

MINUTES OF THE FULL GOVERNING BODY MEETING ON WEDNESDAY 13 MAY 2026, 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	21/07/2025	20/07/2029
*Dawn Barnes	DB	LA Governor	23/02/2023	22/02/2027
Michelle Moss (SBM)	MM	Associate Governor	25/09/2025	24/09/2027
Rachel Gillingham (DHT)	RG	Associate Governor	25/09/2025	24/09/2027
Also, Present				
Corinne David	CD	Clerk, HEP	N/A	

1. Welcome/Introductions and apologies for absence

- 1.1. Apologies were received from DJ; in the Chair's absence AG agreed to Chair the meeting. AG opened the meeting and welcome everyone.
- 1.2. Apologies for absence were received and noted from DJ, FC 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 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. AG noted that there were no new updates. The committees and Terms of Reference would be reviewed during the normal cycle of business in autumn term 2026.

4. Ofsted Preparation led by Fran Hargrove from HEP

- 4.1 Fran Hargrove provided the GB with a presentation on Ofsted Inspections and the governors role within the process. A brief history of Ofsted Inspection frameworks since 2015 was provided. The new framework sits under the 'Break Down Barriers to Opportunity' mission. The frame work sets out to answer three questions:
 - have we got the strong leaders leading the school?
 - what are the lived experiences of the most vulnerable children;
 - does what the practices of the school enable children to: Achieve, Belong and Thrive.
- 4.2 An overview of the eight key changes was provided. An example from the toolkit was shared. Noted that the starting point for all inspections was the expected standard grade. On day one inspectors will seek evidence of the school attaining standard expected. Inspectors will undertake three types of activities: learning walks, case sampling and reviewing. Inspectors will also visit pupils in class or during group times. Review pupils work and talk to pupils.
- 4.3 Case samples will focus on pupils from specific groups: disadvantaged, SEND, are currently or have previous been known to social care, pupils that face other barriers to their learning or wellbeing. Recommended that the school has a list of pupils prepared and available in advanced,

ensuring all staff involved with pupils are aware as appropriate and relevant. The information is kept audited and updated regularly.

4.4 The biggest risk to Leadership and Governance grading were noted as:

- Leaders know broadly what's wrong, but their actions lack precision and improvement.
- Governance can't assure itself of impact.
- Workload not actively managed
- CPD is too generic
- Parent/community engagement is limited or poorly targeted. Not talking to the same families all the time.
- More severe risks: failure to prioritise/take timely action, statutory governance failures, or leaders' decisions not in pupils' best interests.

4.4.1 Action to reduce the main risk, were noted as:

- Make priorities few, specific, root-cause based, with clear "what will change by when" and how you'll know (including for disadvantaged/SEND/social-care-known pupils), and show you address shortfalls quickly and effectively.
- Ensure governors have a tight line of sight to impact, not just activity and can evidence robust challenge.

4.5 Safeguarding grade is met or not met. Governors must know their statutory role, assure an open, positive safeguarding culture, and understand how allegations about the headteacher are handled; inspectors will sample SCR, casework and training impact. Governors' actions include: schedule termly SCR spot-checks; receive brief DSL caseload summaries and resulting actions; chair/trustee to know allegation routes re: headteacher; ensure pupil voice is heard.

4.6 Inspectors will want to know what it is like to be a pupil, parent and staff member. Ofsted will use survey results to measure this along with interviews / discussions.

4.7 Governors need to know the school, asks the right questions, follow up and evidence that through normal governance records. Understand the outcomes of the last inspection report

4.8 Inclusion inspection area. This is a standalone judgement area and weaves through other inspection areas. Inspectors look closely at disadvantaged pupils, SEND, pupils known to social care, and others facing barriers; governors should know needs, provision and impact (including reasonable adjustments, AP, part-time timetables). Likely questions could include:

- Which groups are not doing as well as they should, and what are you doing about it?
- How does the board know SEND support is timely and effective?
- How do you assure yourselves AP is used appropriately and pupils remain the school's responsibility?
- Strong answers sound like: Clear visibility of cohorts, barriers, and impact—especially for disadvantaged/SEND/children's social care groups.

4.9 Curriculum & teaching inspection area. Governors should support and challenge leaders and assure themselves policies/processes are understood and implemented; focus on quality and impact for pupils. Governors should request succinct curriculum impact updates (triangulated with leaders carry out using work looks/learning walks summaries); ask how leaders know it's working.

ACTION School to ensure the website is updated and compliant

4.10 Achievement inspection area. Governors test whether pupils are learning the intended curriculum and achieving well (beyond headline data, by group and subject). Actions: Look at the Expected standard section of the Toolkit and compare to what the schools IDSR and data sets evidence. Work with leaders to understand headline data, particularly for pupils groups,

disadvantage and SEND. Ask for a short “what we expected vs what we saw” termly narrative from leaders by phase/subject and key groups.

- 4.11 Behaviour and attendance inspection area. Expect clear patterns, fair use of suspensions, accurate registers and no off-rolling; boards should scrutinise behaviour/attendance analyses. Noted that a high percentage of PA's tend to pull the overall judgement down. Actions include reviewing attendance/behaviour by group each term; probe unusual codes/timing; insist on written rationales for managed moves/AP. Expect questions like:
- What are the attendance and behaviour trends and what's the board doing about persistent absence?
 - How do you know behaviour is consistently good and pupils feel they belong?
 - How does the school develop pupils beyond academics (and how do you know it works)?
 - Tie answers back to oversight and impact, not operational detail.
- 4.12 Personal development & well-being (pupils & staff) inspection area. Governors must consider leader/staff workload and well-being; inspectors look at respectful culture and pupils feeling safe and valued. Actions: receive a brief termly well-being/workload pulse (actions + follow-up); ensure RSE/health education statutory duties are met.
- 4.13 Leadership & Governance inspection area. Expected of governors/trustees: define vision/ethos/strategy; use resources effectively; support & robustly challenge; know and fulfil statutory duties; understand roles in the scheme of delegation. Weak governance (not carrying out core functions) can lead to urgent improvement. Actions: keep the scheme of delegation current and used; hold focused governance meetings with inspectors, ensure minutes and governance evidence are available. Governors need to be able to evidence how they:
- support/challenge leaders,
 - assure themselves about improvement priorities,
 - hold leaders to account for staff development and for provision for disadvantaged/SEND pupils,
 - consider workload and wellbeing.
- 4.13.1 Inspectors are directed to evaluate whether governors/trustees:
- know statutory duties,
 - support & challenge effectively,
 - assure themselves leaders understand context and prioritise the right actions,
 - hold leaders to account for staff development and for disadvantaged/SEND provision,
 - consider leaders' workload and wellbeing.
- 4.13.2 Likely questions could include:
- What are the school's top 3 priorities and why those (not others)?
 - How do you know leaders' view of strengths/weaknesses is accurate?
 - Give an example of challenge you provided that led to a change.
 - How do you evaluate whether improvement actions are working (and for which pupils)?
 - How do you assure yourselves staff workload is manageable?
- 4.14 Suggested governance prop routine was noted as:
- 10-minute “Ofsted lens” check: which evaluation area did we just strengthen through challenge/decision today?
 - Close actions with impact notes.
 - 1 deep dive aligned to evaluation areas
 - Ensure at least one deep dive explicitly covers vulnerable/disadvantaged/SEND impact.
 - Safeguarding audit report to board + review “allegation about headteacher” process.
 - Review scheme of delegation (trusts) and committee terms of reference.
 - External governance review with tracked actions.

- 4.15 There are two core point within the inspection for governors. Meeting with the inspectors (tend to be on the morning second day) and the inspection feedback meeting. All Governors are invited to the meeting. Recommendation to have a person that can do verbatim minutes. Sample of potential Ofsted questions for governors were shared. Links to Ofsted videos were shared.

4.16 *Q: Where can the school commission a Safeguarding Audit?*

A: HEP can provide supportive reviews. As Tetherdown is entering the Ofsted window, the school receives 7 days of SIP time, of which one could be used one to undertake a Safeguarding review.

At 7:25pm AG, on behalf of the GB, thanked Fran Hargrove for the Ofsted presentation and invited her to leave the meeting.

5. SEND and Inclusion update

- 5.1 At 7:30pm Teresa McMeakin joins the meeting virtually and provided a presentation on SEND. The school has 12 children with EHCPs (2.5%) and 70 children on SEND support (17.3%). The school was below national average for the percentage of children with EHCP but above the national average for SEND support. There were 16 children with ASC; 18 children with ADHD; 21 children with Dyslexia and 13 children with SEMH. Two children don't have EHCP but in bands.
- 5.2 Ninety five percent of children that are on SEND support will have a formal diagnosis; the remaining 5% tends to be that parents are resistance to a diagnosis. Those children that are yet to receive a formal diagnosis and receive support, funding comes from the notional SEND budget
- 5.3 An overview of the Universal offer and resources within the class room was provided. Noted that the school has 66 different SEND strategies; children on SEND support receive a very good offer. An overview of the EHCP annual review process was provided. Noted that children with EHCPs are well supported at the school. Further noted that EHCP is a legally binding document which belongs to Haringey and the family. The school is legally bound to deliver the outcome. Once the EHCP is completed and signed off the school produces the one-page internal EHCP [an example was provided]. The school has to track what targets have been covered during the year. The Learning Plan is based on each one of the EHCP targets. Once plan and targets are agreed, the personalised timetable is reviewed and visuals for use with the child are prepared. Children receive a passport and transition book at the end of each year.
- 5.4 The current peripatetic working with children at Tetherdown was shared. Noted that a private OT funded by parents also works at the school. The school is able to provide a space for the therapy. An overview of the different teams and professional groups Teresa McMeakin attends was shared. The recent successes were shared and noted as:
- Susan Nicholls a specialist in dyslexia is able to support the delivery of SEND provision.
 - Laptops in all group rooms.
 - Teacher/support staff charter.
 - New SEND cycles.
 - Beginning of de-clutter and low arousal group rooms.
- 5.5 The current challenges to the delivery of SEND were noted as:
- Recruitment, retention, induction and training of support staff.
 - Greater number of children with more complex and violent/avoidance behaviours.
 - EHCP funding.
 - SNAs IT skills and laptops.
 - Lack of group rooms to work with children – i.e. Y4 where we have 5 EHCPs.
 - Lack of low arousal spaces (indoor and outdoor) e.g. sensory rooms.

5.5.1 Noted that Governors had undertaken a deep dive of SEND funding and costs.

5.6 Q: *Do all schools using the same categories and criteria for children within SEND support?*

A: Not necessarily. Some schools will not record a child as SEND support if they aren't receiving any support.

5.7 Q: *Why does Tetherdown have more children at SEND support and less children at EHCP?*

A: The universal offer provided at Tetherdown is very strong. This allows children to access the curriculum without having to escalate to an EHCP; however, it is very expensive. Before applying for an EHCP the school has to demonstrate it has exhausted all available resources before submitting a case to LA.

5.8 Q: *What is the notional SEND allocation based on?*

A: It is based on the numbers recorded in the school census.

5.9 Q: *Who delivers the SEND strategies/interventions?*

A: The majority are delivered through quality first teacher of the class teachers. All class teachers have received SEND training. During Pupil Progress review meetings each child is reviewed and strategies to support each individual child is/are discussed. Every intervention is personalised to the child. All teachers know about the different strategies and are able to put them in place quite quickly.

5.10 Q: Are there more children having more social, emotional and mental health difficulties.

A: Yes; there is an upward trend particularly since Covid.

5.11 Q: *Has the school's new inclusion strategy been model within the budget?*

A: Not yet that, this will be in next years budget.

At 8:20pm AG, on behalf of the GB, thanked Teresa McMeakin for the SEND presentation and invited her to leave the meeting.

5.12 Governors discussed the volume of interventions and the evidence base of their impact and value for money.

ACTION AA, to discuss with Teresa McMeakin; which groups to offer and their evidence base of success / impact in regards to SEND. With the information brought back to the next LCC meeting.

6. Minutes of the previous meeting/matters arising

6.1 The public minutes of the Full Governing Body meeting held on 19 March 2026; were **agreed** and ratified as a correct record.

6.2 Matters arising.

6.2.1 Item 4.2.3 All Governors to undertake safeguarding ihasco training and inform the school when they had completed the training, forwarding the certificate of completion.

MM noted that links had been sent out to all Governors two weeks ago.

ACTION Governors to complete safeguarding training.

6.2.2 Item 4.2.8 AG to arrange a group of interested parties to discuss potential of hackathon ideas.

AG had reviewed 5 companies; review of two companies' proposals was progressing forward. Noted that MM had discussed potential of with other SBM. The action was closed for Full GB, with further updates presented at the Marketing & Funding Applications sub-committee.

- 6.2.3 Item 4.2.9 a) AA to review, unpack and address the concerns raised by parents regarding playground behaviours with the SLT.

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

Feedback to be received at the summer term LCC meeting.

- 6.2.4 Item 7.5 a) AA to provide update to Governors on the roll out of the English programme at the next LCC.

Update to be received at the next LCC meeting.

b) Teresa McMeakin to provide the Full GB with an overview of how the SEND money is spent.

Action was completed and closed.

- 6.2.5 Item 9.1.1 School to follow up with council regarding lift not suitable for use for people.

The action was completed. The Council responded to the school regarding the lift. Further noted that a complaint had been received from a parent, whose child required access to the lift due to mobility issues. GB noted that the matter was ongoing with the council.

- 6.2.6 Item 11.1 a) Low level safeguarding concerns policy to be received at L&C Committee.

Action completed.

b) School to upload the new SEND support leaflet in a readable format.

Action was in progress.

c) The next iteration of the Accessibility Policy to be reframe within the new inclusion frame.

Action was in progress

d) School to ensure policies are circulated at least 2 weeks before the meeting.

Action was noted as an ongoing matter and closed.

- 6.2.7 Item 12.1 a) DJ to arrange a review of SCR.

Action was completed and closed.

b) KP to undertake a SEND link Governor visit in April.

A link governor visit would be taking place in June.

c) All Governors to undertake Ofsted training.

Governors had received a presentation on Ofsted (see item 4).
Governors were also encouraged to undertake HEP training in the new year.

7. Finance

7.1. School Budget 2025/26 Outturn.

The SBM took governors through the school's closing position; with the report having been uploaded onto sharepoint and circulated prior to the meeting. Further noted that the Resource Committee had scrutinised the budget position at the May meeting. The school's financial position at year end was noted as:

- a) The year end revenue income stood at: £3,136,346; £77k more than originally profiled.
- b) The year end revenue expenditure stood at £3,449,991; £273k more than originally profiled.
- c) The end of year position was noted.

7.1.1 MM reassured governors that income assumptions were applied prudently; additional SEND funding not yet formally agreed at year end has been excluded in line with good financial governance. Reason for the additional income were noted as:

- Increased SEND income following additional EHCPs agreed during the year.
- Higher than budgeted wraparound and facilities income.
- Reclassification of grants in line with Local Authority accounting instructions.

7.1.2 MM informed governors that the overspend was overwhelmingly staffing-related and reflects unavoidable pressures, including:

- Education support staff costs £110,262 over budget due to SEND demand.
- Other staff costs £88,844 over budget driven by ASC growth.
- Agency and supply costs linked to long-term sickness and planned cover.
- Non-staffing expenditure was tightly controlled throughout the year, with several lines underspent to offset staffing pressure where possible.

The Full GB RATIFIED the 2025/26 outturn.

7.2 2026/27 budget profile.

The MM provided an overview of the highlights of the 2026/27 budget. The highlights were:

- a) The total projected year end revenue income stood at: £3,405,654; based on indicative allocation from the LA, current roll, known EHCPs.
- b) The total year end revenue expenditure stood at £3,483,900.
- c) The collective in-year deficit stood at £78k.
- d) The projected end of year position was noted.
- e) the school won't be applying for a further licence deficit.

7.2.1 MM informed the Committee that the budget and staffing structure had been scrutinised by the LA and a Senior SRMA from the DfE whom have all agreed that there are no further places that sensible savings could be made. Any identified restructures would actually cost the school more money due to redundancy cost implications. The reason for the projected outturn was due to:

- a) The school having vacant pupil places.
- b) SEND costs.
- c) Staffing costs including national insurance, pensions and maternity cover.
- d) Inflation costs since not being covered.

The Full GB RATIFIED the 2026/27 budget.

7.3 Three Year budget profile.

The GB noted receipt of and **APPROVED** the three -year budget projection.

8. Headteacher's report

8.1 The Headteacher provided a verbal for Governors, the highlights were noted as:

- Leadership team have been undertaking key preparation for the Ofsted Inspection. A mock 90-minute phone call meeting with headship has been undertaken. AA will be doing a practice tour for inspectors of the school.
- The school improvement partner has undertaken a deep dive into the personnel development strand.
- Work continues in regards to support children with EAL. The school has an increasing number of children with EAL and early acquisition of English.
- For the 2026 September reception cohort 55 families have accepted a place. noted that the marketing strategy is starting to work.
- Climate change plan has been reviewed mid-year and is on track.
- Opal is working well; antidotally behaviour is improving with fewer reported incidents.
- Morning soft starts are working well and supporting learning behaviours as time isn't wasted with playground to classroom transitions.
- Juniper Hall is very successful; thanks was provided to RG.
- A mini marathon event raised £2k.
- An Attendance and behaviour review (Ofsted inspection area) is being completed.
- Current attendance stood at 95.7% year to dates. Attendance today was 98.3%.
- Persistent Absence stood at 9% (National 18%) reassurances were provided that the school understands reasons for each PA case.

8.2 At LCC the committee will receive information regarding the curriculum reviews of RE, Prevent and Science, deep dive into attendance and assessment data.

9. Chairs Items

9.1 No Chair's items were received.

10. Report from Committees

10.1 Learning and Community Committee

Governors noted receipt of the L&C committee minutes from the meeting held on 12 March 2026.

10.2 Resources Committee

JN provided Governors with a verbal update of the Resource Committee meeting held on 8 May 2026. The main topics of discussion were the 2025/26 budget outturn and the assumptions used to construct the 2026/27 budget profile. Noted that MM is very knowledgeable regarding all the assumptions. The school continues to experience some premise concerns including the lift being at end of lift and fire doors. There has been a further survey of the fire doors to progress the tender for works; which is now scheduled to be completed in during the summer holiday.

10.3 Marketing & Funding Applications sub-committee

The next meeting would be taking place after the May half term.

11. Policies

11.1 **Governors received and APPROVED the following policies for use by the school:**

- **Haringey model grievance policy**
- **Haringey model parental leave policy**
- **Haringey model school annual leave and time off policy**
- **Haringey model staff code of conduct policy**
- **Haringey model support staff capability policy**
- **Haringey model teachers' capability policy**
- **Haringey model sickness absence policy**

- 11.2 Noted that the school hadn't increased any charges historically; however, with inflation and other costs increasing it was now necessary to review and amend amounts accordingly, to ensure there was no detriment to the school's main budget. Noted that the increases would come into effect from September 2026.

12 Governors' Visits & Training

Governors were reminded to write up their visit reports.

Governors were reminded to complete governor training through ihasco.

The dates for the next meetings were noted as:

- 14. Any other business**

The Chair thanked everyone for attending. Part 1 of the meeting finished at 9:05pm

Amir Gold Interim Chair for the meeting

ACTIONS

Item	Action	Lead
4.9	School to ensure the website is updated and compliant	School
5.12	AA, to discuss with Teresa McMeakin; which groups to offer and their evidence base of success / impact in regards to SEND. With the information brought back to the next LCC meeting.	AA
6.2.1	Governors to complete safeguarding training.	
6.2.3	a) AA to review, unpack and address the concerns raised by parents regarding playground behaviours with the SLT. b) AA to report back to governors by email during the spring term.	LCC
6.2.4	a) AA to provide update to Governors on the roll out of the English programme at the next LCC.	LCC
11.2	a) Charges and remissions policy, including fees to be reviewed annually. b) Governors to compose a letter to parents regarding the rational for the charge increases.	School DJ