

## Minutes of the Full Governing Board meeting

Monday 5 October 2026 at 6.00 pm

### Membership

| Name                         | Initials | Term Expiry Date | Governor Category            |
|------------------------------|----------|------------------|------------------------------|
| Leon Choueke                 | LC       | N/A              | Head Teacher, Ex-officio (1) |
| Debby Kuypers <b>(Chair)</b> | DK       | 09-11-2029       | Co-opted Governors (5)       |
| *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 - online    | 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       |                              |
|                              |          |                  |                              |
| <b>Also in attendance:</b>   |          |                  |                              |
| Tim Ibbotson                 | TI       | N/A              | Asst HT                      |
| Ben Strange                  | BS       | N/A              | Deputy HT                    |
| *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. Apologies had been received from SW. The meeting was quorate.

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

None.

#### 3. School outcomes 'deep dive'

##### The task

Governors worked in groups to review the school's end of year data 2026. The data supplied was taken from our School Unvalidated Profile provided by HEP. Governors were tasked with identifying areas for celebration and areas for development. Three groups considered the following areas: Early Years, Y1 Phonics and KS2 outcomes.

LC had prepared a slide show of school data to support and guide the discussion.

### Context: school profile

There was a discussion at the start of the meeting about the pupil cohorts in EYFS, Year 1 and Year 6.

LC noted that Coleridge had lower proportions of disadvantaged pupils and pupils with SEND than some other schools in Haringey. BS noted that this affected the funding the school received through Pupil Premium.

BS suggested that, where disadvantaged pupils made up a larger proportion of a class, their needs could more readily shape whole-class teaching. At Coleridge, he explained that that more targeted adaptations were used and needed because these pupils made up a relatively small proportion of the school population. He also noted that these groups overlapped: pupils eligible for Pupil Premium could also have SEND, speak English as an additional language or belong to other groups within the school community. Teaching therefore needed to reflect each child's individual needs.

### Early Years

It was noted that, over the past few years, the school had consistently performed above the Haringey and national averages for children achieving a Good Level of Development (GLD) at the end of Reception. This year, 82% of children achieved GLD, compared with the national average of 72%. The proportion of disadvantaged children achieving GLD was also slightly above the national and London averages. The cohort had a higher proportion of boys than girls: 61% boys and 39% girls. For both boys and girls, the proportion achieving GLD was above the national, London and Haringey averages. BS noted that, historically, Early Years cohorts with a higher proportion of boys had achieved less well than those with a more even balance of boys and girls. However, this cohort had bucked that trend, with both boys and girls achieving well.

BS also noted that some children start school with SEND needs already identified, particularly where these are more noticeable or complex. Some have EHCPs, while others receive SEN Support. As children move through school and the work becomes more demanding, other needs, such as difficulties linked to dyslexia or ADHD, may become clearer to teachers and parents. This means the number of children on the SEND register can grow as they move through the school.

### Phonics Y1

Governors noted that the 2026 phonics results had dipped slightly compared with previous years and that a high proportion of girls in the cohort had SEND. LC highlighted the importance of establishing whether this was part of a wider trend or specific to this cohort. The available information suggested that the dip was largely linked to the needs of individual children. LC explained that the school places a strong emphasis on understanding the needs of individual children and adapting teaching to support them in making progress and achieving their potential.

LC emphasised that effective phonics teaching is central to developing children as confident readers and that the phonics screening check provides an important measure of how successfully the school is supporting children to develop their early reading skills.

## KS2

At Coleridge 80% of children achieved the expected standard in the combined Reading, Writing and Maths measure.

Disadvantaged pupils achieved 9% lower than the Haringey average, and children from Black Caribbean, Mixed Black and African and Turkish/Kurdish also performed below the local authority average. It was noted that, however, the numbers of children in each group were low. MM pointed out that regardless of the low numbers of pupils in the minority ethnic groups the concern was important.

LC said that outcomes for disadvantaged pupils in Reading and Maths were a lot stronger. For Reading, 88% of disadvantaged pupils achieved the expected standard or above, which was above the London average, while outcomes at Greater Depth were in line with the London average. In Maths, 88% achieved the expected standard or above, again well above the National and London average, with Greater Depth also above the National and London averages.

While Writing outcomes were good overall, they were lower among disadvantaged and minority ethnic pupils. LC said that a similar picture existed in relation to Writing at Greater Depth and that it was same groups that were of concern.

LC said that the school was clear about the need to close the gap in KS2 writing and that this remained a key school priority. It had been a focus of the school development plan for the past two years. Analysis of children's writing, attainment and progress had identified the need to strengthen teacher moderation and help children develop and apply their sentence-level skills. The writing curriculum was being rewritten to reflect these priorities, with time allocated for staff to develop this work and training provided to support them. There had been a strong focus on this last year, and improvements were already becoming apparent. Further work was planned for this year, including a lesson study approach that would give teachers time to examine how children learn and respond to teaching. Interviews with pupils and parents would also form part of this work.

Q. A Governor referred to a slide showing the 3-year average for achievement of the expected standard (ES) for the Combined Reading, Writing and Maths at KS2. This showed that 71% of all Coleridge pupils achieved the ES, while only 31% of disadvantaged children at Coleridge and 46% of disadvantaged pupils nationally did so. They asked for LC's views as to why there was a gulf of 15% between disadvantaged pupils at Coleridge compared with disadvantaged pupils nationally.

BS noted that the school had successfully addressed the gap in Reading and that Writing was now the main area contributing to the gap in attainment. He explained that the school was on the right track and that the work currently being undertaken to strengthen the teaching of Writing was expected to make a significant contribution to narrowing this gap.

LC also highlighted the importance of access to books, noting that children who have greater access to books are more likely to develop a richer vocabulary, which in turn supports their reading and writing development.

#### Plans for Governor visits

LC presented a monitoring document outlining how governor visits should be organised throughout the year. It reflected discussions held at the start of the year about making governor reporting more consistent and providing opportunities to monitor the school's work beyond reports from SLT.

The document proposed that governors visit the school at least once per term to monitor and evaluate progress against the priorities in the school development plan (SDP). It also included a template for recording visits to ensure consistent reporting across all areas of governor monitoring. Link governors would be assigned at the next meeting.

#### Sports Premium

Governors formally APPROVED the school's report of how it spent the Sports Premium funding.

#### Pay Committee

Membership of the Pay Committee was APPROVED. This committee agreed to meeting once per year to pay awards to teachers. Membership: DK, BM, SB, MW. To meet on 20 or 21 October 8.00 am online (TBA).

#### **4. Any other business**

None.

#### **5. Date of next meeting**

21 October 2026

#### **6. Confidential items**

None.



Signed.....

Date.....21<sup>st</sup> October 2026.....

Chair of Governors