

# Gladesmore Community School Governing Body

## Minutes of the meeting held on Wednesday 8<sup>th</sup> December 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), Krista Mitchell – Assistant Head Urszula Tondel – Assistant Head	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.

	<b><i>The following documents were circulated to all governors prior to the meeting:</i></b> <i>Meeting agenda, Minutes of the previous meeting, Governing Body Plan, Rear Playground Extension Project Plan, Rear Playground Canopies Plan, SEF</i>	
<b>1</b>	<b>Attendance</b>	
1.1.	<b>Consideration of apologies</b> – apologies for absence were accepted from SMA and WBL.	
1.2	<b>Membership</b>	
1.2.1	MBK's term of office end in February. JSI will flag this up again to the LA	<b><u>JSI</u></b>

1.2.2	There are no other vacancies on the governing body.	
1.3	<b><u>Declarations of Interest</u></b>	
1.3.1	There were no new declarations of interest on any items on this agenda.	<b><u>THY</u></b>
2	<b>Minutes of the previous meeting.</b>	
2.1	<u>Minutes of the 20<sup>th</sup> October 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	There were no matters arising	
3	<b>Theme – Ofsted Framework – the governing body role in inspection –</b> Krista Mitchell (KML) and Urszula Tondel, (UTL) Assistant Heads	
3.1	AST began by reporting back on a chairs' of governing bodies meeting he had attended where there was a report back from the Chair of Highgate Wood School, which had recently been inspected under the new framework.	
3.1.1	There are two types of inspection – Section 8 that is a one-day inspection, generally used when a school has been graded as 'Good'. Should the inspector feel that the current grading of the school needs to be changed this will trigger a Section 5 inspection (2 days) School like Gladesmore which have not been inspected for a long time and were graded as 'Outstanding' will automatically receive a Section 5 inspection.	
3.1.2	The Highgate Wood Chair had reported that their inspection went well and that governors had been well prepared for their part in the proceedings. The school received a call from the inspectorate on a Tuesday afternoon and were in school on the Wednesday Morning. Governors were invited to take part in a Zoom meeting and 6 governors took part in that call. The general feeling was that the inspectors were friendly and willing to listen. An obvious area of focus for the inspectors was off-rolling. This is in the light of a national concern that has emerged of children 'disappearing' during lockdown. There are major safeguarding concerns when children just stop attending for no given reason.	
3.2	<b>Presentation by KML and UTL</b>	
3.2.1	UTL introduced the topic explaining that as all 'Outstanding' schools are to be re-inspected Gladesmore has started to prepare for their next inspection. The school was last inspected in 2013 but has not been re-inspected since as	

	schools graded as 'outstanding' were exempt from inspection unless the DfE had cause for concern about a particular school.							
3.2.2	<p>The Current Framework identifies four areas of inspection focus: -</p> <table border="1"> <tr> <td>Quality of Education</td> <td>Behaviour &amp; Attitudes</td> </tr> <tr> <td></td> <td>Personal Development</td> </tr> <tr> <td></td> <td>Leadership &amp; Management</td> </tr> </table>	Quality of Education	Behaviour & Attitudes		Personal Development		Leadership & Management	
Quality of Education	Behaviour & Attitudes							
	Personal Development							
	Leadership & Management							
3.2	Quality of Education							
3.2.3	<p>Inspectors will be looking at Intent, Implementation and Impact of the school curriculum.</p> <p>Under Intent they will be looking for - the extent to which schools demonstrate a rich and varied curriculum, one which is not simply focused on teaching to the tests or achieving good exam results. ...</p> <p>Under implementation – this is simply about what teachers do every day to help children make progress. It's about the resources they make available, the way they interact with children and the opportunities they provide.</p> <p>Under Impact - this is about how staff know what they do is making a difference. They can show the impact of what they do by their observations and assessments for each child and by being able to describe to inspectors how well they know their children; their likes and areas where they show less interest.</p>							
3.2.4	<p>The inspection will start with a 90-minute conversation with the Senior School Leader (THY) They will be looking to find out as much as they can about the school and will be looking for coherence and cohesion in thinking across the whole school community. They will talk to as many people as possible, staff and pupils and will be asking about what is happening in the school and why things happen in a certain way. They will scrutinize work done by the children as evidence of what they are being told. They will also question pupils about their next steps, how well they are equipped for transition when they leave the school and how informed they are of the various options available to them.</p>							
3.2.5	<p>As part of the preparation for the next inspection staff have re-visited the aims and ethos of the school and reviewed the whole school curriculum approach. They have extended the information collected from feeder schools in the light of not being able to carry out the usual transition process. Limitations are in place because of COVID and the restriction in movement this necessarily imposes. More support has been offered to Y9 and Y11 as pupils plan their transition to the next stage. This has been extended by using Pathways, a website that helps young people plan their route to university and college. In addition, there is a focus on the of teaching study skills to support pupils in their examinations.</p>	<u>All</u>						
3.2.6	<p><b>CPD</b> – Staff have had a number of different opportunities to pursue their own CPD: -</p> <ul style="list-style-type: none"> <li>• Due to COVID everyone has had to develop their ICT skills in order to deliver remote learning in an engaging way.</li> </ul>							

	<ul style="list-style-type: none"> <li>• National College Subscription</li> <li>• HEP</li> </ul>	
3.2.7	All subject faculties have refined their curriculum maps and have checked they are fulfilling National Curriculum compliance. There have been opportunities for HOD's and curriculum team members to participate in curriculum conversations and take part in 'deep dives' into what is being taught and why (Intent) They are also able to take part in book scrutinizes to ensure that content is accurately reflected in pupil books.	
3.2.8	<p>Future Development - Next Steps for teachers</p> <ul style="list-style-type: none"> <li>• Review Assessment Policy and practice both summative and formative.</li> <li>• Ongoing curriculum review</li> <li>• Identifying and addressing 'COVID gaps'</li> <li>• Further practice for HOD's</li> <li>• Trialing new CPD approach</li> </ul>	
3.2.9	<p>Future Development – Next Steps for governors</p> <p>Further develop their strong; shared understanding of the curriculum, recognizing that curriculum is more than subject specialization.</p> <p>Recognition and awareness of National Curriculum compliance.</p> <p>Understanding of the breadth of the curriculum taught – that it far exceeds National Curriculum requirements.</p> <p>Recognize the strength, accessibility and challenge of the curriculum.</p> <p>Understand that results are at national level or above.</p> <p>Recognize the attainment of children with SEND, in particular those with EHC Plans</p> <p>Be aware of personalized provision to meet the abilities of all pupils e.g. Foundation Courses at KS4.</p> <p>Be aware of projects to challenge the most able (Springboard, Moody's)</p> <p>Recognize that subject teaching is continually reviewed.</p> <p>Understand the Appraisal system</p>	
3.2.12	AST thanked UTL for her presentation and reminded governors that there is a wealth of information on the curriculum on the school website	
3.3.1	<p><b>Safeguarding</b> – KML's presentation focused on this one aspect of the inspection. KML reminded governors that the judgment on safeguarding in any inspection is crucial as it affects all other aspects of judgments about the school. In order to learn children must feel safe. Within an inspection it is a binary judgment alongside every other aspect of the inspection.</p>	
3.3.2	<p>The practice within the school is exemplary. Everyone has a responsibility when it comes to safeguarding and every member of staff receives training in this area.</p> <p>Aspects covered include regular checking of the Single Central Record by key</p>	

	<p>staff and a governor (MBK) This is checked every half term.</p> <p>Working with external agencies to support children in the school.</p> <p>Having a network of staff working collaboratively to support vulnerable children.</p> <p>Safeguarding is an important part of the recruitment process.</p>	
3.3.3	<p>Children need to feel safe in school but they also need to understand safeguarding risks outside of school e.g. being aware of risks they could expose themselves to on social media.</p>	
3.3.4	<p>COVID has brought new challenges for schools in keeping children safe. At Gladesmore if children have not maintained the expected contact with the school action is taken. Initially the school will try and make contact by phone, attendance at virtual lessons will be tracked and in extreme cases the police could become involved. Mental health issues for young people who have been isolated are also a concern. This was anticipated and THY had already extended the size of the team working on these issues. Working with children virtually does not allow staff the same opportunities of working face to face with children. They don't have the same opportunity to observe unexplained physical marks, body language or avoidance of eye contact. THY has carried out a very thorough safeguarding review working with a primary school Deputy Headteacher. This has led to a review of interventions, additional training for staff and led to a series of themed assemblies aimed at keeping pupils informed and alert to possible dangers.</p> <p>At the same time the Haringey Matrix has been reviewed and Gladesmore is implementing any recommendations that come from that review. E.g. building into the PHSE curriculum lessons on the dangers of posting inappropriate self-images on social media.</p> <p>All changes have been built into the SDP</p>	
3.3.5	<p>What governors need to know –</p> <p>There are a high number of safeguarding referrals at Gladsemore. This is a good sign as it demonstrates that safeguarding at Gladesmore is proactive and not merely reactive. Within the school there is a strong culture of the importance of safeguarding and it is something that everyone prioritizes. There is an effective, trusting relationship between pupils and staff. Gladesmore actively engages in safer recruitment.</p> <p>There is high quality, regular safeguarding training which everyone has to undertake. Governors have also received training on safeguarding within the school.</p>	
3.3.6	<p><b>Tips for Governors</b></p> <p>Think about the governors who will meet with inspectors – Highgate Wood indicated that they had committee chairs plus other representation.</p> <ul style="list-style-type: none"> <li>• Be well prepared – use governing body minutes to evidence governors input.</li> <li>• Be familiar with key documents:-</li> <li>• Revisit goals and aims,</li> </ul>	

	<ul style="list-style-type: none"> <li>• Know the SDP and SEF</li> <li>• Understand the school's financial position (SF&amp;P Committee)</li> <li>• Give examples of monitoring and challenge</li> <li>• Knowledge of children's progress and achievements</li> <li>• Safeguarding procedures</li> <li>• Performance management procedures</li> <li>• What you think is the impact of governors' work.</li> </ul>	
3.3.7	<p>AST added that it is some time since the school was last inspected (2013) that inspection being the third consecutive inspection to be graded as outstanding. THY added that Ofsted are working their way through schools that have not been inspected for a long time – some as long ago as 2008. They intend to have inspected every school by 2025. It is anticipated that they will look to reduce the number of 'Outstanding' grades awarded nationally by about 50%. AST had been advised by one school that the onus was on schools to convince inspectors that they still warranted an 'Outstanding' grading and it was up to the school to actively convince inspectors of this. THY agreed with this adding that inspectors are only in the school for a very short amount of time and schools needed to make relevant information gathering as easy as possible for them. For example, it clearly states on the SEF why the school considers itself to be outstanding.</p>	
3.3.8	<p>AST thanked KML and UTL for their input, which had been extremely useful. It had given governors lots to think about and had made everyone aware of the need for careful preparation. It might be a useful exercise for governors to carry out a mock interview for their own experience. It was <b>AGREED</b> to have a further discussion on this topic at a future meeting. <i>KML and UTL left the meeting</i></p>	<u>THY</u>
4.	<b>Chair's Report and Correspondence</b>	
4.1	<p>Schools Forum are consulting on a possible change to the funding formula, which would allocate a slightly better allocation of funds to primary schools. THY reported that if the consultation is successful the impact on the budget at Gladesmore would not be greatly affected. The Minimum Funding Guarantee (MFG) would protect schools from too great a change in their finances. Funding formulas for each school are based principally on the numbers of pupils on roll and additional funding comes from a variety of different factors mainly to do with need e.g. free school meals (FSM) Pupil Premium, SEND.</p> <p>Gladesmore has the highest level of FSM in the borough, nearly double the number of pupils than the next school on the list. It therefore receives a more funding. It also benefits from successfully bidding for several different grants and taking advantage of any available schemes. The proposed renovation / rebuild project is not included in these calculations as they are capital projects.</p>	

5	<b>School Report</b>	
5.1	<b>COVID Update</b>	
5.1.1	From half term onwards there has been an increase in numbers contracting COVID, although numbers are relatively low in comparison to other Haringey schools. The impact on staffing is great though, as a number of staff have had to self-isolate or look after their own children if they are unable to go to school. The Omicron variant regulations is expected to have a greater impact on the school next term. THY reported that the school continues to follow the advice from Public Health and will continue to maintain the high levels of protection already implemented.	
5.2	<b>High Value Projects</b>	
5.2.1	There are two projects which THY is wanting to progress that are priorities on the Premises Development Plan as they will notably improve facilities for students and help keep children safe during the pandemic. They are the rear playground extension and the rear playground canopies. As more outdoor space is necessary in order to keep children safe these projects need to be implemented as quickly as possible. It is currently exceptionally difficult to find construction companies able to take on works before the summer break. Many companies are unwilling to even give quotes, as they are not going to be able to start work for an indefinite amount of time. A number of companies have been approached as detailed in the project reports. Haringey Council Capital team report similar challenges and have been unable to help in the timescale. THY asked the governors to consider the companies able to commit to start work as soon as possible as well as being value for money.	
5.2.2	<b>Project 1</b> – rear playground extension – more playground space is needed as more children are outside at lunchtime due to changes that have had to be made to the numbers able to access the canteen at any one time. Eleven companies responded to enquiries but only one was able to start work in the near future. Most were unable to give quotes explaining that they would be out of time and would need to reassess the work before taking up the job. THY had spoken with Haringey Council who also had experienced problems getting quotes and had not been able to help identify any additional contractors that could quote for the job. Gardencraft Landscapes, consider Gladesmore as old customers due to works done previously and were willing to switch around jobs and fit the proposed projects in, in January. They have quoted a cost of £54,000+VAT. And, £18,000 for additional block paving. Governors <b>AGREED</b> to proceed with Gardencraft Landscapes and get the projects completed as soon as possible.	
5.2.3	<b>Project 2</b> – rear playground canopies – as children will have to be outside in inclement weather they will need to have more shelter. THY had obtained a number of quotes, detailed in the circulated report but again the need for work	

	to be carried out quickly is a key factor. The governors <b>AGREED</b> to proceed with the proposal for 2 of the canopies supplied by UK Canopies who are able to start work in the near future at a cost of between £28,000+VAT and £8,500+VAT.	
<b>6</b>	<b>Pay Committee (SF&amp;P) Report</b>	
6.1	All staff have been part of the performance management review process and have had their targets reviewed. All staff whose progression was approved have successfully completed their targets and satisfactorily completed the performance management process. This year there has been a pay freeze so there will be no basic increase in pay levels for teachers. The committee were able to confirm that the school has run a fair and rigorous schedule of performance management and that recommendations for pay awards are in line with performance management criteria. The committee <b>AGREED</b> that a proper system has been implemented in a difficult and <b>CONFIRMED</b> the pay awards as presented.	
<b>7</b>	<b>AOB</b>	
7.1	There was no other business.	

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

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



