

Gladesmore Community School Governing Body

Minutes of the meeting held on Wednesday 15th October 2025 at 6pm

Parent Governors (2)		Co-opted Governors (7)	
*Michelle Osei (MOI)	31-8-29	*Susan Williams (SWS)	06-12-26
Vacancy		*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	
*Paul Bernard (PBD)	Ex-Officio	* Suhel Musa (SMA)	8-12-28

Others Present	
Jan Smosarski, (JSI) Clerk; Dr Mezue (IME) Senior D/HT; Dominic Porter (DPR), A/HT	Maureen Black (Vice Chair) in the Chair Quorum = 5 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, Business Interest Form, Financial Skills Form, SF&P minutes, Dates of Future Meetings, GCSE &BTEC results 2025, GCSE & BTEC Subject Summary Report, Key Takeaway Document, Attendance Data document, Headteacher's Report, Ofsted Inspection Toolkit Summary, SIP Visit Report, Prospective Y7 Parents meeting update, Instrument of Governance, Governor details document, Governor Code of Conduct, Committee Terms of Reference, Scheme of Financial Delegation, Governing Body Decision Delegation Plan, Policy Updates, Governors for Schools Documents, Financial Update Careers Policy, Safer Recruitment Policy, Safeguarding and Child Protection Policy</i></p>	
1	Election of Chair and Vice Chair	
1.1	The office of Chair of Governors has been empty for some time with MBK (Vice	

	<p>Chair) holding the fort since Alex Sweet resigned from the governing body. A number of options have been considered, most recently Juliet Coley (JCY), a former Deputy Headteacher, now retired was co-opted onto the governing body with a view to her eventually taking over the Chair. However, PBD, as a new Headteacher wished for a fuller discussion into the skill set needed for our next Chair of Governors and also expressed concerns over possible conflicts of interest. Further discussions have taken place and JCY has decided not to become a governor at Gladesmore. PBD emailed all governors prior to this meeting fully updating them of the situation.</p> <p>MBK has indicated that she is prepared to continue as chair until her term of office expires in February thereby giving governors time to plan ahead.</p>	
1.2	<p>JSI asked for nominations for Chair of Governors – SWS proposed that MBK should continue to chair meetings until her term of office expires. This was seconded by EBN. There were no other proposals and MBK was elected as Chair of Governors.</p>	
1.1.	<p>MBK took the chair and asked for nominations for Vice Chair. After some discussion it was proposed by SWS that SMA should fill the co-opted vacancy caused by JCY choosing not to become a governor and should also take up the role of Vice Chair. The proposal was seconded by MBK and SMA AGREED to this change of role and to become Vice Chair. There were no other proposals and SMA was elected as Vice Chair.</p>	
2	<p><u>Attendance</u></p>	
2.1	<p><u>Consideration of Apologies</u> Apologies were accepted from ASA, SDN and JIH</p>	
2.2	<p><u>Declarations of Interest in any agenda item</u> There were no declarations of interest in any item on this agenda</p>	
2.3	<p><u>Completion of Pecuniary Interests and Governor Details</u> Forms will be circulated for governors to complete. In addition the Code of Conduct and the Financial Skills forms will also be circulated for completion.</p>	<u>PBD/JSI</u>
3	<p><u>Minutes of the 18th June 2025</u></p>	
3.1	<p>The minutes were AGREED as a true record</p>	
3.2	<p><u>Matters Arising from the minutes not on this agenda</u></p>	
2.2.1	<p><u>Minute 2.2.1</u> – PBD reported that he is awaiting the final decision as regards the School Streets proposals.</p>	
4	<p><u>Dates of GB meetings for 25-26</u> The dates were AGREED</p>	

5	<u>Focus: Outcomes</u>	
5.	Report on GCSE Examinations for 2025 (IJE)	
5.1.1	IJE reported that the results for 2025 had been lower than anticipated. Work has been ongoing to identify the reasons for this. The available data for 2025 has yet to be verified but is unlikely to change significantly. Although key expectations were met and even exceeded when compared against similar schools it was clear that these had been set very low.	
5.1.2	IJE and her team have met and looked at how to move forward and address the issues, which have become apparent this year. Teaching and Learning are key to the success of outcomes and an added focus is now being applied in this area. Senior Leadership Team (SLT) members are increasing the number of 'drop ins' and are supporting staff with improving the engagement of learners.	
5.1.3	The most recent Teacher availability Day (TAD) was aimed at increasing the focus of Heads of Faculty (HOF) on teaching and learning. Positive strategies observed during 'drop ins' are shared with everyone as a way of disseminating good practice. Where pupils are identified as under performing interventions will be put in place at an earlier stage and more emphasis will be focused on outcomes being the responsibility of all staff regardless of their role.	
5.1.4	There will be set milestones to measure progress and where these are not met interventions will be put in place. The first of these will follow the outcomes of Mock Exams 1.	
5.1.5	<u>Pupil Premium</u> - whilst recognizing that there is a gap between the performance of pupils in receipt of Pupil Premium and non Pupil Premium the gap at Gladesmore is significantly lower than the other schools in the collaboration group. IJE and her team looked for the reasons why children in receipt of Pupil Premium continue to under perform and one of the most significant reasons relates to housing. These children are often in homes, which are overcrowded and have no quiet place to study and often have far less access to the technology that they need. In order to try and address this disadvantage more revision space will be available to pupils in the school. The Success Lounge is open before and after school and is staffed and offers support to the pupils working there. Staff will actively collect some under performing pupils and take them to work in quiet places after school.	
5.1.6	<u>Gender</u> – girls continue to outperform boys, this is in line with both local and national outcomes. However, boys did perform better than the set expectations. This is another indicator that expectations for both boys and girls were set too low.	

5.1.7	<p><u>Attendance</u> – pupil attendance has a huge impact on outcomes. 1/3 of last year's Y11 had less than 90% attendance. The data presented by IJE showed that pupils who had attendance figures of 95%+ did far better than those with lower rates of attendance. For example 78% of pupils with attendance of 95%+ achieved 4+ English and Maths compared to 32% of pupils with an attendance rate of -90%.</p>	
5.1.8	<p>MBK asked how frequently milestones were reviewed. IJE replied that they are reviewed after every data drop. Mock 1 will take place at the end of November and teachers will be asked to analyze the data then and put strategies in place before pupils sit Mock 2.</p>	
5.1.9	<p>EBN thanked IJE for her very frank report and asked why the drop in results hadn't been anticipated. IJE stated that the reasons were completely unknown. PBD added that he had been asking key questions of all staff and that answers came back to teaching and learning which was why that had been the focus of IJE's work. Low expectations had also had an impact and these factors would be reviewed.</p>	
5.1.10	<p>MOI asked about the analysis of data in Y7,8,& 9. She felt that leaving it until Y10 and Y11 made it harder to bridge any gaps. Were last year's results a 'one off' or an indicator of falling standards? She also asked how parents were involved when children were under performing. IJE replied that the last year had been something of a 'one off' as the same staff group had been in place the year before when pupils had achieved well. There had been additional factors in place last year, which included low staff morale due to the impact of redundancies, strikes and the previous Headteacher leaving. She felt that staff morale was now improving and hoped this would have a positive impact. Regarding collaboration with parents this was ongoing and for example on the 16th there would be a target-setting meeting for parents/ students and teachers (Y10 & 11) and parents and pupils would have the opportunity to contribute to the target setting process. MBK suggested that this would also be useful for Y7,8,&9 too.</p>	
5.1.11	<p>SWS stated that the revision classes were an excellent idea and would provide a valuable opportunity for pupils. ARB asked whether there were still any impact from the 'Covid Legacy'. He could see the massive impact that poor housing would have on pupils being able to study properly at home. IJE confirmed that attendance figures had not returned to the pre-Covid levels and that it had also been noted that there had been a negative impact in the levels of attainment of some pupils transferring from primary to secondary school, which indicated that the impact from Covid would be felt for some years yet.</p>	
5.1.12	<p>MOI asked about the amount of homework pupils received in the lower years. She had been used to her child receiving Maths homework on a daily basis while her child was in primary school but since starting at Gladesmore had only received Maths homework once a week. Her child's primary school tested</p>	

	children at the start and end of a topic to measure what had been learned. IJE explained that children are tested at the end of KS3 in order to predict where they will be by the end of Y11. She added that last year, for the first time in many years, it had not been possible to run the Saturday school due to financial pressures. This opportunity for pupils to get additional help on a Saturday will have impacted on outcomes.	
5.11.3	EBN asked whether any pattern had yet emerged re: the progress this Y11 were making in comparison to last year. IJE said the data was looking much more positive and that Heads of Faculty were sharing strategies that had worked well.	
5.1.14	MBK thanked IJE for her frank and honest presentation.	
5.2	Report on School Attendance (DPR)	
5.2.1	DPR reported that attendance in 24-25 was slightly up on the previous year but had not returned to pre-pandemic levels. Attendance for pupils with EHCP's (Education and Health Care Plans) had increased by 3% while the attendance of pupils with SEND but without EHCP's had decreased slightly.	
5.2.2	Collaboration between the various teams supporting pupils is increasing and this is proving very helpful. The reductions in staffing levels, which have had to be made due to financial constraints, are likely to impact on the attendance team. The school's own EWO (Education Welfare Officer) took voluntary redundancy and will not be replaced. The school receives a basic level of service from the LA EWO team but the quality of this service has been variable. There is an Attendance Officer who works for .8 of the week.	
5.2.3	Positive ways forward have been explored and are being used. Last year the school trialed 100 for 100, which involved rewarding pupils whose attendance and punctuality had been at 100% for 3 weeks. Monthly celebrations are held with students receiving certificates for 100% attendance and punctuality.	
5.2.3	The stark impact of poor attendance on outcomes is being highlighted and Y11 pupils are receiving additional support by staff making home visits if their attendance is causing concern. MBK asked whether the ethnic groups with the poorest attendance received additional support. DPR replied that the aim had been to support all children into school and ethnicity had not been an area of particular focus so far.	
5.2.4	ARB asked whether there were any patterns of falling attendance across the year groups. DPR noted that Y7 have the best attendance and last year Y11 the lowest. Mental health issues had particular impact last year with more pupils requesting separate rooms, more children awaiting CAMHS support, more children finding it difficult to cope. There had also been some behavioural issues	<u>All</u>

5.2.5	<p><u>Persistent Absence</u> – this refers to pupils whose attendance is below 90%. DPR stated that the number of children who are persistent absentees in primary school is increasing. Staff are meeting with the parents of persistent absentees to discuss how attendance can be improved.</p> <p>EBN asked whether there were plans to replace the school based EWO, DPR replied there were not as this post was one that had been available for voluntary redundancy. SWS asked whether parents were supportive when approached about their child’s attendance. DPR explained that some parents were surprised that a 90% attendance rate was considered poor whilst others explained that they did not know how to get their children into school. Those that do not want to engage with the school are referred on to the LA EWO services. DPR acknowledged that most parents were trying their best to get their children into school and that using legal enforcement procedures was usually unhelpful. Staff met with parents to find other ways of getting children back into school.</p>	
5.2.6	MBK thanked DPR for his presentation, which had been useful and informative.	
6	Chairs Reports and Correspondence	
6.1	There were no items to report.	
7	Headteacher’s Report and Correspondence	
7.1	PBD had circulated his report with the papers, which had gone out before the meeting. He asked governors to inform him of any other items they thought he should be including. Governors AGREED that the report had been thorough and helpful. PBD explained that he did not plan to go through the report in detail but was willing to take any questions governors may have.	
7.2	<u>Ofsted Inspection Toolkit</u> – PBD reported that staff were checking the eight areas identified in the toolkit and would report back when appropriate.	
7.3	<u>SIP Visit Report</u> – Malcolm Willis, SIP for Gladesmore had visited and that a copy of his report was included with the paperwork circulated to governors before the meeting. The focus for this meeting had been on teaching and learning in English, Maths and Science.	
7.4	<u>Y6 prospective intake open evening</u> – the open evening was held on the 24 th September due to the original date clashing with another school. Feedback indicated that parents had been impressed by their visit and that everything had gone well. Sonia Bourdille had included a short report in the governors meeting pack.	
7.5	<u>Finance Update</u> –the SF&P draft minutes were included in the governors’ pack. PBD reported that he and the Finance Team are currently working on the three-year plan. The challenge being that pupil numbers are falling across the	

	borough, which in turn means income, is decreasing. Gladesmore took a ‘bulge’ class during the years when numbers were unusually high and these pupils are now coming to the end of their time with the school. This means that there is a loss of 30 pupil places each year + a shortfall in pupil numbers generally. Currently there are 1217 pupils on roll while the PAN (Planned Admissions Number stands at 1243. This will inevitably impact on future funding.	
8	Governing Body membership	
8.1	<u>Instrument of Governance</u> – governors reviewed the instrument and concluded that they did not wish to make any changes at this time. They recognized that there may be a need to slightly increase the size of the governing body at a future date but were aware that they could do this as and when necessary.	
8.2	<u>Governing Body membership</u> – ARB raised concern over the non-attendance of SDN. It was explained that SDN had been ill and that he had sent apologies for this meeting, which were related to religious observance. JSI explained that SDN could be removed from the governing body for non-attendance but that allowances had been made given his personal circumstances. It was AGREED that PBD would contact SDN to discuss the situation. Gladesmore has chosen to have a small governing body and it is essential that every governor takes their responsibilities seriously and contributes actively to the work of the governing body.	
8.3	<u>Governing Body Code of Conduct</u> – to be circulated and signed by every governor.	All
9	Update and Ratification of Policies	
9.1	<u>Safeguarding and Child Protection Policy</u> – Changes were detailed in the governors’ pack. It was pointed out that the DSL should be a member of the SLT and that PBD is working on ways to address this discrepancy. Governors AGREED to adopt the policy in principle with the proviso that the SLT issue is resolved.	
9.2	<u>Safer Recruitment Policy</u> – changes were detailed in the governors’ pack. Governors AGREED to adopt the policy.	
9.3	<u>Careers Policy</u> - changes were detailed in the governors’ pack. Governors AGREED to adopt the policy.	
10	AOB	
10.1	A book of condolence has been made available to staff and students following the sad death of a pupil of the school.	

Chair _____ Date: _____

Gladesmore Community School *Governing Body*

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Chair of GovernorsDate.....