

# Gladesmore Community School *Governing Body*

## Minutes of the meeting held on Wednesday 25<sup>th</sup> January 2023 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)	07.07.26
		* Alexander Sweet (AST)	07.07.26
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), Krista Mitchel - Assistant Headteacher (KML) Urzula Tondal – Assistant Headteacher (UTL)	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.**

	<b><i>The following documents were circulated to all governors prior to the meeting:</i></b>  <i>Meeting agenda, Minutes of meetings held on 7<sup>th</sup> December 2022, COVID recovery &amp; Pupil Premium Strategy, Equalities Statements and Objectives, Accessibility Policy, Careers Policy, Strike Letter.</i>	
<b>1</b>	<b>Attendance</b>	
1.1	<b><u>Consideration of apologies</u></b> – apologies for absence were accepted from VOA	
1.2	<b><u>Declarations of Interest</u></b> - There were no declarations of interest on any item of this agenda. Reminders have been sent out to governors to return their forms ASAP – there are still some forms outstanding.	<b><u>ALL</u></b>
1.3.1	<b><u>Membership</u></b> - AST reported that VOA has had to resign from the governing body as he has recently been appointed to a prestigious post with the Scottish	<b><u>AST/ GOR</u></b>

	Police, meaning that he has already left the area. VOA was thanked for the contribution he has made whilst being a governor. Following a brief discussion it was AGREED that AST and GOR would further discuss the best way to proceed with the co-opted vacancy created by VOA's resignation. EBN raised the suggestion that a formal skills audit is carried out to identify areas of strength and weakness on the current governing body.	
1.3.2	There is a parent governor vacancy. GOR reported that this matter is in hand and he anticipates that the vacancy will be filled by the next meeting.	
1.4	<b>Training Attended</b>	
1.4.1	Ofsted training – EBN reported back on the training she had attended. The training had recommended carrying out a governor's skills audit to identify the strengths and weaknesses of the governing body. The importance of all stakeholders being on the same page had been very much stressed. Safeguarding continues to be a consideration right through the inspection process and participants were urged to check the filtering systems in place within IT to ensure pupil safety online. At Gladesmore this would be covered by LGFL Webscreen which is jointly managed by LGFL and the school, the Smoothwall Web Filter which is solely managed by the school and the Sophos Anti Virus which provides filtering of inappropriate websites and is on school leased devices for students. Additionally there is the LGFL HomeProtect, which is managed by LGFL and Gladesmore.	
1.4.2	SEND training – MBK attended a training session in the Autumn Term.	
2	<b>Minutes of the previous meetings.</b>	
2.1	<b><u>Minutes of the 7<sup>th</sup> December 2022</u></b> The minutes were <b>AGREED</b> as a true record.	
2.2	<b><u>Matters Arising from the minutes not on this agenda</u></b>	
2.2.1	To update the terms of office on the membership list of DGT and AST <b>NB:</b> DGT and AST were re-elected for a further term of office at the meeting held on 22 <sup>nd</sup> June 2022	<b><u>JSI</u></b>
3	<b>Theme – School Goal 1: Review, Develop and Resource a Curriculum that offers an excellent quality of education to all pupils.</b> Presented by KML and UTL	
3.1	Governors were reminded of the importance of the curriculum within the Quality of Education judgment. In order to reach a judgment on overall effectiveness inspectors will view a wide sample of activities across the school. The process will begin with the long phone call to the Headteacher and will continue in a variety of different interviews involving the whole school. This could include senior leaders, subject leaders, teachers, classroom visits, work scrutinies and discussions with pupils. They will be looking to see that what leaders say is happening is actually happening across the whole school. The current review of the curriculum on offer will help to ensure that what is being delivered from all	

	classrooms is an authentic reflection of the curriculum intent outlined in policy documentation.	
3.2	All subject leaders are involved in the review process bringing a wide range of different skills and experience to the discussions. The expectation is that all members of a subject team will be able to articulate the shared expectations of their department and will have further benefitted from cross-curricular discussions.	
3.3	The review process began by re-visiting both the vision and aims of the school. This served as a reminder for existing staff and introduced new staff to the practicalities of how the school community works together. The knowledge and skills pupils need to learn at each stage should be clearly set out. This should be delivered in a cohesive way across the whole school and all subjects thereby maximizing the impact of the learning experience. Teaching will build on existing knowledge and there will be a consciousness of preparing students for their next level of transition. Outcomes will be judged by external data at each stage of learning.	
3.4	Each subject has a statement of intent published on the school website. Existing curriculum maps were reviewed to take into account a variety of factors including the impact of COVID 19. Subjects with a National Curriculum requirement audited their maps to ensure they were compliant with current requirements. There were opportunities to review and make changes to ensure that the diversity of the school community, and the wider community were recognized and included.	
3.5	The school invests heavily in professional development for staff by buying into training from the National College. To facilitate the curriculum review there has been whole school training, tailored training for new staff and focused training on diversity. To date pupils have received diversity training via assemblies, training on protected characteristics and a new diversity calendar recognizing different beliefs and special days has been introduced.	
3.6	The two key areas for development in 2022-23 are Assessment and Representation and Diversity	
3.7	<b>Assessment</b>	
3.7.1	<p>Key Aims</p> <ul style="list-style-type: none"> <li>● To further develop the work on Curriculum Intent and Curriculum Maps</li> <li>● To assess the impact of COVID</li> <li>● To examine whether current assessment data is being used well</li> <li>● To ensure policy reflects current practice.</li> <li>● That there is a focus on teacher and pupil wellbeing.</li> </ul>	

3.7.2	<p>To take this work forward an Assessment Working Group was formed. Information was gathered from both teachers and pupils via questionnaires. Current practice was reviewed as was consideration as to how successful current assessment arrangements are. Staff training on the importance of questioning skills has taken place with a focus on how questions can be used to understand individual and group understanding of what has already been taught, what needs to be re-visited, what is secure. This term there will be further training including workshops within faculty teams.</p> <p>Once the revised policy and guidance have been completed there will be a pilot run of the new policy in 2023-4. In July 2024 the new policy will be refined and finalized and delivered across the whole school with effect from September 2024.</p>	
3.7.3	<p>SMA asked whether teachers were engaging with the proposed changes and development. KML replied that teachers were very positive and were keen to have a whole school approach, which was both informative and workable. They were pleased to be involved in the development of the policy rather than have a system imposed from the top. SMA then asked whether the pilot period would result in an overlap of two systems, which would be confusing to pupils. KML reassured him that the process was designed to be open to pupils and that the Assessment Map would clarify the areas of assessment being used and when they would happen.</p>	
3.8	<p><b>Representation, inclusivity and diversity</b></p>	
3.8.1	<p>Representation, inclusivity and diversity are always areas of importance but are currently areas of major focus. As the curriculum was under review it was a good time to consider changes with representation in mind and to respond to pupil feedback. This would all contribute to raising the profile of diversity across the school.</p>	
3.8.2	<p>An audit of existing practices was carried out by Heads of Departments who reviewed what they taught and why it was being taught. A Diversity Calendar was drawn up and this has been published on the school website. MBK asked whether resources used to deliver curriculum reflected diversity and was told that it was part of the review to look at existing resources. Following input from staff and students some changes have been made to texts being used in some subjects e.g. English. Governors briefly discussed the importance of being able to challenge language that would now be inappropriate and to understand how language and acceptability has changed over time.</p>	
3.8.3	<p>Plans for development during 2023 include continued review and checking of resources, Assemblies that reflect diversity e.g. different faiths, beliefs, viewpoints, an understanding of neurodiversity, responding to Student Voice, Diversity Calendar and identifying specific training needs.</p>	
3.8.4	<p>Governors thanked KML and UTL for their presentations, which had been both informative and thought provoking. <i>KML and UTL left the meeting</i></p>	

4	<b>Chairs Report and Correspondence</b>	
4.1	AST reported that he had attended a meeting for chairs of Governors where they had received a presentation from HEP on the future of the White Paper. A number of items are not being progressed including the intention to force community schools into Academy Trusts. This means that Gladesmore can look forward to a period of relative security in the short term. However, it is likely that this issue will be picked up again at a future date in the longer term. For the time being the situation will be closely monitored.	
5	<b>Headteacher's Report</b>	
5.1	<b>Local Authority Works</b> – GOR had circulated pictures and information on the work carried out by the LA on K Block and the CLC block following the flooding last August, which resulted in the late opening of the school in September. They have managed to find a non- disruptive way to solve the problem of water channeling into roof spaces and building up to dangerous levels. Pumps have been fitted to drain off water once it reaches a certain depth, thereby avoiding the type of build up which caused so much damage last year. All work was funded by the LA.	
5.2	<b>NEU Strike Action</b> – the strike called for February 1 <sup>st</sup> will in all probability go ahead and a letter has been sent out to all parents warning them that the school will be closed with the exception of children with SEND. However, lunches will be served to pupils eligible for FSM. A further three dates of action may be called for the 2 <sup>nd</sup> March and the 15 <sup>th</sup> and 16 <sup>th</sup> March. At this time it is not possible to tell exactly how many staff will be taking action on the 1 <sup>st</sup> February, as there is no obligation for union members to inform the school of their intention. There are currently 60 NEU members within the school.	
5.3	<b>Haringey Cabinet in the Community</b> – the school hosted the session, which was attended by Cllr Zena Brabazon, Lead Member for Children, Schools and Family and Cllr Peray Ahmet, Leader of the Council. Very positive feedback has been received from attendees praising those Gladesmore pupils in attendance. The challenges of inadequate housing were highlighted and the school tries to offer support to pupils by extending school hours as much as possible. Opportunities are available for pupils to do homework after school or to arrive early and attend Breakfast Club. In addition the school remains open for as much of the holiday periods as possible. For the first time the school was open during the recent Christmas holiday period and lunches were served to children in receipt of FSM. Additionally pupils try to support their local community by raising money for the local food bank.	
5.4	<b>Government School White Paper</b> – as reported by AST the White Paper has effectively been scrapped but this doesn't mean that the drive towards academisation has been scrapped. Ofsted still see the way to drive forward improved standards is via MAT's	
6	<b>Policy – Updates and Ratification</b>	

6.1	<p><b>Covid Recovery and Pupil Premium Strategy</b></p> <p>Following questions from governors GOR made the following statements:</p> <ul style="list-style-type: none"> <li>• This document reviews the use of the school's pupil premium and other associated grants for the 2021/22 academic year (see page 2)</li> <li>• Part B on page 15 reviews outcomes in the preceding academic year of 2020/21</li> <li>• The overview on page 2 details funding sources for the 2021/22 and 2022/23 academic years</li> <li>• Amendments made to page 2: 2022/23 figures updated to be ordered to be numerically in line with the 2021/22 figures for ease of comparison.</li> </ul> <p>Governors <b>APPROVED</b> the strategy</p>	
6.2	<p><b>Equalities Statements and Objectives-</b></p> <p>There were no significant changes to the policy, which was <b>APPROVED</b> by the governing body.</p>	
6.3	<p><b>Accessibility Policy</b> - There were no significant changes to the policy, which was <b>APPROVED</b> by the governing body.</p>	
6.4	<p><b>Accessibility Plan</b> There were no significant changes to the policy, which was <b>APPROVED</b> by the governing body.</p>	
6.5	<p><b>Careers Policy</b> - There were no significant changes to the policy, which was <b>APPROVED</b> by the governing body.</p>	
7	<p><b>AOB</b></p>	
7.1	<p>There was no other business</p>	

***There were no Part 2 Confidential Items***

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

