

# Gladesmore Community School *Governing Body*

## Minutes of the meeting held on Wednesday 18<sup>th</sup> June 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	
Paul Bernard (PBD), Headteacher designate; Jan Smosarski – Clerk (JSI), Urzula Tondel,(UTL) Ijeaku Mezue (IJE), Ernest Regisford (ERD) Peter Larvin (PLN)	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.**

	<b><i>The following documents were circulated to all governors prior to the meeting:</i></b>  <i>Meeting agenda, Minutes of meetings of the last meeting, new parent governor information, prospective co-opted governor information, SDP Summary document, Dates for next year, SDP presentation. Letter to staff</i>	
1.	<b>Attendance</b> – MBK welcomed governors to the meeting. She gave an especial welcome to Mr. Paul Bernard (PBD), Headteacher designate.	
1.1.	<b><u>Consideration of apologies</u></b> - apologies were accepted from ASA	
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	Michelle Osei, parent has put her name forward as a prospective parent governor. Michelle's is the only nomination that has been received and as the vacancy has been advertised on a number of occasions so she can be appointed to the parent governor vacancy without the need for election. JSI to contact Michelle	<b><u>JSI</u></b>
1.3.2	Juliet Coley, ex staff member of Gladesmore has put her name forward as a prospective co-opted governor. She has submitted a detailed CV and governors were very pleased to elect her onto the governing body. She was formally proposed by MBK and seconded by EBN.	
1.3.3	MBK is continuing to act as Chair following the resignation of AST. The election of Chair will be an agenda item at the first meeting of the academic year and MBK has <b>AGREED</b> to chair that meeting to allow governors the opportunity to discuss this matter thoroughly. MBK noted that her term of office ends in February 26 and that she will not be standing for a further term of office. NB: for further information see <a href="#">Roles, Procedures and Allowances (England) Regulations 2013</a>	
<b>2</b>	<b><u>Minutes of the 19th March 2025</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 2.2.1</u> – MBK asked whether there was any update on the School Streets situation. GOR reported that there had been a number of objections and that the situation was under review.	
2.2.2	<u>Minute 5.4</u> – a new Headteacher has been appointed and will be able to take up post in September. Mr. Paul Bernard (PBD) is the successful candidate and he is present this evening. Governors congratulated PBD and welcomed him to the school.	
<b>3.</b>	<b><u>School Presentation (School Development Planning- Driving School Improvement)</u></b> –Assistant Headteacher Urzula Tondel (UTL)	
3.1	UTL began by stating that 2025-26 would be a year of transition with a new Headteacher who would be bringing their own priorities and plans, which may change the emphasis of the plan.	
3.2	<u>Key priority</u> – Nurture a calm and collaborative learning community that fosters excellent academic achievement, personal growth, and a strong sense of identity. This focus will help to achieve the best possible outcomes for all pupils.	
3.2	The plan was shared with all staff yesterday and following that meeting colleagues may make suggestions, which will be fed into the plan as appropriate.	
3.3	<u>Quality of Education</u> – there are two main aspects for development Intent and Implementation and Impact	
3.3.1	<u>Intent and Implementation</u> Under this heading there will be continued work to embed the Gladesmore teaching and learning values. There will be further development of the coaching	

	system, which was introduced last year. Currently there are eight coaches and it is planned to expand this number. Coaching will be offered to an increasing number of staff including all ECTs and staff new to the school whatever their background.	
3.3.2	The revised appraisal system, renamed as the Gladesmore Professional Development System has been welcomed by staff who find it a more positive experience. Learning walks have been welcomed and staff are appreciative of the fact that they know when they will happen and that directed time has been allocated to them. There will be further refinements over the next year to further embed the system.	
3.3.3	Staff training will focus on responding to issues that have emerged this year and have been raised by staff e.g. challenging misogyny	
3.3.4	<u>Impact (IJE)</u> the aim is to maximize student attainment and students will now be involved in this process. This year all teachers were trained to use SISRA Analytics. This enabled them to closely monitor pupil progress in all subject areas and for targeted interventions to be put in place as necessary. Staff were also be able to monitor the impact of the interventions that they had put in place. Next year this will be further developed to allow pupils to be part of the process of identifying areas where they need support and for them to monitor the impact of any interventions put in place.	
3.4	<u>Personal Development</u> - Goals <ul style="list-style-type: none"> <li>○ To promote and uphold school values and ethos</li> <li>○ To expand student access to further education and to experience of work</li> </ul>	
3.4.1	Inspectors had commented very favourably on the behaviour and attitudes of pupils. Work will continue to address issues that have been raised and to encourage pupils to be truly reflective. To this end there will be further refinements to the pastoral curriculum to address issues that have been raised and further develop mutual respect through assemblies, PSHE and Gladesmore Character Conduct.	
3.4.2	Opportunities for tutors and pupils to meet and discuss the reasons behind some of the school rules and expectations. E.g. recent discussions took place to examine why the expectation is that everyone will walk on the left hand side	
3.4.3	Further embed the REACH values. Every student knows the REACH values but now the focus will be on ensuring that pupils follow those values.	
3.4.4	Careers – the Gatsby benchmarks have been re-visited and from September the DfE expects all schools to use the updated benchmarks. Gladesmore will integrate the London Academy of Excellence Tottenham initiatives to further higher education opportunities and for pupils to be able to access more work experience opportunities.	

	It is planned to build a programme with three other schools and to share a dedicated Careers Adviser.	
3.5	<u>Behaviour and Attitudes</u> – Goal <ul style="list-style-type: none"> <li>○ To raise standards and expectations of all aspects of behaviour</li> </ul>	
3.5.1	It is planned to embed the pastoral review system by looking back at the data for the past year. This will be done on a year group basis and areas of improvement will be identified for each year group. For example one-year group may have a focus on punctuality and attendance while another year group will be focusing on managing defiance. Work will be in partnership with the pastoral review group. Additionally individual students who need help with their behaviour will be identified from the data and targets with support will be set for these pupils. Meetings with Heads of Year will take place to identify what strategies are already in place. Later in the year a review of the strategies put in place will be held to monitor whether there have been improvements in the identified areas. Constant monitoring will identify any new or emerging situations and the views of staff, parents and pupils will be sought. It is planned to set up a Pupil Improvement Group led and run by students.	
3.5.2	Gladesmore is entering a partnership with ‘Learner happiness’ the first UK’s first science led survey to measure and improve learner happiness.	
3.6	<u>Safeguarding –(ERD)</u> – Goal <ul style="list-style-type: none"> <li>○ <u>To create a proactive culture</u></li> </ul>	
3.6.1	It is planned to gather more feedback from pupils and parents. Further staff training will be carried out which will include updates / changes to national advice and managing issues which are uncomfortable and potentially difficult.	
3.6.2	External services are being reduced and at the same time mental health issues continue to grow. Work is being undertaken to ensure that all external services that can be accessed at no cost have been identified and that appropriate contact will be made with that service.	
3.7.1	UTL thanked colleagues for their contributions and stated that this year the school has received support from HEP. It is probable that the school will continue with this support and that staff wanted to know what support governors would need going forward. The year plan has been circulated to governors with proposed topics for presentations but governors are free to make suggestions via the Headteacher of other topics or themes.	<u>All</u>
3.7.2	FJA asked whether the available data allowed the faculty impact review access to the necessary information on all staff. IJE assured her that with over a hundred teachers it had been possible to use the appropriate data to form an analysis, which would be fed back to staff in a meeting.	
3.7.3	PBD added that often poor behaviour was linked to pupils not being able to access the lesson. Where patterns of such behaviour were identified this could be very useful for Heads of Faculty. For example a child whose behaviour became dysregulated in one subject because they were finding that subject difficult might behave very differently in a subject where they were doing well.	

	This could well provide pointers to different ways of working with some pupils. This collaborative way of working and sharing information with such large numbers of staff was very positive and would be of benefit for everyone.	
3.8	EBN asked who was responsible for the implementation of AI and what was the thinking around the use of AI. GOR explained that two teams held responsibility, the ICT and Exams teams. As a whole the school was happy to embrace changes and there was a need to be able to operate the changes AI would inevitably bring.	
3.9	MBK thanked staff present for a very thorough and comprehensive presentation.	
4	<b>Chairs Reports and Correspondence</b>	
4.1	There were no items to report.	
5	<b>Headteacher's Report and Correspondence</b>	
5.1	GOR has circulated proposed dates for next year's meetings. He asked governors to let him know if they wished to make changes to the proposed presentations.	
5.2.1	GOR shred a copy of a letter being sent out today detailing ongoing problems with the electricity supply. Work will be carried out on Friday and over the weekend to attempt to remedy the situation. However, there is a possibility that if things do not go as planned there may be no power on Monday. In this event the school will have to close until power is resumed. Everything possible will be done to try and keep the school open but this does remain a possibility, Staff and parents will be updated by email.	
5.2.2	The LA have taken charge of the situation and they will cover costs. MBK asked how the situation had been managed on Monday when power was first lost. GOR informed her that as the loss occurred over lunchtime and that it was a hot day they were able to carry out a phased dismissal from the playground with the youngest children being kept on site until the end of the school day.	
5.3	Following the restructuring process a committee (GOR, FJA SMA) met to consider applications for voluntary redundancy. Of the seventeen applications the committee was able to approve twelve applications.	
6	<b>Site Finance and Personnel Committee Report (SF&amp;P)</b>	
6.1	The minutes of the committee have been circulated to governors.	
7	<b>Update and Ratification of Policies</b>	
7.1	<u>Model School Annual Leave Policy</u> – this is a model policy written by the LA and negotiated with professional associations and the Legal Dept. Governors <b>AGREED</b> to adopt the policy.	

7.2	<p><u>Model School Absence Management and Procedures Policy</u> this is a model policy written by the LA and negotiated with professional associations and the Legal Dept. Governors <b>AGREED</b> to adopt the policy.</p>	
7.3	<p>SMA asked whether it would be possible to have copies of all policies as sometimes references are made to other policies. GOR explained that this is not really practicable as there are hundreds of policies. The policies being agreed tonight are from the LA and it would be difficult to make changes to them because the school would need to negotiate changes with the outside agencies involved. He agreed that SMA could have access to Gladofax if he couldn't find what he wanted on the school website.</p>	
<b>8</b>	<b>AOB</b>	
8.1	<p>GOR thanked governors for their support and commitment. Inspectors had commented favourably on governors' knowledge of the school. He thanked AST and MBK in particular for coming into school on a regular basis. MBK thanked GOR for his commitment and close working with governors. Governors wished GOR Good Luck in his retirement.</p>	

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

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