

Gladesmore Community School *Governing Body*

Minutes of the meeting held on Wednesday 7th December 2022 at 6pm

Parent Governors (2)		Co-opted Governors (7)	
*Suhel Musa (SMA)	8-12-24	^Susan Williams (SWS)	07-12-26
Vacancy		*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)	07-02-26	* Elaine Brown (EBN)	08.12-24
		^ Victor Olisa (VOA)	08-12-24
Staff Governor (1)		*Shmuel Davidsohn (SDN)	07-12-26
*Jenny Irish (JIH)	07-12-26		
Headteacher Governor			
*Goldwater Ojokor (GOR)	Ex-Offico		

Others Present	
Jan Smosarski – Clerk (JSI), Pete Larvin – Deputy Headteacher (PLN)	Alex Sweet (Chair) in the Chair Quorum = 6 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 held on 19th October 2022, RSE Policy, Complaints Policy and Procedures.</i>	
1	Attendance	
1.1	<u>Consideration of apologies</u> – apologies for absence were accepted from SWS, VOA and ASA.	
1.2	<u>Declarations of Interest</u> - There were no declarations of interest on any item of this agenda. Governors were reminded to complete and return forms for this year to GOR. Forms to be re-circulated and returned to Subashani Naidoo (SNO)	<u>GOR / ALL</u>

2	Minutes of the previous meetings.	
2.1	<u>Minutes of the 19th October 2022</u> The minutes were AGREED as a true record.	
2.2	<u>Matters Arising from the minutes not on this agenda</u> There were no matters arising from the minutes not on this agenda	
2.3	<u>Governing Body Membership</u>	
2.3.1	Tassddraf Ashraf (TAF) has resigned from the governing body. A staff election has been held and Jenny Irish (JIH) is the new Staff Governor. JIH was welcomed onto the governing body.	
2.3.2	Shmuel Davidsohn (SDN), a resident from the local community had expressed an interest in becoming a governor. SDN spoke about his interest in the school and the knowledge and enthusiasm he could bring to the governing body. He was formally proposed by AST and seconded by GOR. SDN was voted onto the governing body. SDN was welcomed onto the governing body.	
2.3.3	Susan Williams (SWS) a recently retired circuit judge has been approached with a view to becoming a governor. AST spoke briefly about the strengths and experience SWS would bring to the governing body. She was formally proposed and seconded by MBK. SWS was voted onto the governing body	
2.3.4	MBK asked whether there had been further consideration of a representative from Crowland Primary School becoming a governor. It was pointed out that there are no other vacancies on the governing body but that if there was someone who wanted to become a governor from Crowland School there was an opportunity to become an Associate Member. GOR will inform staff at Crowland that this option is available.	
3	Theme – School Goal 3: Further improve behaviour and attitudes of pupils (Mr. Regisford, Assistant Headteacher (ERD) and Mr. Djemali, Deputy Headteacher (EDI))	
3.1	Key questions relating to this development goal were identified as follows: - Why is this a development goal – in order to fulfill the school vision of providing an environment where pupils can make impressive progress in a positive, friendly, family community atmosphere. No efforts are spared to improve the school environment, support teachers and pupils alike.	
3.2.1	How is this done – by implementing the values of REACH (Respect, Enthusiasm, Attitude, Co-operation and Hard Work) . This defines the ethos of the school, which is shared by all. This is done in a number of different ways including assemblies, focus weeks, rewards and competitions, conversations with students and pupil/ staff well being groups,	
3.2.2	The Student / Staff Well being Group meet regularly and their focus is to improve the school experience for everyone. They have already achieved a number of improvements including special recognition forms for staff and pupils, improvements to the Gladesmore Diner experience, highlighting and displaying significant dates from a range of cultures. Achievements are recognized in REACH assemblies, which are held throughout the year.	

3.3	Who – the goal is implemented by everyone but in particular is the focus of the pastoral team. As an example EDI explained the support system in place for Y7. This is made up of the Head of Year (HoY), Pastoral Team Support, BIG Team Support, the Attendance Team, the School Police Officer and the Safeguarding Team. There are regular Student Welfare Meetings. Attendees at these meetings include the HoY, DSL (Designated Safeguarding Lead, SENCo, Headteacher and Deputy Headteacher.	
3.4	What – this includes the BIG Team (Behaviour Improvement Team) Their work has many aspects e.g. drives to address key issues, (uniform, punctuality, corridor behaviour use of equipment) patrols in the local community, staff walkabout, supporting staff, mentoring key students and rewards. Equally there are a number of sanctions employed by the school if behaviour is unsatisfactory. These include various forms of detention, opportunities for reflection, times spent in the Duty Room or Learning Zone and in extreme cases suspension, managed moves and exclusion (formerly known as permanent exclusion). Governors were reminded that it is over 20 years since the school has had to resort to the use of exclusion.	
3.5	Governors were shown an extract from an email received by Tony Hartney following a visit from Tracey Campbell, Behaviour Consultant. The email reflects the visitors delight in everything that she saw on her visit and the commitment of staff and pupils to the family values and school ethos. GOR described the email, as 'humbling' It was impressive to be able to read an outsider's view of their impressions of the school.	
	<i>DGT left the meeting</i>	
3.6	EBN asked whether there was any comparative data to compare Gladesmore outcomes with that of other schools. GOR explained that there wasn't and that it would be difficult to gather such information as there would be no way of moderating any information collected. The only figures that would be available would be data on (permanent) exclusions but as Gladesmore has not had a permanent exclusion for many years this would not make for a useful comparison.	
3.7	AST commented that Gladesmore had an approach to behaviour that was both empathetic but also had very high expectations of all pupils. GOR agreed emphasizing it was the How part of the presentation which detailed the clear but caring expectations of behaviour and that the same high standards were expected from pupils and staff alike. Staff demonstrated, by their behaviour to pupils and each other the high standards so important at Gladesmore.	
3.8	SMA confirmed that parents did not receive only negative reports of their children's behaviour but were also informed of praiseworthy behaviour and actions on a regular basis. EDI added that the system was built on praise and accented positive outcomes through the various systems previously identified.	
3.9	ASR thanked ERD and Edi for their clear and informative presentation. <i>ERD/EDI left the meeting.</i>	
4	Chairs Report and Correspondence No items to report	

5	School Report	
5.1	Sickness absence is slightly higher than normal for this time of the year. GOR reported that he had received a letter from the Health Authority advising on how to respond to sickness absence. MBK asked for an update on COVID cases. GOR replied that numbers of staff becoming ill with COVID had declined and as he had previously reported it was no longer possible to give accurate pupil data, as COVID was no longer a reportable illness.	
6	Pay Committee (SF&P) Committee Report	
6.1	The following decisions were made by the committee: - <ul style="list-style-type: none"> • To ADOPT all Haringey Personnel Procedures • To ADOPT the Haringey Model pay Policy for Teachers • To APPROVE the 2022 pay recommendations for teachers 	
6.2	The committee had received a report from GOR detailing the process of teacher's performance management. The performance management cycle starts and ends in October. Three targets are set, one relates to pupil outcomes, one relates to professional development and one will relate to the subject taught. There are two review meetings held during the year which allows support to be put in place should there be any concerns. There are two lesson observations each year. At the final review meeting new targets are set for the following year. The school buys into the National College and teachers are able to apply for their courses to further their own professional development. All teachers achieved their set targets this year.	
6.3	Not all teachers will be eligible for a pay award this year. These include teachers at the top of the main scale who do not choose to apply to go through the threshold, teachers on the threshold who have not completed their two years at each level, those on the leadership scale at the top of the points scale.	
6.4	The committee had AGREED that the performance management process had been both thorough and rigorous and had APPROVED the pay recommendations for 2022	
7	Policy Updates	
7.1	_Sex and Relationships Education (SRE) Policy AST asked whether any parents chose to withdraw their child from those parts of SRE that they are allowed to opt out of. GOR replied that one Y9 child had been withdrawn. Generally very few children are withdrawn and some aspects of SRE education are compulsory. There were no changes to the policy, which was AGREED by the governing body.	
7.2	Complaints Policy- the school uses the model policy produced by Haringey, which is checked by the Legal Department. The school receives very few formal complaints and these are reported to the governing body as a confidential item when necessary. There were no changes to the policy which was APPROVED	

	by the governing body.	
8	AOB	
8.1	There was no other business	

There were no Part 2 Confidential Items

Chair _____ Date: _____