priority as long as it was deemed that the school could manage pupil needs. FJA asked whether there was any consultation on whether the school could meet a child's needs, could the school say no? GOR explained that saying no was not usually an option as the decision was made at LA level. If a child wasn't allocated a place the parent had the right to go to tribunal but children with SEND who lived within the catchment	

	would usually be assured of a place at the school of their choice.	
3.19.3	SWS asked how much information the school received on Y6 children with SEND who were transferring to Gladesmore. GOR replied that information is shared on all pupils transferring to secondary school. Gladesmore staff visit feeder schools to meet with primary school staff and transferring pupils. Additional information and meetings would be held for pupils with EHCP's. However, it was not unusual for some children with SEND to arrive in school with without any formal assessment. This was one of the reasons why steps were being taken to further develop relationships with Y5/6 children.	
3.19.4	EBN asked how the current figures differed from last year and how were governors being informed, for example had there been an improvement in attendance? GOR reminded governors that they were updated via the programme of presentations to the governing body. Attendance was dealt with in the second meeting under behaviour and attitudes. EBN said it would be useful if there could be a very brief update at each meeting. This could be a routine part of the Headteacher's Report. GOR AGREED to do this in future PLN added that each goal is covered in the meeting cycle.	<u>GOR</u>
3.19.5	EBN asked whether the new DSL would be part of the Leadership Team. GOR said this was not the case and when asked whether this would affect the post holder's authority GOR was able to reassure her that this would definitely not be the case.	
3.19.6	GOR was asked whether the predicted outcomes at GCSE would be reliable this year. GOR replied that he was confident that this was the case. Pupil feedback post exams had been more positive this year and all data indicated that predicted grades were on target.	
3.19.7	FJA asked whether faculties were planning to review curriculum content. PLN said that faculties were constantly reviewing what pupils found difficult and where extra support or changes could be made. They had found that more challenging areas were better introduced earlier giving children opportunities to reflect and revisit. In some instances texts could be changed e.g. in English 'Of Mice and Men' had been dropped and short stories from around the world had been introduced following representations from pupils and Student Voice.	
3.19.8	SMA asked what the reactions of staff had been to the proposed changes to the appraisal system. GOR said that these had been positive, as it was a move towards a system that could be viewed as less formal and more supportive. Feedbacks would be looking to emphasize the positive and offer strategies towards improvements.	
3.19.9	MBK asked about the proposed changes to interventions and was told that they would be more tailored towards individual need and that practice across faculties would be more uniform with cross faculty discussion which would mean that any interventions for an individual would be worked on together and a	

	consistent approach developed. A number of ideas were being trialed and there would be further discussion over what was successful and what was less successful.	
3.20	Identifying areas for governor training was part of the SDP process and governors were asked to reflect on areas of need and to feed back any suggestions. They would have the opportunity to meet the new SIP at the first meeting of the academic year when any suggestions could be shared. EBN suggested that more information on evaluating the success of an SDP would be valuable.	
3.21	AST thanked UTL, PLN, IME for their presentation, which had raised much food for thought.	
4	Chairs Report and Correspondence	
4.1	AST flagged up a training session, which had been offered by HEP. This was being run by the police and was on cyber threats	
4.2	AST informed governors that industrial action had taken in some secondary schools in the borough. Gladesmore had not been affected.	
5	Headteacher's Report and Correspondence	
5.1.1	Haringey Safety Valve Project One of the key priorities of the Safety Valve Project is to bring SEND provision for Haringey children in borough. This means that children currently placed in out of borough provision will have the opportunity to have their children educated within Haringey. This will save significant amounts of money as out of borough and independent provision is very costly. To this end the LA is looking for suitable sites to open specialist classes for children with ASD and mental health issues. Architects and LA representatives have visited Gladesmore to discuss whether the site would be suitable for such a class. If agreed the school could lose the Success Lounge as this building was deemed to possibly be a suitable starting point for such provision. GOR reminded governors that the school site is already very short of space and that the Success Lounge, built by the school to help raise achievement is not necessarily a suitable building. There would be a financial incentive to take the additional class but there was a lot of detail missing as to how such provision would work. For example there is a new banding system for children in specialist provision ranging from A-H depending on the complexity of need of the child. There is no information on the complexity of need of the children that would be placed in such a class.	
5.1.2	GOR stated that he had listened to the proposals but had not yet given a reply to the request. Governors expressed concern that there was not enough detail in the information given and that the school was already short of space. They	

	were of the view that this project could not go forward at this time.	
5.2	Dates for 2024-25 The dates previously circulated by GOR were AGREED by governors. There was one change proposed by ASA to move the Friday 22 nd November 2024 SF&P meeting to Thursday 21 st November 2024 at 6pm.	
5.3	Gladesmore will continue to host the Primary Maths Challenge	
5.4	GOR thanked those governors who were able to attend Governors Day. AST thanked GOR, pupils and staff for putting on an interesting and informative day.	
6	Site, Finance and Personnel Committee Report	
6.1	The end of year carry forward was Revenue £581,654, Capital £57,112.	
6.2	The original budget profile for 2024-25 included capital projects previously agreed by the governing body. However, it was not possible to set a balanced budget and keep these projects. By dropping these projects it was possible to set a balanced budget with a projected combined carry forward of £118,442 The committee AGREED to set a balanced budget and drop the projected capital projects. However, they will continue to look for funding from elsewhere for these projects. Governors RATIFIED this decision.	
6.3	Staffing levels will need to be reviewed as numbers decrease due to there not being a need to admit an additional 'bulge' class each year. Numbers will continue to fall for the next three years until the school returns to it's original PAN. Staff have not been replaced in some faculties where staffing levels were generous and requests for flexible working have been agreed where practicable. The use of agency staff will be reduced and more short-term cover will be in-house. Successful recruitment to Science and Music posts has reduced the need for long-term agency cover.	
6.4	Site Development – the proposed Groveland project and the Canteen project have been put on hold releasing £475,000	
7	Updates and Ratification of Policies	
7.1	<u>Model Annual Leave and Time Off Policy</u> The policy has been produced by the LA and agreed by the unions and professional associations and Legal departments. Governors AGREED to ADOPT this policy	
7.2	<u>Model Schools Absence Management Policy and Procedures</u> The policy has been produced by the LA and agreed by the unions and professional associations and Legal departments. Governors AGREED to ADOPT this policy	
8	AOB	
8.1	There was no other business.	

There were no Part 2 Confidential Items

Chair _____ Date: _____