

**MINUTES OF THE FULL GOVERNING BODY MEETING
ON 8 DECEMBER 2025, 6:45PM AT SCHOOL**

NAME	INITIAL	Governor category	Term Start date	Term Expiry date
Denzil Jenkins (Chair)	DJ	Co-opted Governor	07/12/2023	06/12/2027
Juliet Natali	JN	Co-opted Governor	23/05/2024	22/05/2028
Richard Evans	RE	Co-opted Governor	20/03/2024	19/03/2028
Fergus Cowan	FC	Co-opted Governor	24/09/2025	23/09/2029
Amir Gold	AG	Parent Governor	03/07/2023	02/07/2027
*Kate Prentice	KP	Parent Governor	20/02/2024	19/02/2028
Katie Malczyk	KM	Parent Governor	30/11/2023	29/11/2027
Kate Towers	KT	Parent Governor	15/07/2024	14/07/2028
Annie Ashraf	AA	Headteacher	<i>Ex-officio</i>	
Riaz Sobratty	RS	Staff Governor	21/07/2021	20/07/2025
Dawn Barnes	DB	LA Governor	23/02/2023	22/02/2027
*Michelle Moss (SBM)	MM	Associate Governor	25/09/2024	24/09/2025
*Rachel Gillingham (DHT)	RG	Associate Governor	25/09/2024	24/09/2025
Also, Present				
Corinne David	CD	Clerk, HEP	N/A	

*Denotes absent

1. Welcome/Introductions and apologies for absence

- 1.1 The Chair opened the meeting and welcome everyone.
- 1.2 Apologies for absence were received and noted from MM; RG and KP. Apologies for lateness were received from AG and DB.
- 1.3 The Clerk confirmed that the meeting was quorate.

2. Declarations of interest, pecuniary or otherwise in respect of items on the agenda

- 2.1 Governors were reminded if they had not done so yet, to complete the declaration of interest on Governor Hub.
- 2.2 No declarations of interests were made in respect of any of the agenda items.

3. Governing body and committee membership, Terms of Reference

- 3.1 The following Chair and Vice chair positions were noted for the Committees:

- JN Chair of Resource Committee.
- AG Vice Chair of the Resource Committee.
- DB Chair of LCC Committee.
- KM Vice Chair of LCC Committee.

3.2 Term of Reference

The GB received and RATIFIED the following Terms of Reference:

- **L Committee.**
- **Marketing & Fundraising Committee.**

- 3.2.1 Further work was required for the Resources Committee ToR, as the function of the Pay Committee would be folded in the function of the Resource Committee.

ACTION Clerk to pass templated examples over to JN, AA and MM.



4. Minutes of the previous meeting/matters arising

4.1 The public minutes of the Full Governing Body meeting held on 24 September 2025; were agreed and ratified as a correct record, subject to the following amendment:

Item 7.3.2 The sentence 'Persistent absence stood at 5%; above national and borough average'. Should read 'Persistent absence stood at 5% which is below the national and borough average'

The Chair signed a copy of the minutes which were retained by the school for file.

4.2 Matters arising

4.2.1 Item 4.4 RE to meet with FC and undertake a hand over of the H&S link Governor role.

Noted that the meeting had been arranged. Action was closed.

4.2.2 Item 4.6 Governors to sign the Governors code of conduct confirmation on Governor Hub.

Ongoing action.

4.2.3 Item 5.2.3 All Governors to undertake safeguarding ihasco training.

Ongoing action.

4.2.4 Item 5.2.5 a) GH and JN to draft a letter for DJ regarding outstanding fire doors and other fire safety works to forward to the council.

b) letter to be sent to the following teams:

- Council's Legal Team
- Council Insurance Team
- Cllr Brabazon
- Jane Edwards (Deputy Director)

DJ noted that the draft letter had been prepared; however the current email address of recipients were required.

ACTION Members to forward the following email addresses:

- CD to forward Cllr Brabazon.
- AA to forward Jane Edwards.
- DB to forward Legal.
- JN to forward Insurance.

4.2.5 Item 9.1 a) Resources Committee to receive the forecast saving and implications of new cleaning contract.

Noted the information was contained within the SBM report

b) Resource Committee to receive the income difference between the Wrap around care and subject club incomes.

Noted the information was contained within the SBM report

Action was closed

5. Outline of SDP in format aligned to new Ofsted categories

- 5.1 The Headteacher took Governors through the new SDP format. The front cover (tab labelled SEF 2025) provided an overview of where the school judged itself within the 6 new inspection areas and the corresponding judgements. The top sheet was for internal purposes only and not wider consumption. Noted that the school has judged itself to be at the expected standard, at least, for all areas. For the achievement category the school is sitting within the exceptional judgement and Early Years sitting within strong standard judgement. A deep dive in Early Years will take place in January; which will result in actions within the SDP. The school has started to populate the detail within each inspection area. The school will have

evidence to support the judgement in each category. There will be 6 SIP visits to review each area.

5.2 *Q: Is there anyone leading the on the eco areas?*

A: Currently the Headteacher is leading on this; there is a working party with areas divided out between the members of the working party. A presentation was provided to LCC: 'Let's Go', have analysed the energy used by the school and collaborated with the formation of the action plan.

ACTION When updated further, the school will share the SDP with governors at the LCC and Full GB meetings.

6. Inclusion under Ofsted and the school's current provision

6.1 AA provided an overview of what the new Ofsted judgement report card would look like. Noted that inclusion is a judgment, that runs through the entire inspection process. The school is confident that the school is in Expected standard and will be looking at moving to the Strongly judgement.

6.2 Inclusion for schools and Governors mean:

- Socio-economically disadvantaged pupils (eligible for pupil premium).
- Pupils with special educational needs or disabilities (SEND), including those with EHCPs.
- Pupils known to children's social care, including children in need or looked-after children.
- Pupils facing other barriers, such as those with protected characteristics.

6.2.1 The school also recognises children that have an EAL as a disadvantage group. The school support and adapt teaching practices to the needs of children that have been identified with a SEND. The school recognised that some disadvantaged children will achieve ARE; whilst other disadvantaged children wont reach ARE. The school takes a holistic approach in reviewing children to ensure understanding and direction of travel is positive.

6.3 Ofsted Inspectors gather evidence about how effectively the school:

1. Sets high expectations for every pupil
Staff believe all pupils can achieve, including those facing the biggest challenges.
2. Accurately identifies pupils' needs early
3. Reduces barriers through a cycle of planning, action and review
4. Uses specialists effectively
5. Implements a strong pupil premium strategy
6. Works in partnership with families and pupils
Parents' and pupils' views and aspirations inform decisions about support.

6.4 Inspectors also evaluate how leaders:

- Understand disadvantaged pupils' needs and use research and evidence to shape their strategy.
- Align pupil premium work with wider school improvement.
- Monitor and review the pupil premium strategy, including staff training.
- Make timely and effective adjustments to support disadvantaged pupils.
- Ensure their approaches have a positive impact on learning.

6.4.1 Governors noted that the school had few children that were classified as Pupil Premium, meaning the school can have bespoke provision for them. The school has spent significant amount of time reviewing and monitoring the PP strategy; however, monitoring can be problematic due to the low pupil numbers.

6.5 Inclusive Curriculum and Assessment Accessibility. The curriculum must be accessible to all learners, including those with SEND. Emphasis on universal design for learning

(UDL) principles to ensure flexibility in teaching methods and materials. Subjects will include clear progression pathways to support differentiated learning.

- 6.6 The current findings of the SIP review led by Malcom Willis with a Focus of Disadvantage Children; was noted as:
- Pupil Premium pupils are well supported, motivated, and proud of their learning.
 - The school culture is warm, inclusive and welcoming—particularly for pupils joining mid-phase.
 - Leaders show clear strategic direction, with a willingness to refine curriculum, strengthen teaching and address emerging issues (e.g., gender differences in reading).
 - Subject leadership across PE, music, computing, maths and DT is strong and improving.
 - Behaviour and safeguarding developments show forward-thinking and responsive leadership.
- 6.7 AA noted that staff and governors will be provided with Equality Act training next term.
- ACTION** Accessibility plan to be received at the next Full GB meeting.
- 6.8 Key changes for children with SEND are coming from Haringey SEND team and National policy with the white paper.
- 6.9 The outcome of the school peer partnership review was noted as: ‘Tetherdown’ demonstrates a strong ethos of inclusion, with calm, nurturing classrooms and positive relationships consistently evident. However, the *impact* of inclusion strategies is variable because implementation is not yet consistent across all classes. The school has the right principles and frameworks in place, but staff now need support to embed these into everyday teaching practice.’
- 6.10 The current overall school’s SEND provision was noted as:
- The school has strong foundations for inclusion, particularly around relationships, behaviour, and clarity of adult roles.
 - The next phase is implementation depth: ensuring adaptive teaching, visual supports, and inclusive routines are consistently embedded across classrooms. The school are developing what are the 5 pedagogic approaches that inclusive classroom must have.
 - Leadership now needs to move from policy and intention to systematic monitoring of practice, ensuring consistency and impact.
 - Teachers are doing a good job of using the Universal SEND offer; high quality teaching to hold these children without additional adults, interventions are on offer mainly to KS1 and lower KS2.
 - The school currently has 73 children on the SEND register with 8 EHCPs; with a further 4 ECHP assessments underway.
 - 11 adults (am working with EHCP) in the afternoon an extensive offer of interventions. This draws significant resources from other areas of the school.
 - Teachers hold the EHCP for the children in their class. If the pupil is not making expected progress and hitting the targets then they are moved onto the specialist and highly personalised targeted interventions.
 - The school is facing the challenge of growing numbers of pupils with significant additional needs, including those newly arrived from overseas, some with unidentified or emerging SEND and disadvantage. Noted in reception and Year 1 the behaviour needs of the children are increasing significantly.
 - The Friends of Tetherdown are donating £15k for IT which will support children with SEND and EAL needs.
- 6.10.1 *Q: Are the school deploying resources efficiently for children with EHCP?*
- A: Yes, the school continues to review all best practices when supporting children with ECHPs. For example, in Year 4 there are 3 children working with a TA.*

- 6.10.2 Q: *Why is there inconsistency with adaptive teaching with the impact of strategies?*
 A: This can be attributed to the current turnover of staff. There are 5 new teachers this year, of which 2 are new to teaching. The school will be moving to a more rigorous pedagogy / metacognition approach; which will be monitored.
- 6.10.3 Q: *What is an active provision?*
 A: This is where a TA runs an intervention for a group of children rather than one to one intervention.
- 6.11 Inspection Data School Report
 The school shows strong attainment in key areas relative to national averages; high foundational knowledge; good overall performance; small FSM cohort suggests fewer barriers; ability to exceed in core measures. The school needs to ensure strong progress for all pupils and demonstrate achievement across the broader curriculum articulate its performance in the context of small cohort and ensure that gaps are being closed.
- 6.12 The next steps of the inclusion strategy were noted as:
- Effective and consistent pedagogies for high quality teaching
 - Providing the learning environment
 - Monitoring of disadvantage with teachers
 - Use of devices- alternative to one-to-one support.
 - Which interventions have the greatest impact
 - Current research of effective SEND provision-work with IOE
 - Impact on finances
 - Plan and prepare so not to add wellbeing challenges to staff.
- 7. New Curriculum Review**
- 7.1 AA took Governors through the curriculum and assessment review presentation. The following was noted:
- At Key Stage 2, replace the current grammar, punctuation and spelling (GPS) test with an amended test, to better assess application of grammar, spelling and punctuation.
 - Explore approaches to improve the accessibility of Phonics Screening Check and Multiplication Tables Check.
 - Stronger Foundations: Emphasis on oracy, literacy, and numeracy from early years through secondary.
 - Curriculum Structure: Clearer sequencing of content to support progression and coherence.
 - Subject-Specific Recommendations: Updates across all subjects, including:
 - Arts: Greater emphasis on creativity and cultural capital.
 - PE: Reinforcement of two hours of PE per week.
 - Noted that there was no delivery date announced by the DfE.
- 7.2 Governors noted the laudable direction of travel by the DfE. Once the DfE provides further details, the school will have to adapt the curriculum / plans once received.
- 7.3 Q: *Will this amount for additional work for the school?*
 A: This will depend on how much more the DfE wants included within each area. Noted that the timetable is already full without the ability currently to take things out. Noted that the school has already reorganised the timetable to ensure there is 2 hours of PE a week.
- 7.4 AA reassured Governors that the sports premium report will be completed by the end of calendar year.

- ACTION** a) Once completed, school to circulate the sports premium report to Governors for email approval.
- b) Sonia to provide a short presentation on sports premium at the next LCC meeting.

8. Chair's items

- 8.1 No Chair's items were received.

9. Headteacher's report

Governors noted receipt of the Headteacher's report and was taken as read. The following was noted:

- Last year there was more children joining the (in-year admissions) than outward movement.
- Current attendance stood at 96.2%; above Haringey and National average.
- There were three children whose absence was defined as severely absent (more than 50%). Reassurances were provided that the school understood the reasons for their absences in all cases.
- One incident of bullying recorded and 4 fixed term exclusions had been recorded.
- One child was currently at South Grove AP two days a week; they are also on a reduced timetable.

10. Committee, SBM and Link Governors Reports

10.1. SBM report

Governors noted receipt of the SBM report. The following was noted:

- Q2 was received by the Resource Committee and submitted to the Council.
- License Deficit application was approved with the school receiving the first instalment of £150k in October.
- First SNAC meeting has been arranged for January 2026.
- Projected profit for wrap around care services stood at £136k

- 10.2 Governors discussed the best way to support the SLT; noting that AA was the only member of the SLT currently at the school with her capacity stretched. Governors discussed opportunities to support headship, by potentially employing a temporarily staff member to undertake operational aspects of headship to allow AA to strategically think about the situation.

10.2. Resources Committee

Governors noted receipt of the committee minutes from the meeting held on 21 October 2025.

10.3. Learning and Community Committee

Governors noted receipt of the committee minutes from the meeting held on 13 November 2025.

10.4. Marketing & Funding Applications sub-committee

- 10.4.1 AG suggested the concept of a hackathon as a way to generate income through non-conventional methods. Noting that potential areas of the school were unused from 4pm onwards. AA noted that there was currently no capacity within the staffing structure to provide support for further incentives; only the school building could be offered.

ACTION AG to arrange a group of interested parties to discuss potential of hackathon ideas.

10.5. Link Governor Reports

No link governor reports were received.

11. Policies

11.1 Governors APPROVED the following policies for use by the school:

- Business Continuity Plan.
- Disciplinary Policy.
- Parental Leave Policy.
- School Annual Leave and time off Policy.
- Organisational Change Policy.
- Pay Policy for Teachers with UPS adapted Tetherdown.
- Staff Wellbeing Policy.
- Internal scheme of financial Delegation.
- Pupil Premium Strategy Statement.

12. Governors' training

12.1 The following governors had either attended or had booked into the following HEP training sessions:

- AG: Ofsted training on 9 December and attended HR Panel training.
- KM: Inclusion training on 9 December
- JN had attended AI in schools training. Noted that the slides and recording from the training had been uploaded for Governor's information.

12.2 AA noted that the school are looking at how best to support teachers with AI, updating of the safeguarding policy in regards to AI and AI is within the action plan.

13. Dates of future GB meetings

13.1 Governors noted the dates for the Governing Body & Committee meetings during the spring term 2026 as:

- LCC 12 March 2026 at 1pm. [Teams]
- Resources 30 January 2026 at 8:15am. [Teams]
- Full GB 19 March 2026 at 6:45pm. [Face to Face]

14. Any Other Business

14.1 Early Years update to be an agenda items for the next Full GB meeting:

14.2 Governors discussed behaviour concerns that had been raised by parents in regards to the playground and OPAL.

ACTION a) AA to review, unpack and address the concerns raised by parents with the SLT.

b) AA to report back to governors by email during the spring term.

14.3 KT informed the school that the Year 6's had suggested that they might fund a potential legacy project and sought potential ideas.

ACTION AA to send KT wish list of potential legacy projects for Year 6.

The Chair thanked everyone for attending. Part 1 of the meeting finished at 8:45pm



Sign: Date: 19 March 2026.....

Denzil Jenkins Chair of Governors

Actions

Item	Action	Lead
3.2.1	Clerk to pass on combined Resource & Pay Committee templated examples over to JN, AA and MM.	CD
4.2.2	Governors to sign the Governors code of conduct confirmation on Governor Hub.	All
4.2.3	All Governors to undertake safeguarding ihasco training.	All
4.2.4	Members to forward the following email addresses: <ul style="list-style-type: none"> • CD to forward Cllr Brabazon. • AA to forward Jane Edwards. • DB to forward Legal. • JN to forward Insurance. 	
5.2	When updated further, the school will share the SDP with governors at the LCC and Full GB meetings.	AA
6.7	Accessibility plan to be received at the next Full GB meeting.	AA
7.4	a) Once completed, school to circulate the sports premium report to Governors for email approval. b) Sonia to provide a short presentation on sports premium at the next LCC meeting.	AA/All AA
10.4.1	AG to arrange a group of interested parties to discuss potential of hackathon ideas.	AG
14.2	a) AA to review, unpack and address the concerns raised by parents with the SLT. b) AA to report back to governors by email during the spring term.	AA AA
14.3	AA to send KT wish list of potential legacy projects for Year 6.	AA