

# Gladesmore Community School Governing Body

## Minutes of the meeting held on Wednesday 20<sup>th</sup> October 2021 at 6pm

Parent Governors (2)		Co-opted Governors (7)	
^ 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
<b>Local Authority Governor (1)</b>		^ Annabel Schaafsma (ASA),	10-12-23
* Maureen Black (MBK)	08-02-22	*Michael Brown (MBN)	08.07.22
		*Elaine Brown (EBN)	08-12-24
<b>Staff Governor (1)</b>		*Victor Olisa (VOA)	08-12-24
*Tasaddaq Ashraf (TAF)	16-6-24		
<b>Headteacher Governor</b>			
	Ex-Officio		

Others Present	
Jan Smosarski – Clerk (JSI), Sonia Bardouille – Head of primary transition	Alex Sweet (Chair) in the Chair Quorum = 6 governors * Denotes governors present ^ Denotes approved absence

### **Part 1**

**NB: This meeting was held via Google Meet.**

	<p><b><i>The following documents were circulated to all governors prior to the meeting:</i></b></p> <p><i>Meeting agenda, Minutes of meetings held on 23<sup>rd</sup> June 2021, Extraordinary Meeting 26<sup>th</sup> August 2021, Steering Group Meeting 31<sup>st</sup> August 2021, Steering Group Meeting 15<sup>th</sup> September 2021, Steering group Meeting 29<sup>th</sup> September 2021. Governing Body Meeting Plan for 2021-22, Summary of Examination Results 2021, High Expenditure Items document, Instrument of Governance, Committee Terms of Reference, Scheme of Financial Delegation, Governing Body Decision Delegation Plan</i></p>	
	<p>At the start of the meeting AST was elected as Chair of Governors for 2021-22. He was proposed by MBK and seconded by TAF. AST thanked governors for voting him in as Chair but gave warning that he would not be continuing as Chair indefinitely. He asked other governors to consider whether they would like to think about standing for this post in future years. MBK was elected as Vice</p>	

	Chair. She was proposed by AST and seconded by EBN. MBK echoed AST's sentiments as she has taken on this role for a number of years and wished to encourage other governors to come forward.	
<b>1</b>	<b>Attendance</b>	
1.1.	<b>Consideration of apologies</b> – apologies for absence were accepted from SMA and ASA.	
1.2	<b>Membership</b>	
1.2.1	MBK's term of office end in February. JSI will flag this up to the LA	<b><u>JSI</u></b>
1.2.2	There are no other vacancies on the governing body.	
1.2.3	<b>Committee Membership</b>	
	<p><b>SF&amp;P Committee</b> – currently papers are being sent to all governing body members and they are able to choose whether they wish to attend meetings or not. A core membership continues to form the Committee.</p> <p><b>Discipline (Staff and Exclusions)</b> All governors are included who are not disqualified by having an interest requiring them to withdraw.</p> <p><b>Appeals Committee (Staffing Issues, Pay)</b> All governors are included who are not disqualified by having an interest requiring them to withdraw and who have not taken part in the proceedings of the Disciplinary Panel. The GB can call upon governors of other schools if a panel cannot be formed or see this as appropriate.</p> <p>Safeguarding Governor – MBK SEND Governor - MBK</p>	
1.2.4	<p>Currently meetings are being held remotely. Governors have discussed this in the past and the option of a hybrid meeting has been discussed. In order to make this a viable option 5-6 governors would need to wish to go into school for this purpose. THY reported that he has purchased an 'owl' to make this a possibility. The 'Owl' is a gadget that can be placed in the centre of the meeting table and will move to face the speaker. Participants at the meeting can either be physically present or attend remotely. Governors <b>AGREED</b> to continue with remote meetings for the time being with the option of going into school to take part in a hybrid meeting using an owl. Governors wishing to attend in person will notify the school prior to the meeting and if numbers are viable this will be accommodated.</p> <p>Governors Day – it is anticipated that this would run later in the year as customary and involve governors in visiting the school.</p>	
1.3	<b>Declarations of Interest</b>	

1.3.1	There were no new declarations of interest on any items on this agenda. <b>THY to send out new forms for 2021.</b>	<u>THY</u>
<b>2</b>	<b>Minutes of the previous meeting.</b>	
2.1	<u>Minutes of the 23<sup>rd</sup> June 2021</u> The minutes were <b>AGREED</b> as a true record.	
2.2	<u>Matters Arising from the minutes not on this agenda</u>	
2.2.1	<u>Minute 7.4</u> – THY to circulate the Safeguarding Review to all governors.	
2.3	<b>Minutes of Extraordinary Meeting and Steering Group Meeting</b>	<u>THY</u>
2.3.1	These minutes are agreed at Steering Group meetings.	
<b>3</b>	<b>Theme – Outcomes</b> Report on primary transition and Post 16 destinations – Sonia Bardouille and Peter Levin	
3.1	THY reported that Peter Levin was sick and could not attend the meeting. His report will be picked up at a later date	
3.2	<b>Primary Transition</b>	
3.2.1	A comprehensive programme of events is organized for those pupils transferring to Gladesmore from primary schools. This aims to make the change smooth and stress free for the children. The programme typically begins in March when parents are notified that their child has a place at Gladesmore. SBE contacts all prospective families either by phone or by email welcoming them to the school. Any outside agencies working with a child are also notified at this time. The information gathering on new pupils starts now in order to ensure an inclusive and supportive introduction to the school.	
3.2.2	During the summer term staff meet with Y6 teachers to gather as much information as possible about the child. This includes academic performance as well as social information like friendship groups. Any suggestions made by Y6 staff are taken on board in order that the start will be successful	
3.2.3	Pupils with an EHC Plan meet up with the SENCo and are given a tour of the school to start the familiarization process. Key staff are available at this meeting and parents have the opportunity to ask questions about how the school works. There are individual meetings where parents can talk about their child's likes and dislikes and find out about the Summer School options.	
3.2.4	Taster days are arranged for all new pupils where they can find out about how lessons are taught and the opportunities of the Saturday School.	

3.2.5	The start at secondary school is seen as a 'fresh start' for those children who may not have had the best end to their primary school days. Children are not made to feel that they are carrying past history with them into their new school.	
3.2.6	<b>Summer School</b> – this takes place during the first 3 weeks of the summer holiday. The scheme is run entirely by Gladesmore staff and the normal school systems operate to get children used to new routines.	
3.2.7	As term starts Y7 pupils have two days without other pupils in the school. On day 3 they are joined by Y11 pupils. The senior pupils work with the new Y7 children offering support and help.	
3.2.8	<b>Stepping Stones Breakfast Club</b> – this provides an opportunity for pupils to meet in a more relaxed atmosphere. They are each assigned a Y10 mentor whose role is to check how their mentee is settling in and to help with general organization.	
3.2.9	<b>Saturday School</b> – this runs every week during term time and provides an opportunity to accelerate progress in literacy and numeracy. It is very well attended. Students from Highgate School Sixth Form support pupils in a reading and numeracy programme. They also organize a visit to Highgate School as part of the programme. Saturday School runs for 26 Saturdays within the academic year.	
3.2.10	Y7 pupils take part in year group assemblies designed to share information and celebrate success.	
3.2.11	Staff share information on the pupils in weekly pastoral meetings. This includes information from Family Support Workers and Haringey Social services. During the first term parents are invited into school and have the opportunity to raise questions about any difficulties so far. They can also see how their children have settled into their new school. Links with any external agencies are also continued during this time.	
3.2.12	AST thanked SBE for her presentation and asked how the academic side of the transfer was managed. SBE replied that in addition to information gathered from Y6 teachers all new pupils completed a baseline assessment in the first few days of their time at Gladesmore. After the first 5-6 weeks the children were put into sets for Maths and English.	
3.2.13	EBN reported that she was 'blown away' with what was put in place to ensure a successful start. She asked what proportion of pupils engaged with the summer school option. SBE said that of 270 children in Y7 170 had participated with 110 attending throughout and had continued with the Saturday School. EBN asked whether children who were harder to reach were targeted. SBE replied that although the summer school was open to all Y7 pupils the Head of Year would	

	encourage specific families to take up the offer. Similarly, Saturday School was used as a mechanism to get harder to reach families on board. EBN asked where pupils were mainly drawn from. SBE explained that there are a group of nearby primary schools, which act as a main feeder to Gladesmore but that small numbers of children would come from a wider group of schools.	
3.2.14	VOA acknowledged the huge amount of work that went into ensuring a successful start for new pupils. He asked how the programmes were paid for. THY replied that some money came from the school budget and some from various external sources e.g. grants. Children are not charged for any part of the programme and do not even have to pay for food. VOA recognized that it was this type of added value that made the school such a success.	
3.2.15	DGT reported that her nephew had started at the school this year. The experience of the summer school had been very positive and he had had a very exciting start to secondary education. Pupils felt a sense of ownership with their new school, which was inspiring.	<u>All</u>
3.2.16	MBK stated that the programme was very impressive; she was impressed by the use of peer mentors. THY added that Stepping Stones was a programme of peer mentoring initiated and developed by Gladesmore and now being implemented across London. Gladesmore was the leading school for this for the GLA – Mayor of London programme. There were also links with former pupils who also came in to help and mentor younger children. Children felt safe and built confidence during the programme.	
3.2.17	TAS added that he is a Y7 tutor and has been part of this programme for some years. He could see from first hand experience the impact this had on children joining the school and confirmed how it contributed to a successful start to secondary school life.	
<b>4</b>	<b>Dates of GB meetings</b>	
4.1	The dates for meetings this year were noted. In addition, a date needs to be set for Governors Day and there will be a meeting of the Steering Group in the second half of the term.	
<b>5.</b>	<b>Chair's Report and Correspondence</b>	
5.1	AST attended a meeting of the secondary schools Chairs group. Items discussed included, COVID, the vaccination rollout and the recent inspection of SEND provision in Haringey.	<u>AST</u>
<b>6</b>	<b>School Report</b>	
6.1	<u>SEND</u> – as part of the inspection of Haringey Council SEND, reported by AST inspectors had spent a day at Gladesmore to look at SEND provision in the school. They spoke with parents, staff and children as well as observed lessons. They also visited Alexandra Park Secondary School and Riverside Special School. Inspectors gave very positive feedback on their observations and on the	

	<p>systems in place to support pupils at Gladesmore who needed SEND provision. However, as the inspection was of the Haringey Council wide provision there will be no mention of individual schools in the final report.</p>	
6.2	<p>COVID – until this week there had only been 3 cases of COVID amongst pupils since September 2021. However, a few more cases have been reported this week, infections are clearly rising locally, resulting in a further tightening of measures in place to protect staff and pupils at the school. Next week will be half term, which will provide a ‘mini fire break’ for everyone. Should it be required there is an outbreak plan where control measures can be further tightened. It is hoped that it won’t be necessary to introduce further control measures as the aim is for as much ‘normality’ as possible, Indications from Public Health were that schools could expect 5 cases a day – this has not been the case at Gladesmore.</p>	
6.3	<p>Vaccination Programme – Children aged between 12 and 15 are being offered the vaccination this coming Friday. Parental consent has to be given for children to access this offer. At the moment the numbers taking up the offer are unknown and have varied widely from school to school. One secondary school only had 60 take up the offer whilst another had 500. Normally when vaccinations are offered at the school site take up is very good.</p>	
6.4.1	<p>Buildings – consultants are putting five options to the council for approval two of which are the most feasible:  Option 1 – a single storey building  Option 2 – a two storey building  Whilst meeting the DFE requirements for accommodation of the school the single storey building does not provide a long-term solution of desirable accommodation the school wants. The designs are excellent and would provide good accommodation however the two-storey building would provide additional space that would be highly valued and future proof the school. The cost of the additional floor would not be quite double the overall cost of the project and may prove to be the most cost effective in the long term. The consultants favour the two-storey option but agreement with the Council has to be negotiated. It is hoped to have a decision by the end of February 2022. It is anticipated that the council will ask for a financial contribution from the school, especially if the two-storey option is agreed. The GB have earmarked a carry forward in the budget for this purpose.</p>	
6.5	<p>Examination Results - these were circulated to governors prior to the meeting.</p>	
6.5.1	<p>In 2021 grades were assessed by staff due to the pandemic. All grades set by staff were well evidenced, external verifier used and were approved by the Exam Boards. The results were a strong and in line with national averages.</p>	
6.5.2	<p>FFT (Fischer Family Trust) data has yet to be finalized but will provide an in-depth comparison of data both nationally and of similar schools.</p>	

6.5.3	<p>Data indicates that pupils arriving at the school in the last two years of their school life do significantly less well than pupils who are in the school for all their secondary education. There are a variety of reasons for this e.g. some pupils join the school late in their school life because they have had difficulties in their previous school. In some instances, pupils may have been excluded and are offered a second chance at Gladesmore. Many of these are 'managed moves' but pupils do not always reach their full potential in the relatively short time they are in the school due to previous gaps in learning and problems they have faced with issues and behaviour. A few pupils skew the figures for teaching groups. Additionally, children making up 'managed moves' are predominately Black Caribbean boys (11/45) again this has skewed figures for the achievement of Black Caribbean pupils. If these latecomers are removed from the figures it shows Black Caribbean children overall achieve very well. The achievement of the 'managed moved' pupils is comparatively-impressive as they were all re-engaged in education and went on to post-16 courses.</p> <p>VOA stated that this was yet another instance of the outstanding work of the school. It was crucial that where at all possible young people were kept within the system. He asked whether any kind of narrative could be added to the figures to explain the results. EBN asked whether this was an anomaly that would be rectified next year. THY explained that the largest proportion of children coming into the school in this way were Black Caribbean boys. There were pupils from different ethnicities and some girls but by Y10 and 11 there would be typically 10 to 15 students in the year group who had joined the school in this way. Interestingly, many of these children opted to study Geography, as it was perceived to be a more practical subject with less writing required than History. This had also skewed the results in this subject.</p>	
6.5.4	<p>Governors thanked THY for his report and passed on their congratulations to staff for a good set of results in a difficult year.</p>	
<b>7</b>	<b>High Expenditure Items</b>	
7.1	<p><u>ULEZ Minibus</u> – the school has 3 mini buses. These are diesel based and do not fall within the ULEZ emission standards. The buses are used regularly, mostly by the Sports Department but also by other faculties. The buses are saleable to schools outside the ULEZ zones and would have some re-sale value. It would be practical to consider replacing the three current buses with two buses, which would be ULEZ compliant. The approximate cost of doing this would be £23,500 based on an assumption that trading in the existing vehicles will raise £12,500.</p> <p>Governors <b>APPROVED</b> this expenditure</p>	
7.2	<p>Playground Canopy – due to restrictions in canteen seating caused by the measures put in place during the pandemic more outdoor cover is needed at break times. It is proposed to erect a canopy outside the main hall to provide this cover. Quotes from a number of suppliers have been sought and detailed in the report sent to governors. A &amp; S Landscapes was the company that was able to do the work within the desired timescale at a cost of £57,995</p> <p>Governors <b>APPROVED</b> the proposal to proceed with this work and award the contract to A&amp;S Landscapes.</p>	

<b>8</b>	<b>Governing Body Operational and Policy Updates</b>	
8.1	<u>Instrument of Governance</u> – there were no changes proposed for the Instrument of Governance	
8.2	<u>Committee Terms of Reference</u> – the terms of reference were <b>AGREED</b> by governors	
8.3	<u>Scheme of Financial Delegation</u> – the scheme was <b>AGREED</b> by governors	
8.4	<u>Governing Body Decision Delegation Plan</u> – the plan was <b>AGREED</b>	
<b>9</b>	<b>Policy Updates</b>	
9.1	Pupil Premium Impact Evaluation 2020-21 – <b>AGREED</b> by the governing body	
9.2	Modern Slavery Statement - <b>AGREED</b> by the governing body	
9.3	Social Media Policy - <b>AGREED</b> by the governing body	
9.4	Anti –Bullying Policy - <b>AGREED</b> by the governing body	
9.5	Safeguarding and Child Protection Policy - <b>AGREED</b> by the governing body	
<b>10</b>	<b>AOB</b>	
10.1	There was no other business.	

***There were no confidential Part 2 items***

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



