

Gladesmore Community School *Governing Body*

Minutes of the meeting held on Wednesday 26th January 2022 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
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		
Headteacher Governor			
	Ex-Officio		

Others Present	
Jan Smosarski – Clerk (JSI), Ijeaku Mezue (IME) – Snr Deputy Head Ravneesh Atwal RAL) – Head of English Mustafa Muktedir (MMR)– Head of Mathematics Patricia Francis (PFS) – Head of Mathematics	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.

	<i>The following documents were circulated to all governors prior to the meeting:</i> <i>Meeting agenda, Minutes of the previous meeting, Pupil Premium Strategy and COVID Recovery Evaluation and Plan, Equality and Diversity Statement, Accessibility Policy and Action Plan, Careers Policy,</i>	
1	Attendance	
1.1.	Consideration of apologies _– apologies for absence were accepted from WBL.	
1.2	Membership	
1.2.1	MBK's term of office end in February. This has been flagged up to the LA and AST has sent in an email confirming that governors wish MBK to be appointed	<u>JSI</u>

	for a further period of four years. This has yet to be confirmed. JSI to follow up.	
1.3	Declarations of Interest	
1.3.1	There were no new declarations of interest on any items on this agenda.	
1.4	Update on any Training Attended	
1.4.1	MBK has attended the first part of a two-part update training on Safeguarding. The purpose of the course is to inform safeguarding governors of their responsibilities and to provide an update on safeguarding.	
1.4.2	ASA has attended training on ICFP (Integrated Curriculum and Financial Planning) and changes to the SFVS questionnaire. She will update governors at the next SF&P meeting.	
2	<u>Minutes of the previous meeting.</u>	
2.1	<u>Minutes of the 8th December 2021</u> The minutes were AGREED 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	<u>Theme – Curriculum Impact</u> –presentation from English and Mathematics faculties outlining catch up plans and detailing what the school has learned from the COVID experience. Ijeaku Mezue (IME) – Senior Deputy Headteacher Ravneesh Atwal (RAL) – Head of English, Mustafa Muktedir (MMR)– Head of Mathematics, Patricia Francis (PFS) – Head of Mathematics	
3.1	IME stated that there had been both positive and negative outcomes from the disruption to day-to-day schooling, which has been experienced over the last two years. On the positive side had been a very rapid development in using IT in teaching and learning, on the negative the disruption had caused a lot of uncertainty for pupils, inevitably attendance was more erratic and the on / off for public examinations had led to high levels of stress for both pupils and teachers.	
3.2	RAL reported that the English department had made adaptations to their scheme of work and had used Google Classroom for online lessons. They had introduced tests at the end of each unit rather than rely on the regular half termly tests. In addition, they had introduced an interactive online programme called Lexia for Y7 and Y8 pupils. This programme works on improving literacy skills. RAL added that Y7 have missed out a lot of time in their last two years of primary education and literacy skills are not as developed as they would	

	normally be.	
3.3	MMR reported that the Maths department had also made modifications to their SoWs and have been in touch with primary feeder schools to find out what areas had been covered. This led to Gladesmore changing their introductory units in Y7 from geometry to number to ensure that pupils were up to speed in this area.	
3.4	Booster/Recovery programme – overall class sizes were reduced by creating more teaching groups. This allows the teacher to intervene with individual pupils and supplement learning of individuals, thus identifying the strengths and gaps in learning.	
3.5	KS3 intervention – staff were able to identify particular pupils and specific teaching areas where additional teaching was needed. This has helped to ‘close the gap’ created by school closure and lockdown. In English handwriting was identified for initial focus as during the lockdown period most working from home had been typed on word processor programmes and as a consequence handwriting had suffered.	
3.6	Home Learning - MMR added that in Maths the use of online learning platforms had aided home learning. It was planned to keep these positive additions and homework was now set centrally on a weekly basis. Home Learning Booklets have now been created to ensure gaps have been covered and different skills are revisited in a ‘spiral approach’ throughout the year. Learning platforms also provide an opportunity for pre – learning i.e. because pupils can see what is going to be covered in the near future they can access information in advance to aid their learning.	
3.7	Most groups are mixed ability although there are separate groups for those working at the higher and lower ends of the range. This allows for the needs of students to be better met and care is taken in the structuring of all groups to ensure that <u>all</u> needs, not only academic needs are considered when groups are put together.	
3.8	IME stressed that building confidence is key and that information on pupils is gathered from a variety of sources before tuition groups are set. THY emphasized that positivity is used to build confidence. To this end pupils no longer are graded as ‘pass’ or ‘fail’ but as ‘pass’ and ‘try again’ This encourages children to make greater efforts rather than give up thinking they have failed at a particular thing.	
3.9	AST asked what had been put in place for pupils in Y10 and 11 to support them through examinations. MMR detailed that end of unit testing and assessment had helped identify areas where support may be needed rather than wait for half termly outcomes. Changes in home learning had allowed ‘tweaking’ of schemes and the benefits	

	<p>this was bringing could now be identified.</p> <p>RAL said that a similar process was being used in English with tests and quizzes at the end of each unit. The biggest benefit at the moment was being able to hold face-to-face discussions again.</p>	
3.10	<p>Trial Examinations – ‘mocks’ are normally held end of January / beginning of February. However, this year an additional trial exams were held at the end of October. This can be used as evidence data if examinations for 2022 are cancelled and also identified areas that needed to be revisited and those pupils in need of additional support. This has enabled each faculty to focus additional help to bring out the best in individual pupils.</p>	
3.11	<p>IME reported that teachers were much more aware of how well children could work from home and as a result had built a website in order to encourage the benefits of pre-learning before the start of a new topic. This has helped to strengthen independent learning, a skill that all children need to develop, as they get older.</p>	<u>All</u>
3.12	<p>AST asked whether teachers were confident that pupils of all abilities were making good progress at their own levels. IME replied that the groups that had needed the most support were the pupils that fell in the mid range of abilities and this was where support was being focused.</p>	
3.13	<p>EBN asked how staff were managing with the uncertainty that exams would go ahead and whether there were contingencies if they did not. IME replied that there was clear guidance on the collection of data that could be used as evidence if exams didn’t go ahead. It was anticipated that exams would go ahead but there was a danger that pupils would become reliant on the grades they had obtained in mocks and course work. Teachers were aware of these possible dangers and were working hard to motivate pupils. Pupils were always encouraged to do their best and to improve on what they had achieved.</p>	
3.14	<p>EBN asked whether pupils were stressed by the additional pressure of an additional mock exam and whether COVID absences had changed the dynamics between pupils and staff. MMR replied that a lot was dependent on the type of conversation staff had with pupils. He stressed the need for reassurance and that pupils could only be asked to ‘do their best.’ Teachers were supportive and did their best to reduce the levels of stress put on pupils. He felt that if children could see that teachers were genuinely caring and honest they could build on any failures they may experience with their mock exams. PFR added that where children did well in mocks their confidence and morale was boosted. IME agreed that children will react differently and teachers were very aware of this.</p>	
3.15	<p>AST and governors thanked staff for their presentation and for coming to the meeting.</p>	

	<i>IME, RAL, MMR and PFR left the meeting.</i>	
4.	<u>Chair's Report and Correspondence</u>	
4.1	No Report	
5	<u>Headteacher's Recruitment Process</u> Format of the recruitment process stages Involvement of specific governors at each stage	
5.1	The advertisement is currently live with the closing date being Friday 28 th January. The advertisement has been placed in a number of publications and is also on the school website. Mike Phillips reports that he has had several conversations with potential candidates. THY has given tours of the school to some potential applicants.	
5.2	Next Steps – there will be a governing body meeting on the 9 th February at 6pm to which all governors are welcome. The meeting will be to plan the interview process and to identify which governors will be allocated to each part of the process. Applications will be considered and long listed at this meeting. Interview dates are the 16 th and 17 th March. It may be necessary to add an additional meeting before the interviews take place. Application forms will be circulated to governors after the closing date.	
5.3	TAS indicated that he will not be able to attend this meeting but as staff governor wished to be involved in the process. AST agreed that he would set up a meeting with MPS and TAS to allow TAS to contribute his views.	
5.4	It was AGREED that this would be a hybrid meeting to allow those governors who wish to meet face to face to do so. THY will make the necessary arrangements.	<u>THY</u>
6	<u>School Report</u>	
6.1	COVID Update	
6.1.1	Prior to and over the Christmas break there had been a big increase in the number of staff affected by COVID. This resulting in a slimming down of the offer available to pupils for the last two days of term. Governors were informed of this and copies of the letters sent home were also sent to governors. On the return to school there were still high levels of staff testing positive for COVID or who had to look after family members who had tested positive. On the day of the GB meeting numbers of staff self-isolating had decreasing and there are only three members of staff who were positive for COVID. However, governors need to be aware that this is an ever-changing picture and the situation can	

	change very quickly.	
6.1.2	Relatively few children are generally testing positive at Gladesmore. Lateral flow tests are being carried out in school as per a regular schedule. There has been a policy of sending children home if they develop sore throats, headaches or a runny nose regardless of their test status. This has resulted in fewer children being in school with undiagnosed COVID and has probably resulted in reducing the infection among children. Many of these children have frequently tested positive a day or two later whilst at home. Parents have been extremely co-operative in supporting the school when children are sent home.	
6.1.3	EBN asked how cover was managed during this time. THY explained that Gladesmore has an in-house team who provide cover in the event of staff absence. This has ensured continuity of teaching and works well because the children know and respect the members of this team. TAS is such a valued member of this team and he and other team members are able to deliver the planned curriculum effectively to pupils. THY praised TAS's contribution to the team and the valuable work he carries out within Gladesmore. TAS explained that his specialty is Maths and the first call on his time would be to cover for members of the Maths department. Other team members have different specialties. In addition, other staff have volunteered cover during their non-contact time and in some cases, classes have been doubled up and taught in the auditorium. If cover could not be provided the school would offer pupils four-day week. Every effort would be made not to disrupt the education of Y7 and Y11.	
6.2	Pupil Numbers	
6.2.1	The borough has been looking at pupil numbers across schools. Children in Tottenham primary schools have significantly fallen over the last year. This is due to naturally falling roles and higher than anticipated numbers of families moving out of the area. As a result, even though Gladesmore is significantly over subscribed Haringey has decided not to ask the school to open an additional Y7 bulge class in September 2022. Instead they plan to allocate places at other secondary schools that are under subscribed. Gladesmore has a PAN (Planned Admission Number) of 243. The school has received requests for over 340 places.	
6.2.2	VOA recognized the reasons behind this decision but flagged up that it would need to be well managed, as it would coincide with the new Headteacher taking up post. It would be important that the two issues being conflated did not create the wrong impression. THY agreed that this would need to be well managed.	
6.3	Grovelands Building	
6.3.1	It is becoming increasingly evident that this project could not be completed by September 2022. Contractors are unable to guarantee completion and there are a number of important decisions yet to be made. Given that a new Headteacher	

	will be taking up post in September it would be prudent to postpone this project until 2023. In addition, there is an advantage in that Haringey will now build this into their 'Master Plan'. The fact that there will not be an additional class in Y7 in September 2022 takes pressure off the school for the need for extra space.	
6.3.2	ASA queried whether Haringey would be committed to the development. THY was confident they would be and that by including it in their Master Plan the project would be secure. He felt there was sincere commitment from the LA to this development. The Gladesmore development would be built into the Master Plan programme..	
7	Update and Ratification of Policies	
7.1	COVID recovery Pupil Premium Strategy – some changes to the format but not the content. Largely covered in tonight's presentation. AGREED	
7.2	Equalities Statements & Objectives – no changes AGREED	
7.3	Accessibility Policy – no significant changes AGREED	
7.4	Accessibility Plan - AGREED	
7.5	Careers Policy - AGREED	
8	AOB	
8.1	There was no other business.	

Chair _____ Date: _____

