

Gladesmore Community School *Governing Body*

Minutes of the meeting held on Wednesday 19th March 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
		Vacancy	
Local Authority Governor (1)		*Annabel Schaafsma (ASA),	9-12-27
* Maureen Black (MBK)	07-02-26	*Elaine Brown (EBN)	09.12-28
		*Abdul Rob (ARB)	20-3-27
Staff Governor (1)		Shmuel Davidsohn (SDN)	07-12-26
*Jenny Irish (JIH)	06-12-26		
Headteacher Governor		Associate Member	
*Goldwater Ojokor (GOR)	Ex-Offico	* Suhel Musa (SMA)	8-12-28

Others Present	
Jan Smosarski – Clerk (JSI), Urzula Tondel, Stephen Carruthers	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.

	<p><i>The following documents were circulated to all governors prior to the meeting:</i></p> <p><i>Meeting agenda, Minutes of meetings of the last meeting, Headteacher's Report, Statement of Curriculum Intent, Modern Slavery Statement, Presentation</i></p>	
1.	Attendance	
1.1.	<u>Consideration of apologies</u> - there were no apologies for absence.	
1.2	<u>Declarations of Interest</u> - There were no declarations of interest on any item of this agenda.	
1.3	<u>Membership</u>	
1.3.1	AST has resigned as a governor with immediate effect. This is due to him starting a new job, which will take him overseas for lengthy periods of time. This means that the governing body needs a new Chair. There has been some	

	<p>discussion about this and JSI suggested that MBK continue to act as Chair for the rest of this academic year as there is only one more full governing body meeting. ASA reminded governors that AST had indicated in September that this would be his last years as Chair and MBK had also indicated that she would not be willing to fill this vacancy. FJA suggested that governors need to start considering how this vacancy was to be filled and that it needed to be discussed more fully in the very near future. EBN asked if there were any support in Haringey on recruiting a new Chair. JSI said that the new Chair would have to come from within the existing governing body. She was not aware that direct support was available. GOR agreed to follow this up with HEP.</p> <p>MBK has a card to thank AST for his many years of active service both as a governor and Chair. Governors can sign the card by sending their messages directly to MBK. His contribution to Gladesmore will be greatly missed.</p>	<u>GOR</u>
1.3.2	<p>There is a Parent Governor vacancy. GOR has circulated the vacancy twice in newsletters and although there have been enquiries no-one has come forward. GOR is now in a position where he can approach parents who are more likely to be interested directly. He will also circulate the advert again.</p>	<u>GOR</u>
1.4	<u>Training Update</u>	
1.4.1	MBK attended Appeals Panel training	
2	<u>Minutes of the 22nd January 2025</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	<p><u>Minute 2.2.1</u> – School Streets – GOR reported that the LA are pushing to get this scheme adopted. As a compromise they have agreed to allow the school more passes. These would mainly be for the use of staff who are not full time and whose hours are outside regular school hours who may need to get into the school during the restricted times. Breach of the regulations would result in an £80 fine. There have been no accidents outside either Gladesmore or Crowland in the last 5-6 years but the streets are very busy at the start and end of the school day. SMA asked whether consideration had been given to pupils with mobility issues. GOR stated that pupils brought to school by Haringey Transport or pupils with mobility needs would be exempted.</p>	
3.	<u>School Presentation (Goal 1B) – Curriculum Intent and Implementation</u> – Urzula Tondel (UTL), Stephen Carruthers (SCS)	
3.1	UTL reminded governors of the recent Ofsted report, which praised how teachers delivered the curriculum, how they picked up on misconceptions and how they prepared children for their next steps – resulting in pupils enjoying their learning. They also mentioned that the curriculum offer reflected the diversity of the school and that the curriculum offer exceeded national expectations.	
3.2	On reviewing teaching and learning a number of changes are being implemented. The aim is to change the culture in a number of different ways.	

3.2	<p><u>Personal Development Plan</u> – this replaces target setting for teachers. There will be 3 annual meetings for every individual teacher and these will last for a specified amount of time (15 minutes) These sessions will be part of directed allocated time and evidence will be gathered and stored electronically of the outcomes of the sessions. Areas of focus will be linked to the SDP. Staff have responded positively to this format and the use of technology and A.I., as it is efficient and time saving.</p>	
3.3	<p><u>Learning Walks</u> – these have replaced formal lesson observations. Lesson observations would last for up to an hour, Learning Walks will last for 15 minutes but there will be three of them over the course of the year. They will take place at any time during a specified two-week period rather than a specific lesson. This will help gain a truer picture of day-to-day practice within the classroom. The visits will be very focused with a very specific purpose. In term 1 the focus was behaviour, this term the focus is ‘challenge for all’ The observer completes a Google Form during the visit and feedback can be provided on an individual basis immediately and on a faculty basis through a departmental meeting which will celebrate success and examples of good practice.</p>	
3.4	<p><u>Feedback from staff</u> – To date around $\frac{3}{4}$ of staff have completed a Learning Walk. They report that the new process is less stressful; the purpose of the visit was clearly communicated and was time efficient. Staff have also completed a short Google Form relating to their Personal Development Plan (PDP). It has been possible to follow up where returns were not received and to collate the findings of the survey on to one spreadsheet.</p>	
3.5	<p>FJA asked what support was given to teachers who might be struggling. SCS explained that a coaching system has been in place for some time but that the Google Form helped to identify areas where teachers may need support. As the system is in it’s first year of implementation there will be details to be ironed out. More staff will receive training on how to write their PDP but indications are that the training delivered to date has been helpful. The aim is for a more ‘open door’ policy where staff are comfortable with colleagues observing them and don’t feel that being observed is a judgmental process.</p>	
3.6	<p><u>Teaching and Learning Bulletin</u> – a bulletin consisting of 2 pages is produced on a termly basis. The purpose of this document is to keep staff fully informed of forthcoming events and detail any new strategies and systems. It will remind teachers of the school’s values for teaching and learning and celebrate CPD achievements.</p>	
3.7	<p><u>School Improvement Groups (T&L)</u> the group is made up of representatives from different faculties and departments to ensure that views represent a broad and representative voice. Group members views on T&L are taken into account and they are able to feedback on proposals for new initiatives. Feedback has indicated that some teachers are finding difficulties in writing their own PDP so</p>	

	additional training and support will be made available to address this issue.	
3.8	<u>Drop ins</u> – different to Learning Walks – this year some rooms have a green card on the door, which indicates that the teacher is happy for colleagues to drop in for a few minutes and watch part of a lesson. If the timing is not convenient then the teacher will be able to ask the colleague to return at a different time. Eventually it is hoped that this practice will spread across the school and all teachers will feel confident about colleagues watching a part of their lesson thereby disseminating good practice across the school via the ‘open door’ policy. Senior Leaders are actively promoting this initiative. Eventually a record of ‘drop ins’ will be available.	
3.9	<u>Instructional Coaching via Steplab</u> – to date 8 sets of coaching pairs have been established across all faculties and departments. The pairs meet once every two weeks and a 15 minute feedback on teaching strategies takes place at each meeting. For example if the coacher observes that the start of a lesson is a little bit disorganized they will suggest strategies to improve this and in the next visit check to see if there are any improvements in this specific area. If there are they will move onto the next target and if not will continue to focus on this area. Both coaches and coaches have found the system positive with both partners able to identify where practice can be improved.	
3.1.11	Governors thanked UTL and SCS for their presentation.	
4	Chairs Reports and Correspondence	
4.1	There were no items to report.	
5	Headteacher’s Report and Correspondence	
5.1	<u>Secondary Transfer</u> – In spite of the falling pupil numbers in Haringey Gladesmore have a full allocation (243) of Y6 pupils transferring to the school in September. Falling pupil numbers across the borough are seeing the closure of some primary schools and the numbers transferring into secondary schools is continuing to fall.	
5.2	<u>NEU – Industrial Action</u> – action is being taken across the borough due to a dispute over workload, class size, contact time and cover. As previously reported this is due to a 1988 local agreement, which set class sizes at 27, rather than the nationally agreed figure of 30 and non- contact time at 20% rather than the nationally agreed figure of 10%. The financial impact of this agreement is now causing difficulties for secondary schools. Haringey are taking the view that this was a local agreement and does not have legal status and this is being challenged by the NEU. There have been 4 days of action at Gladesmore but GOR has negotiated an agreement within the school and Gladesmore will not be affected by the next round of strikes over this issue. In Gladesmore teaching groups are smaller than class sizes, which has helped to bring the overall teaching group, size down. However, a restructuring exercise	

	will have to be carried out in order for this to be sustainable.	
5.3.1	<u>Restructure</u> – it has been possible to set a balanced budget during this financial year and it is anticipated that there will be carry forward of £159,000. However, if there are no changes to staffing levels by the end of the financial year 2026 this will have translated into a deficit of -£119,000. Projecting forward by the end of the 2027 financial year the deficit will have risen to £1.3m.	
5.3.2	The introduction of the National Funding Formula in 2018/19 had a negative impact on London and inner city schools whilst schools in rural and coastal areas benefitted. The National Funding Formula calculates that 58% of the school budget should be spent on teaching staff. In Gladesmore 68% of the budget is spent on teachers. In September 2024 teachers received a 5.5% pay increase, which was covered by the DfE. However, they calculated the figure based on the recommended 58% of the budget rather than the actual 68% figure. There was also a larger than usual pay rise for support staff which was not funded by the DfE.	
5.3.3	It has only been possible to balance this year's budget by calling a halt to all building improvements, although normal maintenance has gone ahead, raising prices in the canteen, increasing the cost of lets and reducing overtime. Other savings have been made by reducing faculty and pastoral budget allocations, minimizing staff recruitment, agreeing requests for reduced hours where feasible and increasing the cover hours of senior leaders.	
5.3.4	A restructure proposal was presented to the LA and consultation with all staff, professional associations and Haringey HR was begun today. This will include the offer of voluntary redundancy in 'at risk' areas. Any applications will not be automatic but subject to consideration by an independent panel. In addition there may need to be competitive interviews where there are fewer posts in the new structure than in the existing structure. HR will offer support to staff where needed and staff will be reminded of their right to representation from professional associations or a colleague of their choice.	
5.3.5	Staff have been briefed on the proposed changes and a timetable for action is now in place. There will be a consultation period from today (19 th March) until 15 th May. If needed a selection process will take place from the 19 th to the 21 st May. Notification of outcomes from the 20 th to the 22 nd May. Appeals submission from the 23 rd May to the 6 th June. Appeals hearings (governors panel) from the 9 th June and notification of appeals outcomes from the 16 th June. The new structure should be in place by the 1 st September. Details of the numbers of reductions required were included in a report sent to governors by GOR.	
5.4	Headteacher Recruitment – Project Brief – a project brief had been circulated prior to the meeting detailing agencies that support the recruitment of Headteacher's. Pentir had been used by the governing body the last time they recruited for a Headteacher in 2022 and it was confirmed that Pentir would again support governors in advertising and recruiting a new Headteacher.	
6	Site Finance and Personnel Committee Report (SF&P)	
6.1	The minutes of the committee have been circulated to governors.	

7	Update and Ratification of Policies	
7.1	<u>Curriculum Intent</u> – changes to this policy were included in this evening’s presentation. Governors AGREED to adopt the policy.	
7.2	<u>Governing Body Data</u> – governors were asked to check the data and contact GOR if they spot any inaccuracies. This data will then be included with the information about governors on the school website.	
7.3	<u>Modern Slavery Statement</u> – AGREED by the governing body	
8	AOB	
8.1	There was no other business.	

There were no Part 2 Confidential Items

Chair _____ Date: _____

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Others Present	
Jan Smosarski – Clerk (JSI), Mike Phillips, Pentir (MPS)	Maureen Black (Vice Chair) in the Chair Quorum = 6 governors * Denotes governors present ^ Denotes approved absence

Part 2

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Confidential Items

9 Confidential minutes from the previous meeting

9.1 There were no confidential items or minutes to approve from the last meeting.

10. Confidential School Report

- 10.1 Following GOR's letter of resignation there had been some discussion as to the correct way forward. Mike Phillips from Pentir joined the meeting to guide governors through the recruitment process.
- 10.2 GOR's retirement will be effective from August 31st 2025. This means that although timescales will be tight it may be possible to recruit a new Headteacher who could take up post in September. Resignation dates for current Deputy Headteachers would be May 31st and for existing Headteachers the 30th April. Governors were advised that there is more flexibility in releasing successful candidates from their existing posts than in years gone by.
- 10.3 Mike Phillips and his colleague Maureen Nicholas will support governors through this process. Mike strongly recommended that the process is delegated to a small sub group in the interests of the time constraints and efficiency.
- 10.4 Pentir will put together the information pack that will go out to candidates, they will ensure the advert is put out in a timely manner and will be advertised nationally (TES and social media) They will approach suitable potential candidates and will have visited the school and staff to ensure they have a sound understanding of the strengths and challenges facing the school.
- 10.5 Proposed dates: -
- o Advert to go out Monday 24th March (GOR to have notified parents that he will be leaving before the advert goes live)
 - o Closing date for applications – approximately 3-4 weeks after the advert has gone out.

- Pentir will review applications against the person spec.
- Pentir will share all applications with the subgroup and make recommendations. On the last occasion when Pentir worked with governors there were 10 applications, 7 were given a preliminary interview by Pentir and following the report back from Pentir 4 were shortlisted for the governors interview process. A similar format was suggested for this time with Pentir conducting preliminary interviews, which would be both challenging and rigorous, then reporting back to governors for them to make the final selection.
- Governors would hold a 2 day interview process for shortlisted candidates who would involve both staff and students on day 1 and the more formal interview would be on day 2. Interview dates would be 22nd and 23rd May.

10.6 Governors discussed the tightness of the timescale but were adamant that they would be looking for the best candidate, and that starting dates would be flexible if necessary. Following discussion governors agreed the proposed dates as suggested by MPS. It was **AGREED** that the subgroup would be MBK, ASA, EBN and FJA. The subgroup will ensure that governors are updated on a regular basis.

10.7 MBK reported that Tony Hartney (THY) previous Headteacher had offered to support governors through this process. His support was greatly welcomed.