

**MINUTES OF THE MEETING OF THE
HEATHCOTE SCHOOL GOVERNING BODY
HELD ON 27 JANUARY 2025 AT 6PM
AT THE SCHOOL**

Present: James Bore (Chair – Co-opted Governor)

Co-opted Governors:

Andrea Corbett
Lauren Marchant

Parent Governors:

Helen Douglas
Claire Feiner
Maria Slavovski
Leonie Alderman

Headteacher:

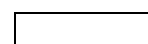
Sonia Close

Also Present: Katie Morrison (Presentation)
Krysta Mitchell (Presentation)
George Ferrar (Presentation)

Clerk to Governors: Pauline Dorney

Summary of Agreements or actions:

Minute Ref:	Formal Agreements and/or actions identified:	Named person(s) for action(s) identified	Completion Date:
4.1.1	Agreed: Reconstitution to 13 Governors	Governor Services	Immediate
4.1.3	Tyron Julien wishes to be a Local Authority Governor	Governor Services/ Tyron Julien	ASAP
4.4	Governing Body Diversity to be completed	All outstanding Governors	ASAP
4.5	Safeguarding Training to be completed by all Governors.	All Governors	ASAP
5.1	Agreed the minutes of the meeting held on the 16 September 2024 and 17 December 2024	Chair to sign	Immediate
6.2.4	Agreed the Pupil Premium Strategy	School	Immediate
8	Agreed the committee terms of Pay, Resources and the Headteacher Performance Management	-	Immediate
8.	Agenda item, Terms of reference for: Data, Outcomes, Assessment and Curriculum T & L Safeguarding PD	Clerk – Agenda	Summer 2025



	Behaviour/Attendance and SEND		
9.5	The following Committee Categories were agreed: Behaviour/Attendance/Personal Development: Lauren Marchant (Chair) Maria Slavovski Claire Feiner Quality of Education: Laura Alexander (Chair) Leonie Alderman Andre Henry Tyron Julien Resources: Helen Douglas (Chair) James Bore Leonie Alderman (will attend for quorum) Lauren Marchant	Clerk	Immediate
9.6	Governors had been invited to choose their Link Roles and inform the Headteacher by email.	All Governors/Headteacher	ASAP

1. WELCOME AND APOLOGIES FOR ABSENCE

- 1.1 The Vice Chair welcomed all those present to the meeting and took the meeting until the Chair arrived.
- 1.2 Apologies for absence were received and accepted from Tyron Julien (by email), Andre Henry and James Bore had informed the Meeting that he would be late arriving.
- 1.3 There were no apologies for absence not received.
- 1.4 The Clerk confirmed that the meeting was quorate with eight governors present.

2. NOTICE OF ANY OTHER BUSINESS/CONFIDENTIAL ITEMS

- 2.1 There was one item to report.

3. DECLARATIONS OF INTEREST

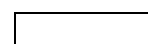
- 3.1 Governors were reminded to log their interests on GovernorHub.
- 3.2 There were no declarations made pertaining to any of the agenda items for this meeting.

4. GOVERNING BODY

4.1 To consider the Governing Body constitution

- 4.1.1 After a great deal of discussion it was agreed to reduce the Governing Body constitution to the following:-
 - Five Co-opted Governors
 - Five Parent Governors
 - One Local Authority Governor
 - One Staff Governor
 - One Headteacher
 Thirteen Governors in total

Governing Body agreed to the above Instrument of Government.



- 4.1.2 The Clerk was informed that the Governing Body were under the impression that Tyron Julien should be shown as the Local Authority Governor as per the previous Minutes 16 September 2024 under Item 5.1. It was also confirmed by the Governing Body that the relevant paperwork had been completed by Tyron Julien for actioning by Governor Services.

The Clerk had reported this to Governor Services after the meeting, and it was established that relevant paperwork was not complete to enable this nomination.

- 4.1.4 It was also noted that Paul Leslie, Shryene Yansen and Andrea Corbett had also resigned from the Governing Body which was considered to be a great loss. Thanks were conveyed for their hard work and commitment during their term of office at Heathcote School.

Huge thanks were conveyed to these Governors for their past commitment to the Governing Body – their contributions would be sorely missed.

- 4.2 The Clerk confirmed Membership and it was noted that the current Membership was as follows:-

Lauren Marchant	Co-opted Governor
James Bore	Co-opted Governor
Vacancy	Co-opted Governor
Vacancy	Co-opted Governor
Vacancy	Co-opted Governor
Helen Douglas	Parent Governor
Claire Feiner	Parent Governor
Maria Slavovski	Parent Governor
Leonie Alderman	Parent Governor
Laura Alexander	Parent Governor
Tyron Julien	Local Authority Governor (To be actioned)
Sonia Close	Headteacher
Andre Henry	Staff Governor

- 4.3 It was noted that all DBS checks had been completed.
- 4.4 Governors were reminded to complete the Governing Body diversity on Governor Hub.
ACTION: All Governors
- 4.5 Governors were reminded that the Safeguarding Training would need to be completed by all Governors.
ACTION: All outstanding Governors to complete the Safeguarding Training.

5. MINUTES

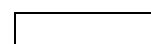
- 5.1 The Minutes of the Meeting held on the 16 September 2024 and 17 December 2024 were agreed as a true record of those Meetings. It was agreed that the Chair would sign these Minutes for retention at the School.

5.2 Matters arising:-

- 5.2.1 No outstanding items were noted.

6. EDI UPDATE

- 6.1 Presentations to the Governors were as follows:-



6.2 Pupil Premium Strategy

6.2.1 The Pupil Premium Strategy was clarified to Governors. These included Pupils that were eligible for Free School Meals, LAC pupils or HM Forces Pupils – the School would receive additional funding for these pupils. The reason for additional funding is year-on-year these pupils had under-performed.

6.2.2 A National picture shows that Pupil Premium Pupils have lower attainment on entry to the School; they arrive with lower weaker skills which means that they achieve lower target rates. They also have lower attendance and weaker punctuality which makes it difficult for these pupils to catch up. They also have weaker engagement in lessons and weaker homework which could be linked to parental support or maybe having access to a laptop. These pupils are more likely to receive negative sanctions. All of these aspects add to these pupils achieving weaker outcomes.

6.2.3 Every School has to produce a Pupil Premium Strategy to outline what they should do to close these gaps and support these Pupils.

6.2.4 Heathcote School had divided their Pupil Premium into three strands and these are as follows:-

6.2.5 Strand 1: (£160,000)

6.2.6 This relates to the Teaching as this impacts every single child.

6.2.7 The School had additional classes in English and Maths and this year Primary Specialists had been employed to assist the Pupils with the skills required to achieve.

6.2.8 TLR Post Holders in English and Maths who would take on the Key Stage 3 Pupils to try to improve Pupil outcomes.

6.2.9 The School invests in Personalised Home Resources and this allows the Pupils to access their Homework at their level to assist them. This was clarified in detail to the Full Governing Body.

6.2.10 The School would then develop Literacy across the Curriculum.

6.2.11 Strand 2: (£66,475)

The School would work with a slightly smaller cohort of pupils. This is an intervention model.

6.2.12 The School has some pupils that have their work reviewed in more detail and receive more time to assist with their learning.

6.2.13 The After School Booster Programme is undertaken with Years 11 and 13.

6.2.14 A Literacy Screening and Intervention Programme is considered important for identifying any key issues.

6.2.15 The School has employed an EAL Co-ordinator; and the School is looking at the Community Languages in this field. This was clarified in detail to Governors.

6.2.16 The School also has the small group tuition for Years 11 and 13.

6.2.17 Strand 3: (£66,000)

This strand relates to the wider strategies which recognises the Social and Emotional aspects. The above funding is not enough to cover everything in this strand and the School would make up the shortfall of spending from the School's Budget.

6.2.18 This strand would include Curriculum Enrichment; School Trips, etc., and this was clarified in detail to Governors.

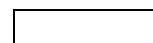
6.2.19 Behaviour Support was considered an important item.

6.2.20 The EWO which would be covered later in the Meeting.

6.2.21 This strand would also include the HLTA's whom work with some of the SEND Pupils.

6.2.22 The Returns Strategy to assist families that were struggling financially with school uniform, etc.

6.2.23 The School Counsellor would be used from this strand.



6.2.24 There was a contingency fund within this strand.

The Pupil Premium Strategy was ratified by the Full Governing Body and noted.

6.2.25 Governors were informed that the School had undertaken some analysis of the data. This data currently referred to Key Stage 3 Pupils in both English and Maths whom were not 'on track' and were at high risk of leaving School without any qualifications. This was clarified in detail to Governors.

6.2.26 There were only fourteen pupils that were below their targets in both English and Maths. This was clarified in detail to Governors. It was noted that all these Pupils were from the Pupil Premium Category. It was also thought that some of these Pupils could have undiagnosed SEND issues. The categories of Pupil Premium were explained in detail.

6.2.27 Governors were informed that the School would have meetings with the students to ascertain their perspective as this was considered very important. Their names had been shared with the Department Lead so that they were aware of these Pupils. The Medical Team would also review these Pupils.

Discussion took place amongst Governors relating to the issues of these Pupils which had been identified.

6.2.28 The Target data would also have to be checked.

Thanks were conveyed for the Pupil Premium Strategy Report.

6.3 Behaviour and Attendance

6.3.1 It was noted that the Behaviour and Attendance Report was outlined in the Headteacher's Report. A focus on the whole school strategy was shown.

6.3.2 The School is currently drilling down the data and Pupils referred to Regulation was shared with Governors. This was clarified in detail to Governors.

6.3.3 The School had had 1200 pupils referred to Regulation since September 2024. This data was not detailed and the School would have to analyse this data further.

6.3.4 Upon review, it was evident that whilst Pupil Premium Pupils make up 593 referrals to Regulation it was actually 33 Pupils who make up almost half of Referrals to Regulation – this equates to almost 480 Referrals. This is a very small group of Pupils.

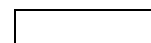
6.3.5 Governors were informed that there had been 129 Referrals for Reflection but there had been 20 pupils that had been there more than once; with the same Pupil Names that had repeatedly offending. There were thirteen Pupil Premium Pupil Suspensions and only two that had had more than one Suspension.

6.3.6 When the School looks at the Intersectionality it is evident that across the School there are 35 Pupil Premium Pupils that have an EHCP Plan. Once these Repeat Referrals to Regulation had been broken down it equated to only six Pupils.

6.3.7 Across the whole School there were 48 SENCO Pupil Premium Pupils and of those only six Pupils had Referrals to Regulation (one of which had left the School). This is a small group of Pupils that the School would need to be working with.

6.3.8 It was noted that there were only two Black African and Black Caribbean Pupil Premium Pupils that had had more than six Referrals to Regulation and the School would need to work with this group also.

6.3.9 This data was considered powerful and informative and names of these Pupils had been shared with all staff during a briefing recently when they were asked to review this data. It is expected that the Year Leads would work with the Department Leads to review these Pupils within their classrooms to ascertain the support they are receiving.



6.3.10 Referral Meetings take place bi-weekly with Senior Leaders, Year Group Leads and HLTA/SEND Manager for a particular Year Group. An Action Plan would be produced for these Pupils to ascertain the work and support for these Pupils.

This was clarified in detail to Governors.

6.3.11 The main difficulty is that Pupils were struggling to access their work and Pupil Profiles would be produced for pupils with an Educational Need. This was explained in detail to Governors.

6.3.12 It was considered that Communication and Engagement with Parents was very important.

6.3.13 The School wished that as much intervention was put in place as much as possible for the Pupils to avoid leaving the School and being placed in an Alternative Provision because of their Behaviour.

6.3.14 Regular Review of data would take place during Referral Meetings.

6.3.15 It was considered very important to ensure that the Inclusive Meetings were supportive and ensuring that the support systems were inclusive; and culturally sensitive with the interventions being put in place, ensuring that the School were putting Pupils first that need an adaptation of Behaviour Systems and ensuring that this works well for the Pupils. All data had been shared with Governors in the Headteacher's Report.

6.3.16 Attendance

It was noted that the School's Absentee rate is better than National.

Question:

What was the Absentee Rate?

Answer:

It was 18% Nationally and is now 24% Nationally. There is currently 875,000 in the UK who are missing out on Education.

6.3.17 The key groups for concern is currently SEN K, EHCP., Pupil Premium Pupils.

6.3.18 The Lower Attaining Groups are a new group this year and is a group for concern at the School. This would have to be analysed further. This was explained to Governors in detail.

6.3.19 When the School looked at Intersectionality those Pupil Premium Pupils with an EHCP there were eleven pupils with Persistent Absence.

6.3.20 These pupils would be discussed with the Educational Welfare Officer before reviewing any other Pupils. The same trend is also with the SEND K Pupil Premium Pupils. There were five White and Black Caribbean Pupil Premium Pupils – so these would be the key groups of Pupils.

Question:

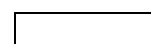
There is a great deal of conversation on the subject of neuro diversity – are you looking at this and covering it; to see if any of our pupils have the correct resources?

Answer:

In the case of Neuro diversity you are looking at approximately eighteen months to be seen and this is a very long waiting game. During this time, the majority of parents and carers do agree to support these pupils. We do have a small minority that find it difficult to accept that support sometimes. So it is working with the families to try and ensure that the School is putting in the support without forcing the CAMHS route. This was explained to Governors in detail.

Question:

Are you working with any of the families that take up the 'right to choose' which could be a lesser waiting time?



Answer:

We try to go with as many options as possible and I think we should encourage them to do that as well. It is essential that everyone knows the opportunities that are out there for them. We have a lot more parents going through the 'Private' route now.

General discussion took place amongst Governors.

Question:

After diagnosis what is the support available?

Answer:

We do have Trainee Counsellors; we also have the Mental Health Teams that work at the School that work with CAMHS and they deal with the lower level cases; we have SaLT workers for the deaf pupils and mainstream pupils who provide interventions. There is also TA Support provided to the Pupils.

General discussion took place amongst Governors.

- 6.3.21 Quality First Teaching was discussed and clarified to Governors.
- 6.3.22 The Maths and English with teachers at the right levels was also discussed with Governors.
- 6.3.23 The data from the SEND Report was included in the Headteacher's Report. The feedback from parents had been very positive.
- 6.3.24 Interventions and the Year Groups were clarified to Governors.

Thanks were conveyed for the Behaviour and Attendance Presentation.

6.4 Homework

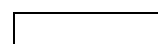
- 6.4.1 A Presentation was given to Governors relating to Homework. Data had been analysed and it was stated that there had been 32 pupils in Key Stage which had received sanctions for not undertaking their homework. There were three pupils in Year 7 that had 43 sanctions, eleven pupils in Year 8 with 175 sanctions between them, 18 pupils in Year 9 that had 319 sanctions. These were all small groups of pupils that were repeat offenders.
- 6.4.2 Year 3 data showed the pattern of needs whether they be Pupil Premium, EAL or SEND. This could probably impact with their Homework. Male pupils are also given sanctions for not doing their homework and it would be necessary to focus on this aspect including Key Stages 4 and 5. This was clarified in detail to Governors.

Again, low numbers of pupils but a high number of sanctions for Years 10 and 11 and this was outlined to Governors.

The School takes action for these pupils by informing their parents that their child is struggling with homework. The School identifies the barriers and would talk to the pupils to ascertain the problem of undertaking homework.

Or is it a particularly subject that is hard or is it across the board where there is a wider issue that needs to be addressed? Identify the barriers that the pupil perceives as well.

Parents may not be able to provide a quiet place for their child with a laptop and a desk to undertake their work at home.



It was noted that the Homework Club within the School is always available before and after school to use the School's facilities.

Working Parties had been commenced by starting deep dives into specific homework subjects and meetings with pupils would be arranged to discuss the issues.

This was clarified in detail to Governors.

Online Platforms were also discussed.

The School would also look at the SEND Homework Support Group and ascertain whether sanctioning is the right action to take. Some pupils have struggled with homework whether they cannot read or understand or remember the instructions that the teacher gave. Reasonable adjustments may have to be made for specific pupils who find this difficult.

Question:

The online platform is very complicated.

Answer:

That is why I meet with the pupil via a deep dive to ascertain the problems entailed.

General discussion took place amongst Governors.

6.3 Anti-Racist Award

6.3.1 It was noted, that the School is seeking to achieve the the Anti-Racist School Award. This is an ongoing process and would be a two year Programme. The reason for the slow process is that the School must be sure in what they were doing to achieve this Award. The Heathcote Pledge, which was created by the pupils last year has had to go through five drafts and a final pledge has been chosen. This was clarified in detail to Governors.

RAP Meetings had taken place relating to the decolonising of the Curriculum which would not happen overnight.

Webinars had also been attended to assist the School in achieving this Award.

6.3.2 It was noted that the School had worked with a Company called Solutions Not Sides which focussed on the conflict in the Middle East. There were workshops followed by School Staff discussing both sides of the conflict which was considered very helpful to pupils.

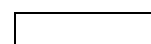
6.3.3 As the School has a Deaf Support Unit work had been undertaken in this regard and experiences were explained to Governors with regard to 'deafness'. This was clarified in detail to Governors. Feedback from deaf pupils was also requested to assist the School in getting better within the Deaf Support Unit.

6.3.4 A questionnaire is currently being produced in relation to Anti-Racism and the questions were going through a range of different people to have them checked to ensure it is suitable for circulation.

6.3.5 The School's Reward System would be reviewed to ensure inclusivity.

There were no questions raised.

7. HEADTEACHER'S REPORT



7.1 Governors were referred to her Report. Questions were invited from Governors. There were no questions raised.

8. COMMITTEE TERMS OF REFERENCE

8.1 Resources

8.1.1 Deferred. It was agreed to discuss this further during the Resources Committee on the 24 February 2025.

8.2 Data, Outcomes, Assessment and Curriculum

8.2.1 Deferred

8.3 T & L Safeguarding PD

8.3.1 Deferred

8.4 Behaviour/Attendance and SEND

8.4.1 Deferred

8.5 Pay

8.5.1 The Full Governing Body ratified this Terms of Reference

8.6 Headteacher Performance Management

8.6.1 **The Full Governing Body ratified this Terms of Reference**

9. COMMITTEE CHAIR FEEDBACK

9.1 Data, Outcomes, Assessment and Curriculum Committee

9.1.1 The Chair reported the contents of the last Meeting as follows:-

The Committee reviewed some Policies and the majority were agreed. Discussions took place AI and how this would be developed.

The first data drop had been discussed and more groups to discuss had been requested for the next Meeting.

Link Visits were discussed and a new way of undertaking these was discussed.

9.2 Behaviour and Attendance

9.2.1 The Chair reported that this Meeting had taken place online. There had been a great deal of change summarising the changes. A Report had been completed which would be shared with Governors.

9.3 Teaching and Learning/Safeguarding

9.3.1 The Chair reported that there had been a great deal of discussions relating to the change in information taking place. Timetables were summarised. Discussions on CPD took place together with the involvement of the Haringey Education Partnership within the School. General discussion took place amongst Governors.

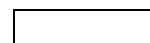
9.4 Resources

9.4.1 The Chair stated that the Committee had discussed the Draft Budget and there were no major concerns noted. There was one note relating to a Landscaping Project which was clarified by the Headteacher for information. It was noted that the Risk Register would need to be reviewed in the future.

Governors noted this feedback from each Committee

9.5 The following Committee Categories were agreed:-

- Behaviour/Attendance/Personal Development:
Lauren Marchant (Chair)
Maria Slavovski
Claire Feiner
- Quality of Education:
Laura Alexander (Chair)
Leonie Alderman
Andre Henry



- Tyron Julien
- Resources:
 - Helen Douglas (Chair)
 - James Bore
 - Leonie Alderman (will attend for quorum)
 - Lauren Marchant

9.6 Governors were invited to choose their Link Roles and to email the Headteacher with their choices.

ACTION: All Governors to email Headteacher

10. PAY RECOMMENDATIONS

10.1 The Pay Committee explained the new procedures which was clarified to Governors.

11. SCHOOL POLICIES

11.1 Pay Policy

11.1.1 **This Policy was ratified by the Full Governing Body.**

11.2 Exam Policy

11.2.1 **The Full Governing Body ratified the Exam Policy**

11.3 Malpractice Policy

11.3.1 **The Full Governing Body ratified the Malpractice Policy**

11.4 Examination Contingency Plan

11.4.1 **The Full Governing Body ratified the Examination Contingency Plan**

12. SCHEDULE OF MEETING DATES

12.1 Resources Committee Meeting	24 February 2025	6.30pm
All Committees	31 March 2025	6.30pm

13. ANY OTHER BUSINESS

13.1 Confidential Item – reported separately.

The Chair thanked everyone for attending the Meeting this evening.

The Meeting closed at 9pm

SIGNED: (Chair/Vice Chair)

DATE:

