

# Gladesmore Community School *Governing Body*

## Minutes of the meeting held on Wednesday 22<sup>nd</sup> January 2025 at 6pm

Parent Governors (2)		Co-opted Governors (7)	
Vacancy		^Susan Williams (SWS)	06-12-26
*Fiona Jatta (FJA)	21-3-27	*Donna Grant (DGT)	07.07.26
		*Alexander Sweet (AST)	07.07.26
<b>Local Authority Governor (1)</b>		*Annabel Schaafsma (ASA),	9-12-27
* Maureen Black (MBK)	07-02-26	*Elaine Brown (EBN)	09.12-28
		*Abdul Rob (ARB)	20-3-27
<b>Staff Governor (1)</b>		^Shmuel Davidsohn (SDN)	07-12-26
*Jenny Irish (JIH)	06-12-26		
<b>Headteacher Governor</b>		<b>Associate Member</b>	
*Goldwater Ojokor (GOR)	Ex-Officio	* Suhel Musa (SMA)	8-12-28

Others Present	
Jan Smosarski – Clerk (JSI), Tachaan Marshall (TML) DSL Ernest Regisford (ERD) AH/T Ijezeue Mezue (IME) SDH/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.**

	<b><i>The following documents were circulated to all governors prior to the meeting:</i></b>  <i>Meeting agenda, Minutes of meetings held on 4-12-24, Assessment Policy, Pupil Premium Strategy, Glossary of Terms</i>	
1.	<b>Attendance</b>	
1.1.	<b><u>Consideration of apologies</u></b> – apologies for absence were accepted from SWS, SDN	
1.2	<b><u>Declarations of Interest</u></b> - There were no declarations of interest on any item of this agenda.	
1.3	<b><u>Membership</u></b>	
1.3.1	There is a Parent Governor vacancy. GOR to organize parent governor election.	
1.4	<b><u>Training Update</u></b>	

1.4.1	FJA reported that she wasn't able to access a recent training session. GOR replied that there has been a problem and that the difficulty was being addressed.	
1.4.2	MBK informed governors of the Haringey HEP Governor Conference which was being held on the morning of February 8 <sup>th</sup> (charges may apply)	
2	<b><u>Minutes of the 4<sup>th</sup> December 2024</u></b>	
2.1	The minutes were <b>AGREED</b> as a true record	
2.2	<b><u>Matters Arising from the minutes not on this agenda</u></b>	
2.2.1	<u>Minute 6.2 School Streets</u> – FJA asked for an update on the proposed scheme. GOR replied that councilors had been down to look at the traffic, which did present a challenge at certain times in the day. It was proposed to impose a ban on traffic between 8.15 and 8.45 a.m. FJA asked whether this would affect staff arrival times. GOR stated that staff had different work patterns that would need to be accommodated. A very few passes would be available (12) but that there were 176 staff members and it would not be possible for everyone to have a pass. Councillors will inform the school of the final decision at a later date.	
3.	<b><u>School Presentation (Goal 3) - Safeguarding</u></b> -Tachaan Marshall (TML) & Ernest Regisford (ERD)	
3.1.1	ERD introduced the presentation by introducing the safeguarding team and explaining their roles. The team encompasses a wide range of professionals who bring varied and diverse skills to the team, These help the team provide support for a wide range of pupil needs including mental health and well being, counseling, therapeutic support, medical support, social skills and self esteem support.	
3.1.2	TML shared data on the number of pupils deemed to be vulnerable. These numbers were put into four categories EH (Early Help), CIN (Child In Need), CP (Child Protection) and LAC (Looked After Children).	
3.1.3	CPOMS (Child Protection Online Monitoring System) data was shared with governors. This shows the numbers of incidents causing concern from September 2024 to January 2025. The concerns are broken down into detailed headings and the system allows the team to add additional categories as appropriate. Recently a category of 'exploitation' was added to the list.	
3.1.4	KCSIE (Keeping Children Safe in Education) this document provides information on the management of safeguarding and guidance on a number of management issues. It also provides basic advice and information and should be read by all school staff and governors.	

3.1.5	TML took governors through several case studies to give examples of how pupils at risk may be helped and supported both in their learning and in their day-to-day lives.	
3.1.6	She went on to explain that the school works with a number of outside agencies. These include CAMHS, BASE mentoring from Streetz Ahead, Youth Justice, Early Help, Children's Services, Exploitation Panel (via Children's Services, Police Youth Engagement and Housing as well as providing in-house counselling services. Many of these agencies are having to run waiting lists as demand for support is increasing.	
3.1.7	Thinking Ahead – TML took governors through areas for further development. These include the importance of early interventions and identifying risk at an early stage, Monitoring attendance rigorously especially as an indicator of risk factors, developing the use of police intelligence and ensuring that the school has a very visible and positive presence in the community.	
3.1.8	TML went on to inform governors that the school's dedicated police officer is a post being cut by the LA and instead of there being an officer assigned to each secondary school this is to be reduced to 3 officers for the whole borough from April. Staff are planning how they will manage this significant loss and will continue to ensure that there is a staff presence outside the school at the end of the school day.	
3.1.9	Staff teams work closely together to ensure that vital information is shared and pupils show their trust in the teams by coming forward when they need help.	
3.1.10	<p><u>Questions and Comments from governors</u></p> <p>Governors thanked the team for their presentation but asked whether they could have a glossary of the acronyms in the document. GOR <b>AGREED</b> to provide this.</p> <p>EBN asked if the 300 referrals from staff in one term was a significant increase. It was explained that this includes all expressions of concern from very minor ones to the most serious. Most concerns were minor.</p> <p>ARB picked up on the cut to police officers being assigned to schools recognizing that this will make things much more difficult for the staff team. He promised to follow up on this proposal.</p> <p>FJA asked whether there would be any impact from proposed changes to Prevent referrals. TML replied that although there had been referrals to Prevent in the past there had not been any in the recent past. This would be monitored very carefully. Staff received Prevent training and would be updated regarding any future changes.</p> <p>SMA asked whether the school atmosphere had been affected by the recent killings of two school children. TML said she was not aware of new safety worries but that staff may pick up on concerns as the press released more information. The school does work hard to educate children about their personal safety and does this in a variety of different ways.</p>	<p>- <b><u>GOR</u></b></p> <p><b><u>ARB</u></b></p>

	MBK asked whether these issues would make for a suitable topic for a parents group meeting. GOR explained that there is safeguarding table at every parents group meeting and parents can raise concerns or seek information at every meeting.	
3.1.11	Governors thanked ERD and TML for their presentation.	
3.2.	<b>Quality of Education (Goal 1A) – Impact –Dr Mezue (IME) &amp; Mr. Larvin</b>	
3.2.1	IME took governors through her presentation starting with a breakdown by gender, pupil premium, SEND and Key Stage 2 banding of the 2024 GCSE results. The 2024 results showed an overall improvement on the 2023 results. The chart looked at a number of different outcomes, which included gradings and attainment. Outcomes had been RAG rated with only SEND pupils with an EHCP (Education and Healthcare Plan) causing concern with a red rating.	
3.2.2	IME took governors through the impact review cycle, which is part of the work of the Assessment Team. In January the team are trained in the use of SISRA analytics and start by analyzing trends in Y10. The analysis is fed back to line managers and heads of faculties and there is parents meeting to update families on how individual Y10 pupils are achieving.	
3.2.3	IME shared the December breakdown of 2025 pupils compared with the December figures for 2024 pupils in the same month. Compared with this data the current Y11 have made more progress since September but have not achieved the same amount of attainment. However, IME predicted that over the year performance would be better than last year.	
3.2.4	IME reported that outcomes in Maths has caused some concern and that the Maths department were working to address these concerns. The team are reviewing how they allocate pupils to the two tiers of the Maths GCSE with a view to improving outcomes. In recent years there has been a very strong focus on encouraging pupils to take EBacc subjects – 79% of Gladesmore pupils took EBacc subjects, which is very much higher than the national average. This has been at the cost of the more creative subjects and does not necessarily suit every pupil. This policy is currently being reviewed.	
3.2.5	<u>Questions from Governors</u> AST confirmed that ambitious targets had been set and that IME had presented a strong picture of Y11 performance. SMA asked whether the change of emphasis on EBacc subjects was in line with government thinking. IME confirmed that government emphasis had softened recently. She reminded governors that even with the change of emphasis Gladesmore would still be entering a higher percentage of pupils studying EBacc subjects than the national average.	

	MBK asked whether the needs of pupils with an EHCP were being addressed. IME assured her that they were and that more plans were being made to support and address the individual needs of these pupils.	
3.2.6	Governors thanked IME for her presentation.	
<b>4</b>	<b>Chairs Reports and Correspondence</b>	
4.1	AST reported from the Haringey Chairs Group that first choice preferences were down across the borough. This includes first choice requests for Gladesmore. This is partly due to the overall drop in pupil numbers in Haringey, which is having an impact on all schools. He asked what was being done to ensure that parents of Y6 pupils were informed about the recent Outstanding grading that Gladesmore had achieved. GOR explained that there is a member of staff who has responsibility to work with local primary schools. This enables school staff to get to know the young people who will be transferring to secondary school and to answer any questions or queries. The summer school offer provides a very popular start to the families of children transferring to Gladesmore.	
<b>5</b>	<b>Headteacher's Report and Correspondence</b>	
5.1	<p><u>NEU Industrial Action</u> – the NEU are balloting members in maintained secondary schools over the following issues: -</p> <ul style="list-style-type: none"> <li>● The possible breach of the Haringey class size agreement</li> <li>● The possible breach of the Haringey contact time agreement</li> <li>● The breach of 'the rarely cover' provisions of the STPCD (School Teachers Pay and Conditions Document)</li> <li>● Unacceptable workload for teachers and support staff.</li> </ul> <p>In 1983 Haringey LEA (Local Education Authority) made an agreement with the professional associations setting class sizes and contact time at figure below the DfE national figures. Therefore currently Haringey secondary schools have an upper class size of 27 compared to a national figure of 30 and give teachers 20% non-contact time compared to the national figure of 10%. However, schools are only funded at national levels and schools have had to find the funding for these more generous agreements. As more and more schools are struggling financially and having to look at how to cut costs this agreement has come under scrutiny and some schools have begun to cut back staffing levels. This has not yet happened at Gladesmore but the ballot is for all maintained schools. In 1983 the LEA controlled school funding and staffing levels. Since then schools have become responsible for the management of their own funds, the LEA no longer exists and the LA have declined to get involved in this dispute. FJA asked whether the NEU were aware of the financial pressures schools were under. GOR assured her that they were but that they have to protect the interests of their members. FJA suggested maintaining this agreement could put jobs in jeopardy, AST recommended that governors await</p>	

	the outcome of the ballot and have more information of how that will affect the school.	
<b>6</b>	<b>Update and Ratification of Policies</b>	
6.1	<u>Assessment Policy</u> – this policy had run for one year as a pilot. There were no changes recommended and governors <b>AGREED</b> to adopt the policy as it stands for a further year.	
6.2	<u>Pupil Premium Strategy</u> – this strategy should have been on the school website by the end of December but this was not possible as confirmation of the data was not received until this month. Governors <b>APPROVED</b> the strategy	
<b>7</b>	<b>AOB</b>	
7.1	There was no other business.	

***There were no Part 2 Confidential Items***

Chair \_\_\_\_\_ Date: \_\_\_\_\_