# Gladesmore Community School *Governing Body*
## Minutes of the meeting held on Wednesday 23rd June 2021 at 6pm

| Parent Governors (2) | | Co-opted Governors (7) | |
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| * Suhel Musa (SMA) | 8-12-24 | *Tony Hartney (THY) | |
| Wendy Burrell (WBL) | 17-10-22 | * Donna Grant  (DGT) | 08.07.22 |
| | | * Alexander Sweet (AST) | 08.07.22 |
| **Local Authority Governor (1)** | | * Annabel Schaafsma (ASA), | 10-12-23 |
| * Maureen Black (MBK) | 08-02-22 | * Michael Brown  (MBN) | 08.07.22 |
| | | *Elaine Brown (EBN) | 08-12-24 |
| **Staff Governor (1)** | | ^Victor Olisa (VOA) | 08-12-24 |
| * Tasaddaq Ashraf (TAF) | 16-6-24 | | |
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| **Headteacher Governor** | | | |
| | Ex-Offico | | |

| Others Present | |
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| Jan Smosarski – Clerk (JSI),<br>Urzula Tondel (UTL) Assistant Headteacher<br>Stephen Wyatt (SWT) Adviser to the Governing Body | Alex Sweet (Chair) in the Chair<br>Quorum = 6 governors<br>* Denotes governors present<br>^ Denotes approved absence |

## Part 1
**NB: This meeting was held via Google Meet during the lockdown period caused by the global pandemic of COVID- 9**

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| | *The following documents were circulated to all governors prior to the meeting:*<br><br>*Meeting agenda, Minutes of meetings held on 24th March 2021, Governing Body Plan for 2021-2022, Dates of meetings for 2021-2022, Motto, Vision and Ethos Statement, School Development Plan 2021-22 Executive Summary, Plan of Pupil Premium Use, COVID Catch Up Premium Recovery Plan, Curriculum Policy, SEND Policy, SEND Information Report, GDPR Data Protection Policy, GDPR Pupil and Parent Privacy Notice, GDPR Data Retention Policy,* | |
| **1** | **Attendance** | |
| 1.1. | **Consideration of apologies** – there were apologies from Victor Olisa. | |

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| 1.2 | **<u>Declarations of Interest –</u>** there were no new declarations of interest in any item on this agenda. | |
| 1.3 | <u>**Membership**</u> – there are no vacancies on the governing body. | |
| **2** | **Minutes of the meeting held on the 24th March 2021** | |
| 2.1 | <u>**Accuracy**</u> - The minutes were **AGREED** as a true record | |
| 2.2 | **Matters Arising** – There were no matters arising that were not on this agenda | |
| **3** | **Theme – Leadership and Management** <br> **Focus: Governing Body Plan for 2021-22** (SWT) | |
| 3.1.1 | The purpose of this session is for governors to identify those areas where they wish to receive further information or training. To this end SWT took governors through his paper, which outlined possible areas for additional training and reminded governors of key responsibilities. In particular he reminded governors that as of September all schools could expect to receive an Ofsted Inspection at some point. It is some years since Gladesmore has been inspected, as it has been exempt due to being graded as Outstanding. | |
| 3.1.2 | Governors identified the following areas to look at further: - <br> **Ofsted** – changes to the framework – understanding governors' responsibilities <br> **Curriculum** – governors understanding of pupil progress when there has been no hard exam results data for 2 years <br> Impact of remote learning and use of catch up funding (good and the bad) <br> Presentation on English and Maths – to inform governors on the impact of COVID, the need to catch up and how this will be done. <br> Transition Y6 – Y7 <br>        Y11 to the next destination <br> Reducing teacher workload – the practicalities <br> **Safeguarding** – governor duties and responsibilities <br> **SEND** – governor duties and responsibilities <br> **SDP** - Understanding SDP priorities <br> Improving understanding of school goals <br> **Leadership and Management** – how we know teachers are of high calibre | |
| 3.1.3 | Governors of long standing were aware that a number of these topics have been covered relatively recently. However, there are a number of new governors and it may well be time to re-visit some areas. SWT and THY will collaborate on producing a programme for the next twelve months which they will present to governors for further consideration. | **<u>SWT / THY</u>** |

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| 3.4 | EBN asked whether there were Lead Governors with specific responsibilities. Currently MBK has responsibility for SEND, Safeguarding and Looked After Children. In the past governors had indicated that they preferred school development items to be discussed as a governing body rather than at committee or individual Lead Governor level. | |
| 3.2 | **Dates for meetings of the Governing Body 2021-22** | |
| 3.2.1 | Following a short discussion, it was agreed to hold full governing body meetings on a Wednesday and SF&P meetings on a Thursday. Proposed dates will be amended and circulated. | **THY** |
| 3.2.2 | EBN asked whether governors meetings would continue to be held virtually or revert to being face to face or whether there could be a hybrid of the two. It was noted that the attendance at virtual meetings has been very good. After some discussion it was **AGREED** that THY would explore the options and look into the practicalities of hybrid meetings. | **THY** |
| 4 | **Chairs Report and Correspondence** | |
| 4.1 | No items for this meeting | |
| 5 | **School Vision Statement (Motto Vision and Ethos)** UTL (Assistant Head) | |
| 5.1 | Recent experiences of operating via remote learning and then re-opening the school had prompted a review of the school vision statement. The school offers a great deal of support for both pupils and staff and it was felt that the core values enjoyed by all should be celebrated in the Vision statement. Following through review it was agreed that the changes reinforced the strong, positive values shared by all. Governors **APPROVED** the proposed changes. | |
| 6 | **School Report** | |
| 6.1 | **SDP** | |
| 6.1.2 | THY took governors through the draft plan. The five goals around which the plan is built mirror the five Ofsted areas of focus. | |
| 6.1.2 | **Goal One** – *Curriculum Intent & Implementation* - Review, develop and resource a curriculum which offers excellent quality of education to all pupils. There are six areas of development under this heading. One is an ongoing piece of work relating to assessment policies and practice. Three areas have been refined in the light of COVID and the impact that has had on learning. There are two new areas of development, which relate to Learning and Teaching and the positive impact some of the strategies that have been put in place to enable children to learn during the pandemic have had. | |
| 6.1.3 | **Goal One** – *Curriculum Impact and Outcomes* – of the eight areas of development six have been refined and two are ongoing. The benefits of remote learning are to be developed and will be linked to extending hours or providing off-site provision. These developments are to encourage children to be independent learners whilst providing materials and resources, which can be, used both at home and at school and which are | |

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| | available at any time. In order for this to be successful accurate data collection methods will need to be further developed alongside efficient tracking systems. | |
| 6.1.4 | **Goal 2** – *Further all round development and well being of young pupils* There are five areas of development under this heading. Three are ongoing and two have been refined. One has been refined to support pupils who have been negatively impacted by COVID 19 and the other relates to the development of the PHSE curriculum as the statutory RSE curriculum is implemented. | |
| 6.1.5 | **Goal 3** – Further Improve *Behaviour and Attitudes of Pupils* – there are six areas for development. One is ongoing, three have been refined and one is new. The new area is to build on, and develop the success of the COVID 19 pastoral support and remote learning strategy. | |
| 6.1.6 | **Goal 4** – *Prioritize the effective safeguarding of pupils at all times.* There are two areas of development under this heading. One is ongoing and one has been refined. Again this links to strategies implemented during the school closures and aims to ensure that in the event of a school closure safeguarding strategies are in place and are ready for implantation. | |
| 6.1.7 | **Goal 5** – *Improve Effectiveness of Leadership and Management* – in this section there are eight areas for development. Two are ongoing, four have been refined and two are new. New areas are to systematically review and update the COVID risk assessment, ensuring the safety of staff and pupils and to secure funding to lead and manage a design and build programme to provide additional and improved accommodation. | |
| 6.1.8 | THY reminded governors that areas being developed often take several years and in some cases will be ongoing for a significant amount of time e.g. reading (QE1.10) During development they many need to be refined in the light of experience and new government initiatives, new areas may be identified as the work progresses. | |
| 6.1.9 | Detailed plans for each area of development are developed by lead staff. The Learning and Teaching group are a new group formed from a number of experienced and knowledgeable teachers who are interested in the training and further development of junior colleagues. Working as part of a group, rather than individually has proved to be the best way to take new projects forward. | |
| 6.1.10 | AST reminded governors that THY had included in his reports information on how the SDP was progressing and could do this again once things had returned to normal. | **THY** |
| 6.1.11 | **Governors APPROVED the SDP for 2021-22** | |
| 6.2 | **COVID Update** | |
| 6.2.1 | Things are progressing well. It was decided to continue wearing masks, consultation with Public Health Haringey had taken place. This has proved to be a good decision as it has helped everyone to feel safe. A further consultation on this decision will take place. All staff have now had the offer of the vaccine. There has only been one case of COVID since returning from half term This was picked up by the lateral flow test offered by the school at the start of this half term. The family of the identified pupil were extremely grateful to the school for picking up on this case, | |
| 6.2.2 | Infection rates are increasing in the locality so it is hoped that it will be possible to keep infection numbers low. Plans are being put in place to ensure that the school will be able to comply with any government restrictions, which may be in place in September. | |

| 7 | **Safeguarding Review** | |
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| 7.1 | An extremely thorough and in-depth review has recently taken place. Children from every class in the school were interviewed and a wide range of staff were also interviewed. A questionnaire was sent out to parents to gather their views and experiences. The school worked closely with Angela Corbett, HMI, she has also been approached by the LA for advice on safeguarding across all Haringey schools. The work being done at Gladesmore is of a very high standard and THY has now been asked to chair the group promoting and organizing safeguarding reviews for Haringey. This follows some concerns after the 'Everyone's Invited' website identified concerns in schools. Gladesmore was not one of the schools identified but having done a great deal of work on keeping children safe is now in a good position to share best practice. | |
| 7.2 | The review findings are being pulled together and indicate that at Gladesmore children had confidence in the school to keep them safe. However, it also identified an increase in self-harming among girls, especially 14-year olds. Following lockdown there has been an increase in disclosures in particular relating to mental health and anxiety. Since school has re-opened there have been increased opportunities for single sex assemblies and a greater focus on PHSE. Single sex assemblies have been well received and are proving to be a more effective forum for focusing themes and concerns. Further work is being undertaken to ensure children know where they can get help and advice.  More girls are coming forward to voice their concerns. | |
| 7.3 | Safeguarding training for all staff takes place regularly and is in-depth. Staff may wish to fix problems, but they are there to listen to concerns and refer children on to lead staff for safeguarding support. | |
| 7.4 | AST asked whether there would a full report on this topic and if it would be shared with governors. THY confirmed that there would be a strategy summary which would come to governors. ASA added that it was positive that the school was in a position to offer some help and advice to children, as she was aware that there were very long waiting lists for external professional help. | |
| 7.5 | EBN asked whether initial findings had indicated concerns over sexual harassment, e.g. children being pestered to send inappropriate pictures of themselves. THY replied that the indications were that whilst girls deplored these requests they had the confidence to report them if they occurred and that they knew who they should report to. Some didn't see it as something in the school's control and also said they kept such things away from their parents because they were worried about parental reactions. | |
| 7.6 | Single sex assemblies for boys had provided an opportunity to emphasize - that not treating girls with respect was totally inacceptable. Incidences of such complaints were highest at ages 12-14. | |
| 7.7 | AST thanked THY for his report and requested that if the report were ready before the end of the summer term that it was sent to governors. | |
| 8 | **Business from Site Finance and Personnel Committee** | |
| 8.1 | **Budget Outturn for 2020-2**1 –<br>The financial year ended with total assets standing at £1,405,518 of which there were liabilities of £72,820. Total net assets stand at £1,332,697 which puts the school in a strong financial position.<br>**The committee had signed off the budget for 2020-21** | |
| 8.2.1 | **Budget for 2102**2<br>A balanced budget has been profiled. The surplus, once the budget was profiled, stands at £1,332,180. The profile projects forward until 2025-26 and indicates that it will be possible to balance the budget for that period of time as long as funding levels continue at an expected rate.  The committee had | |

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| | **APPROVED** the budget and this decision was **RATIFIED** by the governing body, | |
| **9** | **Operational and Policy Updates** | |
| 9.1 | Pupil Premium Plan – the plan was **APPROVED** by the governing body. | |
| 9.2 | COVID Pupil Premium Plan Catch Up Plan - the plan was **APPROVED** by the governing body | |
| 9.3 | Curriculum Policy - the policy was **APPROVED** by the governing body | |
| 9.4 | SEND Policy - the policy was **APPROVED** by the governing body | |
| 9.5 | SEND Information Report- the report was **APPROVED** by the governing body | |
| **10** | **Data Policy Updates from Previous Meeting** | |
| 10.1 | GDPR Pupil and Parent Privacy Notice - the notice was **APPROVED** by the governing body | |
| 10.2 | Data Retention Policy - the policy was **APPROVED** by the governing body | |
| 10.3 | Data Protection Policy - the policy was **APPROVED** by the governing body | |
| **11** | **Lexia Literacy Contract** | |
| 11.1 | This is an IT package, which was initially used to support pupils with SEND. It has proved to be popular and has begun to be used by more pupils. Children can work independently at their own level and are only moved up once they have satisfactorily completed a stage. It has proved to be very useful during lockdown as it can easily be used remotely. It is now planned to extend the use of the package to all children in the lower school. The most cost-effective way to do this is to buy into a three-year package costing £10,000. Governors explored the financial status of the company offering the package and found it to be secure. As there are no other, similar providers, governors **AGREED** that the need to find other quotes could be waived in this instance. | |
| 11.2 | Having satisfied themselves that the package represented value for money and that the whole sum did not have to be paid up front but that agreed amounts would be paid annually governors **APPROVED** this expenditure. | |
| **12** | **AOB** | |
| 12.1 | There was no other business | |

*Part 2 - There were no confidential items for discussion.*


Chair_____ Date: _____