

**Islington Futures – A Federation of Community Schools  
Minutes of Beacon High School Committee  
Thursday 11 June 2020 at 8.00am**

**Present:**

Alex Bols (AB)	Chair, Co-opted Governor
Jo Dibb (JD)	Executive Headteacher, Ex-Officio Governor
Alan Streeter (AS)	Headteacher, Ex-Officio Governor
Pauline Edgar (PE)	Co-opted Governor
Zaleera Wallace (ZW)	Co-opted Governor
Sarah Evans (SE)	Associate Member
Tim Archer (TA)	Associate Member
Bisi Williams (BW)	Associate Member
Samantha St Hilaire (SSt)	Associate Member
James Volkelt-Igoe (JV-I)	Associate Member

**Also Present:**

Hilary Furey (HF)	Clerk
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Agenda Item		Action
1.	<b>Apologies and Consent</b> All committee members were present.	
2.	<b>Declaration of Interest</b> There were no declarations of interest.	
3.	<b>Minutes and Matters Arising</b> Minutes of the meeting held on 30 January 2020 had been circulated in advance of the meeting. <b>RESOLVED:</b> To agree the minutes of 30 January 2020.  <u>Matters Arising</u> There were no matters arising.	
4.	<b>Headteacher's Report</b> AS spoke to the previously circulated report and drew governors' attention to the following:  <b>Introduction</b> - staff had been magnificent in their response to the Coronavirus crisis over a 16-week period, 12 in lockdown, with online learning and with more students attending Beacon High than other schools in Islington, mainly thanks to pastoral staff who had been instrumental in ensuring that students were supported. Support staff had made sure that the school continued to function as normally as possible, and AS wanted to record his thanks to all.  AB had written to staff but asked AS to pass on governors' support and thanks to all staff at their training session today for their huge commitment to pupils' learning during a highly disruptive period and the impressive way that they have	AS

responded to completely shifting their approaches to teaching in an online environment or at school during the lockdown period. AB wanted to hear about any staff concerns about returning to school. AS said that a series of FAQs had been completed before half-term, and had since been updated. AS said he was trying to respond to the overwhelming concern about the level of death among the BAME community, and was particularly conscious that one third of school staff were from BAME communities and was tracking and following up with 1:1 conversations and today's training session would pick up on this subject.

**Return to School** - It was expected that 50% of Year 10 students would return, at a maximum of 30 per day, before the summer holidays. SSt wanted to know if staff would be moving between bubbles. AS said that each member of staff was assigned to a bubble, with teachers being on site for one day, pastoral staff for 2 days, and support for 3 days. Support staff had been working with 2 bubbles over recent weeks and, to date, this had been managed well with no occurrence of infection. JV-I said that staff had been communicated with openly and transparently, and where guidance had changed the SLT had to react rapidly during the situation.

PE wanted to know if staff had had time off to ensure their wellbeing, as well as AS himself. AS said that staff had been in for 3 weeks, with some volunteering for more, and on average teachers had been in 4 times and were more able to work online from home, whereas office staff had been in for 1 day per week over the 12-week period, and had been supporting distribution of food parcels, AB added that AS had the support of his excellent SLT and governors were ready to offer any help needed. AS said that it was quite difficult for teachers and schools moving forwards, particularly as there was a sense in the media that they were not doing enough, although some also had to juggle online teaching with their own child's home schooling. All information had been published in newsletters and the school continued to maintain a positive energy, and regular contact with students.

**Risk Assessments** - the Chairs' Committee had met to discuss the Risk Assessments, including the Health & Safety booklet and amendments to the Behaviour Policy to reflect Covid 19 prior to confirming the re-opening of the school to Year 10 students. Committee members noted the impressive work on the comprehensive nature of the H&S booklet and SE had combed documents for any issues, which have now been addressed. AB thanked SE for her work. TA highlighted the issue of the likely significant increase in safeguarding issues and wondered how the school were managing and preparing for this. AS said that the school team were standing by to support students, however the Pastoral team had been hit particularly hard in respect of being able to return, and only outreach work was currently offered. AS said that many Year 10 students would not be returning next week, some of which were the hardest to reach and, of the 6 students who had lost close relatives over the lockdown period, all but one had been contacted. ITIPs training later today would address issues of supporting students and colleagues going through bereavement. AS said that the Assistant Head of House for Years 10 and 11 had contacted each of the 126 students in the cohort, with 35 definitely not returning, and 30 or so expected to return, with the rest Yes or Maybe. AB said that the two primary schools had returned last week so lessons could also be learned from their experience.

**CAGs** – AS said that he had found it difficult to sign a declaration to accept that grades for Year 11 students would be awarded based on historical evidence but that it was necessary to do so in order for students to receive awards. AS said

	<p>that the school had made significant improvements in student progress in Progress 8 and particularly in Maths, but that this would not be reflected in the awards. AS said that he was unable to share the grades with committee members or staff and would have to submit them by Friday. AB said that it was important to keep a record of all assessments so that the school could show this school grades to Ofsted. JD said that there were lots of debates around what would happen next year and that there would need to be hybrid exams/assessments.</p> <p>SSSt wanted to know where Year 11 students stood regarding assessments carried out before lockdown, particularly where students had made significant improvements. AS said that Business Studies was an exception in that students had already completed exam and coursework elements and that grades for vocational qualifications had to be submitted by 19 June 2020 and he was in discussion regarding moderation of coursework so was hopeful that students would receive their appropriate grades and would notify committee members in a week's time. It was noted that this could be a lot of work for teachers. JD said that students would be upset and angry and it would be hard for the school to manage and support that. AB suggested that it might be worth writing to Ofqual to lodge concerns. AS said that he and school staff had responded to a consultation, which was flawed in its question, but that 50% of schools had been in favour of using historical data. TA said he had also responded through his professional role and noted that the proposal disadvantaged schools on an upward trajectory, and doubly disadvantaged already disadvantaged students and was happy to see that the LA recognised this.</p> <p>In response to a question, AS said that some students required their expected grades to meet entry criteria for their destination college and he would write to let them know any student's predicted grades, however all colleges were mindful that grades would not necessarily reflect a student's ability this year. In terms of going forward, AB said that the Chairs' group had discussed rates of learning and identifying gaps and how to support those doubly disadvantaged students. AS felt that it was a mixed bag, with some students having supportive families and others that were less engaged and who were less likely to return to school where they would be well supported. It would be a struggle to engage students next year and looking at how to bridge the gap would form a large part of the School Development Plan. JV-I was looking at what areas of learning teachers know has already been missed, and what and how to address this within the Recovery Curriculum. It was not going to be possible to fulfil the GCSE curriculum with so much time lost and it would be for exam boards to consider which parts of the curriculum were not deliverable, however this would be difficult as schools would already have taught across the range of subject areas.</p> <p>JV-I was also concerned about the Year 9 transition into Year 10 as summer term was when most impact would be made with students already beginning Year 10 work. Similarly, schools also needed to be creative in transition preparation for Year 6 students and AS said that there had been lots of email engagement with families and lots of contact was being made, with the Be Awesome Go Big project supporting the transition process which was important to engage Year 6 students before they arrived. TA wanted to know how official bodies, such as Ofsted and exam boards, might take account of the differential between schools and AB noted that there would need to be policy discussions about how Islington Council would support students for adjustments in respect of their circumstances. With respect to KS3 into KS4 transition, AS said that students were using Google Classroom at the moment but he wanted to move to a more didactic programme,</p>	<p>AS</p>
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	<p>and Pauline Tobiere had put together examples of material for Option choices which would be sent out next week to begin the transition process for Year 9 students.</p> <p>It was acknowledged that there would be strong emotions and a heightened sense of reality for students and staff alike on returning and ITIPs training would be helpful in supporting everyone. AB suggested that the school promote how well students had done on social media.</p> <p><b>Staffing</b> – as reported in his HT report, there were a number of new appointments and leavers, and AS mentioned Meesa Abdallah particularly for her great work on the Holocaust project.</p> <p><b>Finance</b> – budgets had been signed off at the recent Federal Governing Board meeting and TA wondered if schools would receive increased funding for Pupil Premium students in respect of the National Tuition Service that was being spoken about by the government. AS had no further information, however the school had re-engaged a 1:1 Maths tutor and hoped to engage a similar tutor for English. AB hoped that the Evening Standard bid would be successful and JD said that the Richard Reeves Foundation had been approached in a bid for private tutors to work across both secondaries and both primaries in supporting the recovery curriculum.</p> <p>AB thanked AS for his report and for everything that the SLT and all staff had done to support students’ learning. In terms of risk assessments, AS told committee members that he had some concern about the close proximity of his office to other administrative areas and would be looking at how to ensure sufficient social distancing for himself and his PA.</p>	
<p><b>5.</b></p>	<p><b>Data Dashboard</b></p> <p>AS told governors that it was not possible to make Exclusions comparisons for the spring term due to the lockdown and, similarly, attendance was not being formally recorded. It was not possible to collect data on home learning as student engagement was unknown and these aspects would link back into the SDP.</p>	
<p><b>6.</b></p>	<p><b>Self-Evaluation Framework summary (SEF)</b></p> <p>AS told committee members that the summary report had been completed before the lockdown in March and, at the moment, everything was Good, with Quality of Education considered to be RI. The report would be updated in June.</p> <p>- Levels of literacy and the curriculum had improved, with progress still to be made with elearning and HAPS. AS said that, given a normal situation, he would be confident in saying that everything is Good/moving towards Good, which was doubly difficult to accept as the school had been moving in the right direction.</p> <p>PE noted the success of the Year 7 base, and AS confirmed that the cohort had been making rapid progress but that may have been undone, and he would need to think carefully about a specific recovery curriculum for those students as they move into Year 8. AS said that a range of strategies had been used with the cohort, including location, a reduced number of teachers, lower contact with other students across the school, and level of engagement and commitment to learning. Year 7 students had a different mindset which needed to be maintained and AS hoped to find strategies to enable this to be continued going into Year 8, however, due to a lack of a suitable designated space, this would need to be addressed within the SDP.</p>	

	PE noted some unevenness within the different year groups (on the Data Dashboard), with Pupil Premium students in Year 10 having done better than non-Pupil Premium students in English. AS acknowledged that a lot of targeted and focused intervention work had been done specifically with KS4 students, and which explained why data for Year 10 students is stronger and the gap was being closed for Year 11 students.	
<b>7.</b>	<b>School Development Plan</b> This had been addressed within the Headteacher's report.	
<b>8.</b>	<p><b>Policies</b> As mentioned previously, AS had responded to SE's queries on policies and his comment sheet could be found in the meeting folder on GovernorHub. All policies had been amended accordingly, and AB asked for committee members to approve them in principle, pending any further comments or queries to be sent to the Clerk by Thursday 18 June 2020.</p> <p>TA queried whether laptops had been made available to all students, where needed. AS said that the school only had 20 laptops, and that the LA had given a further 25 which had been prioritised for Year 10 students, with AMcD trying to access more. AS said that some families preferred to use paper than online resources, however he was concerned about IT access and was seeking fundraising to purchase chromebooks for KS3, adding that Jill McLaughlin had been in contact with the old Camdenians who had pledged £2k towards this. AS had spoken to the senior School Business Manager yesterday and said that options were being considered. JD added that she would be speaking to AS later today about a bid to the Richard Reeves Foundation bid for support in purchasing chromebooks for BH and EGA. TA offered to help with fundraising.</p> <p><b>Resolved:</b> all policies approved, in principle, pending further comment.</p>	<p><b>All/Clerk</b></p> <p><b>JD/AS</b></p>
<b>9.</b>	<b>AOB</b> AS had a confidential item to discuss and staff members were requested to leave the meeting.	
<b>10.</b>	<b>Date of Next Meeting</b> Wednesday 23 September 2020, 5.30pm-7.30pm.	

<b>Signed as a true and accurate record of the meeting</b>	
<b>Chair's Signature</b>	
<b>Chair's Name</b>	<b>Alex Bols</b>
<b>Date</b>	<b>5<sup>th</sup> October 2020</b>