

Minutes of the Full Governing Board meeting

Monday 29 June 2026 at 6.00 pm

Membership

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Name	Initials	Term Expiry Date	Governor Category
Leon Choueke	LC	N/A	Head Teacher, Ex-officio(1)
Debby Kuypers (Chair)	DK	09-11-2029	Co-opted Governors (7)
Richard Holmes (Vice Chair)	RH	01-02-2030	
*Nomi Tysman	NT	01-12-2028	
Sarah Ward	SW	10-05-2030	
*Becca Monahan	BM	17-11-2027	
Michael Wang	CW	01-07-2028	
Andrena Emin	AE	04-02-2028	
*Melian Mansfield	MM	26-11-2029	LA Governor
Kirsten Schmidt	KS	04-02-2028	Staff (1)
Sarah Boffey	SB	05-01-2029	Parent Governors (2)
*Ian Chapman	IC	05-01-2029	
Also in attendance:			
*Tim Ibbotson	TI	N/A	Asst HT
*Ben Strange	BS	N/A	Deputy HT
Eddie Webb	EW	01-12-2028	Associate Governor
*Morinade Akinbobola	MA	01-12-2028	Associate Governor
Chantel Antonetti	CA	29-06-2030	Associate Governor
*Louise Foulkes	LF	N/A	Deputy HT
Adam Crosier			Clerk

* Denotes absence

PART 1

1. Welcome, introductions and apologies for absence

DK opened the meeting at 6.05 pm and welcomed everyone in attendance. She welcomed Chantel Antonetti, new Associate Governor.

Apologies had been received from MM, IC, NT, BM and MA for reasons of prior commitments. These were accepted.

The meeting was quorate.

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

None.

3. Governing board business

Membership

DK reported that NM and RH were stepping down from the board at the end of the school year. She said that the board would seek to recruit governor(s) with financial experience.

Reports of training

AE had undertaken the following training since the previous meeting: SEND briefing. Governor briefing. New inspection framework. Early Years briefing.

Reports of visits

None since the previous meeting.

4. Minutes of the meeting: 11 May 2026

- Accuracy

The minutes of the meeting were agreed as an accurate record and signed by the Chair.

- Actions

ACTION 1: LC to ask staff if there was interest in renting the caretaker's house, if this were to become an option.

UPDATE: LC said that he was continuing to push LB Haringey about the caretaker's house, without success. He said that it was unlikely that LB Haringey would allow the school to lease the house. CLOSED.

- Matters arising

None.

5. Chair's report

None.

6. Strategy document

LC shared a draft strategy document with Governors and discussed it in detail to seek their input.

He said that aside from the financial position, the school was in a very good place and that the vast majority of parents were very positive about the school.

The document began with the current educational context. This included key challenges facing the school: curriculum developments, SEND reforms that the government was introducing, and the expectation of a push towards academisation and increased collaboration. There was a recognition of the complexity of need at the school, the impact of the cost of living/housing, and the importance of organisational resilience. He noted that over the past few years he had become aware of a growth in socio-economic inequality of families at the school, with an increase in the difference between the 'haves' and the 'have nots'.

He said that under its new assessment framework, Ofsted was making more use of data, including the Inspection Data Summary Report (IDSR) that would be used to assess schools' performance over a 3 year (rather than a 1 year) period. The strategy also included more use of the school's internal assessment data: this included end of year data: Early Years Good Level of Development, Y1 Phonics data, Y4 Multiplication, KS2 SATS as well as attendance and behaviour (exclusions) data.

LC said that an action for next year was to request HEP to provide a training session on IDSR and the Ofsted framework.

There were 4 priority areas in the strategy, and the Ofsted areas of focus were aligned with these:

- Excellence in learning
- Inclusion, belonging and equity
- Future ready learners
- Resilient organisation

LC said that he had heeded Governors' concerns about the importance of having measurable priorities. To this end, there were now the following:

1. Excellence in Learning
 - Focus on Writing at Greater Depth, with a special focus also on Boys (currently under performing).
 - Strong language, literacy and oracy: Early Years focus on language.
 - Adaptive teaching and learning.
2. Inclusion, belonging and equity
 - Inclusion
 - new SEND reforms
 - Attendance, which was above national average but needed to improve further.
 - Focus on enrichment.
3. Future ready learners: challenges
 - Behaviour, children's digital literacy and AI
4. Resilient organisation:
 - Ensure staff are representative of the school.
 - Confident leadership: with the reduction in the size of the senior leadership team (SLT) there was a need to develop middle leaders.
 - Succession planning.
 - Create a career progression path: the school was currently too 'top heavy' in terms of teachers: there needed to be a means of enabling teachers to want to move on (and out) to create space for new teachers.
 - Working towards long term financial sustainability and estate management (maintenance)
 - Responding to a changing landscape – academisation and knowing what Coleridge's 'red lines' were.

Q. MW asked whether the school had a 'shopping list' of schools that it would feel comfortable partnering with or moving to academisation with.

A. LC said that it did, and that part of the plan was to ensure the school was able to choose its own destiny, rather than be 'picked off' by an academy chain.

Governors agreed that the strategy should be seen as a rolling 3-year project with an annual refresh. It was important to see it as a flexible and responsive document.

KS said that as a teacher there were areas that she was confident about and others where there would need to be additional support. For instance, she said that the focus on writing was well understood by teachers: both the reasons for the focus and how to address it. But a term like 'adaptive teacher' was relatively new and not clear about how it should be enacted.

LC agreed and said that it was vital that staff were involved in the strategy and understood the priorities and why they had been included.

It was also agreed that there was a need for a very short summary of the strategy and that everyone in the school understood and could articulate the key priorities.

7. Headteacher's report

LC had circulated a written report in advance of the meeting and discussed some headlines.

Pupil progress: LC reported that outcomes in Early Years were in line with the previous year. There had been a 1% change, with 82% achieving a Good Level of Development.

The Y1 Phonics score was 5% lower than 2025 at 83%. LC reported that this was the cohort of children born during the Covid pandemic and that the group had been impacted by a lack of socialisation.

Writing: TI was a moderator for the local authority. LC reported that there had been a 10% improvement since 2025, to 83%, with 7% achieving Greater Depth in writing. Overall, writing was moving in the right direction.

Attendance: was close to the national average 95.7%. Unauthorised absence 3.3% v 3.8%. LC said that the school was becoming more rigorous about approving authorised absences.

Persistent absence: 10.1%. This was better than the national average. The school was working with families to address persistent absence.

SEND: LC reported that there were children with SEND whose needs were only becoming apparent once they entered the school. Some had extremely complex needs that were proving difficult to address.

He said that in future the Rainbow class would be redesigned as an early intervention forum, with a focus on children in Early Years. A second hub would be created for older children, and the current Rainbow class would not continue as a single class.

Martyn's Law: following the tragedy in Southport, schools were required to take extra measures to ensure safety at school events including sports days, plays etc. LC outlined measures that were being taken for sports day.

Behaviour and attitudes: the school had improved systems for reporting medical incidents/kit and had communicated clear expectations of staff. He said that the introduction of walkie talkies had been a revelation and had improved communication at play/lunch times.

Staff survey: this had found that staff felt positive about the school culture and that there was trust in leadership and that staff felt they could rely on colleagues. The behaviour of children was key to staff wellbeing, hence the importance of a relentless focus on children's behaviour. The survey had identified some pressures as a result of having fewer staff at the school.

Racial equity work: the school had received feedback from parents and children and had set up several parents' groups to come in and talk about experiences. This would be reported to governors in due course.

8. Finance report

LC reported that the school had submitted its budget, which showed an in-year balanced budget for 2026/27 budget, to the local authority.

However, the local authority had subsequently informed the school that there was an error relating to pupil premium income and this meant that the budget now showed an in-year deficit.

More positively, LB said that the wrap around care was likely to yield a net profit of more than £300,000.

9. Safeguarding

None.

10. Premises

Not discussed due to lack of time.

11. Health and Safety

Not discussed due to lack of time.

12. Policies

None.

13. Any other business

LC reported that there had been 2 x parental complaints since the previous meeting. The school was following its Complaints Policy to address these.

14. Date of next meeting

TBA

15. Confidential items

None.



Signed..... Date.....21st October
2026.....
Chair of Governors