

Gladesmore Community School Governing Body

Minutes of the meeting held on Wednesday 21st January 2026 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
		*Suhel Musa (SMA) (Vice Chair)	15-10-29
Local Authority Governor (1)		*Annabel Schaafsma (ASA),	9-12-27
^ Maureen Black (MBK) (Acting Chair)	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; Tachaan Marshall (TML) Designated Safeguarding Lead; Peter Levin (PLN), Deputy Headteacher, Christine Pheiffer prospective governor	Suhel Musa (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.

	<i>The following documents were circulated to all governors prior to the meeting:</i> <i>Meeting agenda, Minutes of meetings of the last meeting, Governor Details, Dates of Future Meetings, HEP Clerking Information, Headteacher's Report, School Improvement Partner Visit Report, Policy Updates,</i>	
1	<u>Attendance</u>	
1.1	Consideration of Apologies Apologies were accepted from MBK, JIH, SWS, and SDN	
1.2	Declarations of Interest in any agenda item There were no declarations of interest in any item on this agenda.	

1.3	Governing Body Membership	
1.3.1	<u>Parent Governor</u> – PBD is still working with the PTA on filling this vacancy	
1.3.2	<u>LA governor</u> – JSI reported that she had been informed that it was the responsibility of the governing board to find a suitable person to fill this vacancy; governors would then have to get the LA to agree that the person fulfilled the LA criteria. JSI suggested that governors look within the existing membership to see if one of the co-opted governors would be prepared to change their role and put their name forward to the LA. She suggested that EBN might fulfill the required criteria. EBN agreed to give the matter serious consideration. JSI will check with HEP as to whether EBN would be considered to be a suitable candidate. Suhel went on to thank MBK, who unfortunately could not attend this meeting, he thanked her for her many years of service to the school and her unfailing commitment and willingness to take an active role as a Lead Governor, committee member, Vice Chair and in particular for acting as Chair of Governors since Alex's departure last year. Her exemplary commitment will be greatly missed.	
1.4	Governing Body Code of Conduct – governors were reminded to sign and return their code of conduct compliance.	
1.5	Completion of paper work – governors were reminded to complete and return both their Declarations of Interest Forms and their Financial Skills Forms. SMA and EBN reported they had completed and returned their forms today.	
2	Minutes of the 3rd December 2025	
2.1	The minutes were AGREED as a true record	
2.2	Matters Arising from the minutes not on this agenda	
2.2.1	There were no matters arising.	
2.3	Updated focus of GB meeting 2025026	
2.3.1	Governors NOTED the updated document.	
3	<u>School Presentations</u>	
3.1	School Goal 3 - Safeguarding (including audit) Tachaan Marshall (TML) Designated Safeguarding Lead	
3.1.1	There are three members of the Safeguarding Team. They are TML, Amani Moaka (AMA) and Mel Cope (MCE)	
3.1.2	There are currently 36 children classified as being vulnerable, this is the highest number for some years. There are four categories within this classification They are, EH (Emotional Health), CIN (Children in Need), CP (Child Protection) and LAC (Looked After Children)	

3.1.3	CPOMS data shows that there have been 263 referrals under 19 different categories. TML reported that ideally referrals would be recorded under more specific criteria but they are restricted to the limitations of the software.	
3.1.4	There have been more referrals than in the summer term. TML hypothesized that the following reasons may account for this increase: ○ More students were reporting concerns ○ Greater number of pupils joining the school already had a plan ○ Staff had a better understanding of safeguarding concerns and risks ○ Students accessing AI services had a better understanding of 'buzz' words e.g. 'I don't feel safe.' There will be a thorough analysis of the concerns raised to try and better understand the reasons for the increase.	
3.1.5	All staff have completed L1 safeguarding training and all staff have completed PREVENT training.	
3.1.6	<u>175 Audit</u> (a statutory safeguarding requirement) the annual audit was carried out in October 2025. The audit will check that the appropriate policies and procedures are in place, that staff are receiving the required training, that there are clear procedures in place for reporting concerns and incidents, that staff with responsibilities for safeguarding are collaborating with the wider staff team and that potential risks and dangers are being identified. The school is compliant on all points and has developed a plan for future development.	
3.1.7	During the LA's recent Ofsted safeguarding inspection Gladesmore was one of the schools chosen by the LA to take part in this inspection because it was known that safeguarding is a strength at Gladesmore..	
3.1.8	Anna Freud Approach – the school is involved in this holistic approach to supporting the mental health of staff and students. Funding has been obtained to support this work and the Deputy Mayor of Haringey visited the school this week to find out more about the school's approach.	
3.1.9	TML took governors through a case study detailing the concerns and actions taken to support an individual pupil.	
3.1.10	EBN asked whether this was an internal or external audit. TML replied that it was external carried out by Tony Hartney on behalf of the LA. She then asked whether cyber security was part of the safeguarding brief. TML replied that systems were being developed to further cover the ever-changing needs in this area. Work on preventing phishing attacks had been developed and the school was working with a company called SENSO on cyber security. PBD added that staff received training at the start of an academic year and appropriate checks were carried out. ASA agreed that this was an ever-changing situation and that regular updates were necessary.	

3.1.11	MOI reported that she had visited the school to talk about safeguarding and had met with the DSL. She had been very impressed with the thoroughness of the procedures in place and that safeguarding was very strong at Gladesmore.	
3.2	School Goal 1A Quality of Education (Impact) Dr Meuze (IME) & Mr. Larvin (PLN)	
3.2.1	Trial Examinations 1 were carried out in January for Y11 pupils. IJE compared data collected at the end of Y10 against the data collected after the mock examinations. Overall the data for English and Maths combined 9-5 and 9-4 has dipped since the end of Y10. On further examination this regression is caused by the outcomes in Maths rather than in English.	
3.2.2	<u>What next</u> – reasons for the regression in Maths have been sought and IME reported that the following ways forward had been identified. ○ Improving the availability of resources that can be used in school and at home ○ Less reliance on solely online resources ○ Monitoring of teaching and learning, expectations have to be raised. To this end the whole school Raising Achievement focus will be on Maths. This focus will aim to aid provision of resources to enable children to carry on their learning outside the classroom. IME's focus will be on raising achievement in Maths, this will look at using lesson time to its maximum impact and ensuring that access to learning is a focus along with the use of starter activities	
3.2.3	Attainment 8 figures for pupils with SEN K have dipped. SEN K pupils are pupils who need support in their learning but who do not have an EHCP. For these pupils the SLT aim to improve the engagement of Y11 students. They will do this by dropping into classes, working with the SENCo and looking at pupil's work. There will be targeted after school sessions in Maths for targeted pupils	
3.2.4	There is a small window of time between Mock 1 and Mock 2 examinations and the aim is to improve outcome by one grade in Maths for all pupils. Those achieving this will be rewarded and will hopefully inspire others to follow in their footsteps. PBD added that the Haringey focus was on inclusion in all its many aspects. Gladesmore is working to ensure that the curriculum is accessible to all and one area of focus is to ensure that every child is making maximum use of their time in the classroom. This is covered more fully in his report	
3.3	Personal Development and well being of pupils – Pete Larvin (PLN)	
3.3.1	Personal Development was judged to be strength of the school in the recent Ofsted Inspection. This strength is built on the ethos of the school and the underpinning REACH values. However, new areas for development are continually sought and this year there are two main objectives for development.	

3.3.2	Objective 1 – Challenging Misogyny – this has become an increasing issue and will always be challenged at Gladesmore. It is therefore a key objective for this academic year. Focus will be on the following three area: - ○ Delivering whole school training ○ Integrating ‘Bro Code’ resources into the PHSE curriculum. ○ Delivering whole school assemblies followed by PHSE sessions	
3.3.3	To support this work a Boys Club called ‘Level Up ‘ has been introduced which will reframe ideas of masculinity and introduce more positive ideas of what it is to be a man and what constitutes manly behaviour.	
3.3.4	Gender Assemblies have been scheduled for this term. Boys and girls will have separate assemblies on these days, which will be followed by single gender PHSE sessions.	
3.3.5	Questionnaires were sent to staff and pupils re: gender equality at the start of this academic year and will be sent out again at the end of the year to aid measuring the impact of the work.	<u>All</u>
3.3.6	<u>Objective 2</u> - embedding the REACH values within the school community in order to align student's attitudes with school aims. To this end two new Ambassadors for Respect and Aspiration have been identified and REACHing slips have been introduced. Additionally REACH displays will be updated.	
3.3.7	<u>Objective 3</u> Improve student access to experience of work – Introduction of Unifrog. Unifrog is a ‘one stop shop platform used by secondary schools o introduce pupils from Y7 up to their post school options. KS4 pupils will be encouraged to take advantage of online experience of work opportunities. By the end of Y10 it is hoped that at least 90% of students will have had one experience of work. By linking with the London Careers Hub it is hoped to be able to identify a wider range of experience of work opportunities. A ‘future skills ‘ questionnaire has been completed by three year groups and the final two year groups are expected to have completed their questionnaires by half term.	
3.3.8	ARB suggested that a good way to gain wider experience of the world of work was to invite people from different career paths into school to talk about their work .PLN agreed that this was an excellent way forward and that speakers are invited into school and it is hoped to further develop such opportunities. ARB indicated that he would be able to help with this, an offer which was gratefully accepted.	
3.3.9	Governors discussed the objectives, which PLN had introduced; in particular, they discussed involving parents in the work on tackling misogyny and communicating clearly with parents the school's expectations on how women	

	should be respected. SMA thanked the three staff who had given presentations this evening, which had been both interesting and very informative.	
4	Chair of Governors Appointment and Clerk Update.	
4.1.1	<u>Chair of Governors</u> – governors discussed the vacant position at some length. PBD has been in contact with ‘Governors for Schools ‘ and as a result Christine has joined the meeting tonight. He has also made contact with ‘Teach First’ and the Chamber of Commerce.	
4.1.2	JSI explained that in the event of there being no chair the vacancy had to remain as an agenda item and that at each meeting a chair would have to be sought for that meeting (excluding staff governors) SMA repeated his concerns regarding getting in an unknown person to virtually take over the governing body. He suggested recruiting possible candidates to fill any vacancies and in the meantime he offered to continue to chair meetings until the end of this academic year. EBN expressed the view that it was difficult for PBD to be without a Chair of Governors in his first year of Headship and PBD agreed that he would appreciate the support of a Governing Body Chair. He added that MBK had been extremely supportive during his first term at the school and that he would miss her support when her term of office ended. PBD reminded governors that Pentir (Education Recruitment) had indicated that they might be able to help but as they were an expensive service he had not contacted them to date. ASA asked whether the SIP would be able to offer any advice and PBD said he could ask him. He added that he had attended a meeting recently where a more experienced Chair had offered to support any governor taking on this role.	
4.2	HEP Clerking Service – PBD had circulated the paperwork for the HEP clerking service. He had discussed the governing body requirements with HEP and they were looking out for a suitable candidate.	
4.3	Link Governors – PBD had circulated a list of governor roles and responsibilities. There are three mandatory Link roles, which are Safeguarding, SEND and Careers. Maureen is currently the Link Governor for Safeguarding and replacing her was discussed. No decision was reached. ARB agreed to become Link Governor for Careers and EBN stated that she wished to set up a meeting with the SENCo as she is the Link Governor for SEND..	
5	Headteacher’s Report - (circulated prior to the meeting)	
5.1	PBD reported that the end of term pantomime had been a great success. Written and performed by students it had been a fantastic performance.	
5.2	<u>SEND</u> PBD published SEND data for 2024 and 2025. Numbers are roughly the same in each year. The report details the category of SEND breaking down those with an EHCP.	
5.3	<u>Attendance</u> PBD flagged up that he would be looking into buying into the Advanced EWO service. This would provide an enhanced level of service, which is needed now that the AH/T who had responsibility for Attendance has	

	left the school. Attendance has improved but is not back to pre Covid levels. Also a focus is on 'internal truancy' i.e. pupils registered as being in school but who are not in the classroom for every lesson. Staff do patrol the corridors challenging pupils who are out of class for the reasons why they are not in lesson but this is a definite area for improvement.	
5.4	<u>Safeguarding Audit</u> – PBD had included the data gathered in his report. The audit detailed the number and types of incidents recorded. EBN commented on the increased number of incidents / concerns recorded. PBD replied that the reasons for this increase were being carefully monitored as indicated in TML's presentation One possibility was the loss of the full time school counsellor but the situation was very much under review.	
5.5.1	<u>SIP Visit</u> The focus of this visit was Geography, P.E., English and Maths. Malcolm Willis (MWS) met with Heads of Geography and P.E. and made lesson visits to P.E., English and Maths. He queried whether KS3 pupils were spending enough time studying Geography and History and sent PBD figures that the time spent at Gladesmore on these subjects was relatively low. He further commented on the number of pupils out of class in lesson time recommending that the DSL and SLT members look at ways in which the monitoring of pupils in class could be monitored more effectively. His next visit will be to review the impact of previous reviews.	
5.5.2	EBN asked about MWS's comments on the transitioning of pupils from the main school area to the P.E. areas. PBD outlined the issues that can arise and reported that the P/E. staff are looking at ways to improve how this works.	
5.6	<u>Staffing Update</u> – PBD shared the latest staffing changes with governors.	
6	Policy Updates PBD reported that he is carrying out a thorough review of policies and will be re-writing / updating some policies. Until that has been completed the school will continue to use the existing policies.	
6.1	<u>Equality and Diversity Statement Objectives</u> - the section on eliminating discrimination has been extended to include staff and the policy needs to align with the Behaviour Principles and Anti Racism Policy. Governors APPROVED this policy.	
6.2	<u>Assessment Policy</u> (to be reviewed) – this policy needs to be significantly reviewed but will stand until that can be done. . Governors APPROVED the existing policy.	
6.3	<u>Accessibility Policy</u> – this is a model LA policy – each school has to complete the table of implementation. . Governors APPROVED this policy.	
7	Draft Policies (from the last meeting)	
7.1	<u>Behaviour Principles</u> -. Governors AGREED to continue with the existing policies until these new policies are finalized. They are invited to feed back any comments or suggestions to PBD.	

7.2	<u>Behaviour Policy</u> – Governors AGREED to continue with the existing policies until these new policies are finalized. They are invited to feed back any comments or suggestions to PBD.	
7.3	<u>Suspensions and Exclusions Policy</u> - Governors AGREED to continue with the existing policies until these new policies are finalized. They are invited to feed back any comments or suggestions to PBD.	
7.4	<u>Anti- Bullying Policy</u> - . Governors APPROVED this policy but is also being redrafted and again governors can feed back any comments to PBD	
8	Maureen last FGB!	
8.1	This was to have been MBK's last meeting but unfortunately she was unable to attend. Governors paid tribute to her hard work and massive contribution to Gladesmore. They went on to discuss how to mark her service and PBD will contact governors outside of this meeting. MBK will be greatly missed.	
9	AOB	
9.1	PBD has taken part in a consultation exercise to reduce the PAN (Planned Admission Limit) from 243 to 240 from September 2027. This will mean that each year group would have eight classes of 30 pupils. Governors were aware that there had been some industrial action last year when the local agreement to close classes at 27 was first challenged. Unions have now agreed to accept that class sizes in KS3 can rise to 30.	

Chair _____ Date: _____