

Gladesmore Community School Governing Body

Minutes of the meeting held on Wednesday 25th March 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
Vacancy		^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	*Suhel Musa (SMA) Vice Chair	08-12-28
Headteacher Governor			
*Paul Bernard (PBD)	Ex-Officio		

Others Present	
Jan Smosarski, (JSI) Clerk; Dr Mezue (IME); Urzula Tonedel, (UTL) AH/T	Suhel Musa (Acting 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, Notes of Visit made by EBN, prospective governor information, Headteacher's Report, School Improvement Partner Visit Report, Secondary Transfer (Y6-7) information. NEU strike ballot information, Schools White Paper Summary, Martyn's Law information, Budget Update, SFVS Return, RPA information, Policies for approval</i>	
1	<u>Attendance</u>	
1.1	Consideration of Apologies Apologies were accepted from MOI, JIH and EBN.	
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> – This needs to be advertised to the whole parent body in the first instance. If there are no expressions of interest then the invitation can go to a smaller group e.g. the PTA or if there are still no expressions of interest to individual parents.	
1.3.2	<u>LA governor</u> – EBN has agreed to stand as LA Governor. Her name has been put forward to HEP and the next step is for PBD to write to the LA in support of this nomination.	<u>PBD</u>
1.3.3	<u>Chair of Governor vacancy</u> – SMA will continue to be Acting Chair for the remainder of this academic year. It is hoped that by September it will be possible to elect a permanent Chair.	
1.3.4	PBD and SMA have met with two prospective governors and will be meeting two more this Friday. NB: there are currently no vacancies for co-opted governors. If EBN becomes the LA governor then there will be one vacancy. If governors wish to elect additional co-opted members to the governing body they will need to reconstitute.	
1.4	Training Updates – none reported	
2	Minutes of the 21st January 2026	
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.	
3	<u>School Presentations</u>	
3.1	School Goal 1B – Curriculum Intent and Implementation Urzula Tondel, AH/T	
3.1	A whole school curriculum review has been a focus area for the school this year. The underlying purpose of the review is to clarify and strengthen the curriculum on offer ensuring that the curriculum intent of every subject is aligned, ambitious and inclusive.	
3.2	Work began at the start of this term and will continue into the next academic year. In the first part of this half term the focus was on the SLT reflecting on the current curriculum focusing on clarity, inclusion and ways to raise targets to make them more ambitious. The SLT in combination with a working party identified five key pillars and produced a first draft of a whole school Curriculum Intent Statement. This document was then shared with Middle Leaders (ML) and other staff to ensure a shared understanding and ownership of the statement.	

3.3	<u>The Five Pillars of Curriculum Intent</u>	
3.3.1	<u>Pillar 1 – Inclusion and Belonging</u> The aim of this pillar is to ensure that there is a representative curriculum, which is ambitious for all learners. Pupils with SEND or EAL should be included within the whole of the statement of curriculum intent rather than as an added on extra to it.	
3.3.2	<u>Pillar 2 – Powerful Academic Knowledge</u> In every subject area staff must have a strong knowledge base, which takes them beyond the requirements of the National Curriculum. Progression must be planned, sequenced and logical to aid better understanding.	
3.3.3	<u>Pillar 3 – Fundamental Literacy and Communication</u> Key to progression in all subjects is the ability read, write, communicate fluently, and be numerate. These skills cross all subject areas and as such become the responsibility of all faculties. This includes working with A.I., writing in a variety of genres, presenting arguments for and against a given topic and being able to disagree in a respectful manner.	
3.3.4	<u>Pillar 4 – Identity, Community and Future Participation</u> The curriculum is rooted in the local context and is a stepping-stone to progression including how pupils can continue to progress when they leave the school. Following a question from SMA governors discussed how pupils might feel about their local context and how they can be supported in making aspirational choices regarding their futures. ASA reminded governors that some pupils are mentored by Moody's for exactly that reason and UTL was able to reassure governors that pupils did have an understanding of their local context and were proud of their locality whilst understanding the pressures of the inner city.	
3.3.5	<u>Pillar 5 – Evidence informed design and responsive assessment</u> Further refinements will be made based on the evidence of what works well. This will be based on assessments of pupil progress and lesson observation. The Curriculum Intent statement has now been finalized and is with governors for approval tonight.	
3.4	This half term the focus has been on reviewing subject curriculum intent and ensuring that they all align with the whole school statement. Subject leaders have also completed a Careers Audit as part of this work. SLT and ML have met together with SLT taking part in a Q&A session prior to publication of the Curriculum Intent statement.	
3.5	Next term the focus will be on curriculum design and the implementation of the work to date. There will be an evaluation of how the curriculum intent is delivered in practice in each subject area. Strengths and weaknesses will be identified and good practice shared.	
3.7	Governors discussed the points raised in the presentation acknowledging that it	

	was a very big piece of work. They asked questions around how consistency of implementation could be monitored. PBD explained that there were many ways in which this could be monitored and gave an example of informal classroom visits with an agreed focus. For pupils with SEND individual pupils could be followed during the course of day to monitor what worked well for them and what was less useful, Sharing good practice is a very useful and efficient tool for all teachers. SMA asked how often a review like this was carried out. PBD explained that the last in depth review had been 7 years ago and that this review was in response to the changes identified by Ofsted and the recent White Paper. In particular the increased focus nationally on inclusion meant that it was necessary to review current practice in the light of these recommendations.	
3.8	Governors thanked UTL for her presentation.	
4	Chairs Report and Correspondence.	
4.1.	SMA reported that he had been unable to attend the last meeting of the Chairs Group but that he would attend the next meeting.	
4.2	Schools have been informed that some children being home educated are being linked to a specific school. There is an indication that one such child may be added to the Gladesmore roll. The implications and responsibilities of this move have yet to be full explained to Headteachers / Chairs of Governors. Governors will be updated when more information is available.	
5	Headteacher's Report - (circulated prior to the meeting)	
5.1	Data relating to outcomes of Mock 2 results show an improvement when compared with last year's results. There were also improvements in English and Maths from Mock 1 (Autumn 25) to Mock 2 (Spring 26) PBD stressed the need for even greater improvements for pupils to reach school expectations.	
5.2.1	<u>Attendance</u> Internal truancy, i.e. pupils marked as being in attendance but not attending every lesson continues to be a priority. There is a team with responsibility to monitor corridors and toilets during lesson time with a view to identifying pupils not in class and in some cases parents have been informed of the situation. SWS asked if there were any common factors relating to this behaviour. PBD replied that engagement in lessons, a sense of failure and the resilience of pupils facing difficulties all contributed to avoidance of lessons. SWS asked if there were any external factors or safeguarding issues involved and PBD replied that he did not think so. In his opinion there were more mental health issues involved than in the past and these may be a contributing factor.	
5.2.2	The restructuring has resulted in fewer staff being available to support pupils who are experiencing emotional difficulties. In particular not having a full time	

	counsellor on site has had a significant impact. SMA suggested sharing a counsellor with another school but the sheer volume of requests for support makes this impractical. The school does have support from various external sources but nationally the increase in demand means the services are very over stretched.	
5.2.3	The school has bought into the enhanced EWO service, which should provide more help and support in improving attendance. Pre COVID the attendance rate was 94% and the aim is to return to this level of attendance. Attendance this term has increased and currently stands at 91.4% an improvement on this time last year when attendance stood at 90.9% SMA asked if any enforcement procedures had been carried out, stressing that he was aware that these were not always helpful. PBD replied that he would like to re-introduce a number of less formal strategies that were once employed by the school e.g. home visits and closer working with parents. He was well aware that families were usually very grateful for any practical support that the school could give and responded well to positive, practical help.	
5.3	<u>Admissions – Y6-Y7</u> Across the borough pupil numbers are falling with many schools struggling to remain financially viable. Gladesmore has been able to offer places to 194 first choice applications and Y7 should be full by the time the new academic year starts. To date 163 places have been accepted and 8 have withdrawn their request for a place. Of the accepted places 14 pupils have an EHCP due to their level of SEND. Gladesmore is in Planning Area 3, an area particularly hit by falling numbers. It remains a very popular school and pupil numbers remain strong.	
5.4	<u>Director of Operations</u> – it is hoped to recruit to this post, which will be similar to a School Business Manager. This will help towards other changes in duties at senior level. Governors discussed some of the possible changes but agreed that the appointment of a Director of Operations was the correct first step.	
5.5	PBD reported that Maureen Black had sent her thanks to governors and for their cards and recognition of her contribution to governance at Gladesmore.	
5.6	PBD thank JSI for her advice and help relating to governance. He reported on clerking arrangements for the rest of the year and next year. Governors thanked JSI for her service and support.	
5.7	<u>NEU ballot</u> – PBD shared information of the ballot over strike action currently taking place. The ballot closes on April 17 th and PBD will further update once the outcome of the ballot is known.	
5.8.1	<u>White Paper</u> – a strong focus on inclusion is the main thrust of the White Paper especially in relation to pupils with SEND having their needs met in mainstream schools. EHCP's will only be put in place for those with the most complex needs. There should be additional layers of support in mainstream schools to meet the needs of Targeted and Targeted + pupils (pupils with SEND who do	

	not have an EHCP) Pupils with SEND who do not have an EHCP will have an ISP (Individual Support Plan) drawn up with school staff and families. These will be reviewed on a regular basis.	
5.8.2	Also included in the White paper are expectations that GCSE outcomes will be greater and that there will be a focus on attendance and 'belonging' with schools developing ways to monitor attendance and children's sense of belonging. The curriculum should be broadened but should also be built on a secure foundation of basic literacy and numeracy skills.	
5.8.3	Enrichment activities should become an entitlement and be part of the core curriculum. Changes to Progress 8 will ensure a broadening of the curriculum to include subjects not currently included in current monitoring. The DfE will be looking to recruit an additional 6,500 teachers whilst also retaining more of the current teaching workforce. Schools will be expected to work in stronger local partnerships moving towards trust status. LA's will be able to form such a partnership.	
5.9	<u>Martyn's Law</u> – this newly established law will have implications for schools, especially large comprehensive schools. PBD is currently reviewing what this will mean for Gladesmore and has shared with governors information on the costings of a PA system for the school and a Dedicated Wireless Lockdown system. These are both costly investments, which have not previously been included in the Site Development Plan. Governors AGREED that they should be added to the Site Development Plan. Governors discussed whether there would be implications for school lets as the premises are sometimes let out for occasions when there could be large numbers of people on site. This may lead to changes in the current Lettings Policy. Once in post the Director of Operations will have responsibility for ensuring compliance with these regulations.	
6	SF&P Committee Report	
6.1	<u>SFVS (Schools Financial Value Standard)</u> the SF&P committee went through the SFVS return in detail and recommended that the governing body ratify their decision to sign off the SFVS return. The Governing body AGREED to SIGN OFF the SFVS return for 25-26	
6.2	<u>Insurance</u> – historically the school has always purchased insurance via the LA. The premium offered by the LA had always been the most competitive as the LA negotiated with insurance companies for all its schools and were able to find more competitive options than could be negotiated by a single school. This is no longer necessarily the case and the DfE now offer a Risk Protection Arrangement, which gives a wider range of cover and costs less. Governors AGREED that this represented better value for money and AGREED to purchase insurance from DfE Risk Protection Arrangement at a cost of £35,200, thereby saving over £5,000. The requirement to seek a third quote was waived as both the LA and DfE quotes are for multi school purchase and a third, similar quote could not be found at this time.	

6.3	The budget summary report shows that spending is on track and that the projected carry forward at year-end will have risen to be in the region of £1m. Governors congratulated PBD and FAI on achieving such a good outcome and for their rigorous monitoring of expenditure. This will provide some flexibility when profiling next year's budget as will the planned restructuring of the SLT. Governors noted next academic year will see the end of the 'bulge classes' and that numbers are projected to continue to fall over the next few years.	
7	Policies	
7.1	<u>Representative Pledge</u> - deferred	
7.2	<u>Curriculum Intent</u> - Governors APPROVED this statement	
7.3	<u>Modern Slavery</u> – Governors AGREED this policy	
7.4	<u>A.I. Policy</u> – this is a new policy. Governors AGREED the policy	
7.5	<u>Cyber Security Policy</u> – this is a new policy. Governors AGREED this policy	
7.6	<u>HR Policies</u> – these are model policies recommended by the LA, checked by the Legal department and negotiated with rated unions and professional associations: - ○ Council Job Evaluation Policy - Governors AGREED this policy ○ Council Pay Policy Statement - Governors AGREED this policy ○ Council support Staff Induction Policy – this is a new policy - Governors AGREED this policy ○ Guidance on Supporting Employees Living with Cancer - this is a new policy - Governors AGREED this policy ○ Model School Relationship t work Policy - this is a new policy - Governors AGREED this policy ○ Model Teacher Pay Policy September 2025 - Governors AGREED this policy	
9	AOB	
9.1	There was no other business	

There were no Part 2 Confidential Items

Chair _____ Date: _____

