

Islington Futures Federation (IFF)
Minutes of the Beacon High Committee Meeting
Tuesday 19 November 2019
5.30pm – 7.00pm
Present:

Alex Bols (Chair), Co-opted Governor
 Alan Streater – Headteacher
 Pauline Edgar – Co-opted Governor
 Bisi Williams – Associate Governor
 Zaleera Williams – Associate Governor
 Tim Archer – Associate Governor
 Samantha St Hilaire - Staff Associate
 James Volkelt-Igoe – Staff Associate

Emma Good – Deputy Headteacher
 Laura Scott
 Meesa Abdallah

Clerk – Hilary Furey

Agenda No.	Discussion	Action
1.	<p>Apologies of absence and consent Apologies for absence were received from Sarah Evans and Jo Dibb.</p> <p>Resolved: To consent to the absence of Sarah Evans and Jo Dibb.</p> <p>The Chair welcomed Tim Archer, Associate Governor, to the meeting and introductions were made.</p>	
2.	<p>Declarations of interest None declared</p>	
3.	<p>Approval of the minutes and matters arising There were no comments or matters arising from the previous minutes and these were agreed and signed by the Chair.</p>	
4.	<p>UCL Holocaust Education Programme Meesa Abdalla, lead teacher for Humanities, told governors that Beacon High was one of 30 schools that had been accepted as a beacon school for the UCL Holocaust Education Programme and that this was an exciting opportunity for the school to become a dynamic network across the borough and to disseminate information on behalf of the Centre in strengthening PSHE provision based on research and practice. The UCL Centre had carried out research which had looked at gaps in students' knowledge about the Holocaust and anti-semitism across Europe, and had developed resources to address inaccuracies and to fill gaps in knowledge with the aim of promoting tolerance and British values, and to foster skills to allow students to understand</p>	

	<p>extremism and avoid stereotyping, particularly in the current climate. The work would reflect the whole school policy (LORIC) and include survivor stories and how to overcome hardship and build resilience, as well as looking at trauma in survivors and which would fit well with the school's trauma-based practice. Governors heard that 68.5m people had been displaced or had fled conflict in 2016, and whilst most students would not have experience of this, some may have family members who have been affected, such as Syrian students in Years 8 and 9. The impact of the programme would be four-fold: to targeted schemes of work, particularly high-level challenge; wide dissemination and shared practice across the borough, London and the UK; UCL Centre to publish a report based on outcomes for students which could form the basis for the Ofsted framework on character development; and to facilitate conversations between students on different religions and cultures.</p> <p>Governors wanted to know if a specific year group would be targeted and whether they would be assessed at the end of the year on the topic. MA told governors that, due to the previous Year 8 students' ideas and misconceptions about islamophobia and anti-semitism, and engagement in discussions during RE lessons, it was felt that Year 8 was a suitable cohort. The outcome report based on students' knowledge could be assessed at the end of the year, however its' purpose was to be published by the UCL Centre. Responding to a query, governors were told that there were no Jewish students at Beacon High but, due to the close proximity to Stoke Newington, students were aware of the Jewish community which was considered to be isolated.</p> <p>Governors were told about a Holocaust Memorial Day event to be held in January 2020 and for which there was a stipulation that some students should attend in order for the school to achieve accreditation. Governors were invited to attend and further information would be circulated</p> <p>Governors thanked Meesa Abdallah for her presentation.</p>	
<p>5.</p>	<p>Headteacher's Report The Headteacher encouraged all governors to read the weekly newsletter and it was noted that governor visit reports were uploaded to GovernorHub for all to read.</p> <p>There were no questions on the Post-Ofsted action plan and a list of mentoring programmes offered to students were listed on page 2 of the Headteacher's report.</p> <p>Pupil Numbers – AS said that the aspiration was to have another Year 7 cohort of 120 students, but the more realistic figure was 50-60.</p> <p>Curriculum - AS said that the new Ofsted Framework curriculum was really important and that a number of schools had dropped from Outstanding to Good and lots of work was being done with staff on this area. Page 4 showed a timeline constructed to ensure that the curriculum was fit for purpose and, whilst ready, AS said he needed to ensure that staff were confident in speaking about it. A governor wanted to know if Ofsted inspectors would want to speak to classroom teachers and pupils. AS said that everyone needed to be aware that this was important evidence-gathering but that inspectors would not make judgements on this alone. Inspectors will, however, speak to governors about their understanding of the new framework.</p>	

GCSE Data – the Headteacher explained that the Data Manager was currently on shared parental leave and, in his absence, EG tabled data which had been pulled together quickly. There were 139 students in the current Year 11 cohort, excluding those in Alternative Provision (AP) for which there was currently no data as they were not on the school site. EG explained that she had asked for data on the 6 students to be included, adding the caveat that these outcomes would impact on the overall data. All necessary support for the group was in place and one student had been off-rolled and was currently at the Camden Centre for Learning (CCfL). The current Progress 8 data was based on the previous year and the next data drop in November would be analysed by Pixl in January. EG said that students were not yet where they wanted them to be in terms of achievement but that, should they meet predictions, this would be a significant step and work needed to start earlier on closing the gap between boys and girls.

Progress 8 for English was better at -0.59 than for Maths at -0.83, and AS told governors that there was an anomaly for LAPs in Maths and this data was being explored in detail. Maths scores for HAPs was -0.97 and the 8 non-Pupil Premium students were under-performing compared to PP students which, AS said, could be due to a maths error.

There had been a change of teachers in Science, with the Head of Department teaching two middle sets and the bottom set teacher having a significant amount of catch-up work to do and the -0.23 grade would be investigated. Similarly, some investigation was needed for Triple Science scores as students had been given the same predicted grade for each science and mock exams would include a paper from each science area.

Governors were aware of the historical issues with history teaching and AS said that the Head of Department was doing his best to address gaps and this was having an impact, with 1:1 interventions helping to move some 2/3 grades to 4. The lowest estimated grades were in Languages and support was in place to plug gaps in learning which had occurred where some students may not have been taught either French or Spanish for the whole of the curriculum. AS said that community languages, such as Turkish and Bengali, could be opportunities for some students to improve their language.

Governors heard that there were 55 target students to achieve L4 or above, of which 78% were Pupil Premium students and a lot of work went into tracking performance. 74% of HAPs had a mentor and support from a range of different interventions.

The Chair wanted to know if teachers were keeping an eye on the different interventions to ensure that they were having an impact and another governor wanted to know how to address the issue of improving outcomes for boys. EG said that staff would shortly be having CPD training with a Pixl resource called 'Boys don't try' and the Headteacher said that there was nothing better than good teaching for boys and girls. EG said that encouraging competition between boys and girls was now disputed as a method of engagement. In response to a query, the Headteacher said that all of the data was better than he had been anticipating but that he did not expect the next set of data following mock exams to be so healthy as this would include AP students. Governors would see the next set of data in January 2020

and it would be more realistic in terms of what was needed to get students where they needed to be.

Roll Numbers - There were currently 501 students on roll.

Staffing – there was a new second in charge in Maths who had come from a tough school. There was a part time vacancy in Humanities from January and AS said he could cover internally but was looking to minimise the number of non-specialists in this subject area, however he had received no applicants through two rounds of advertising.

Community - the number of parents who attended open mornings and evenings was lower than the 60 in the previous year and governors noted that lower numbers would have an impact on budgets. There had been 12 visitors from Grafton Primary School, contrasted with just 2 in the previous year, and Zaleera Wallace had attended a Meet the Parents event in Camden with some Year 10 students, and this was an opportunity for the group to learn more about Beacon High.

Academic Review Day/Parent Survey – the Chair noted the 21 responses to ‘strongly agree’ to the question about enjoying school, which was low compared to other responses. AS agreed that this figure stood out but said that he was doing everything possible to engage parents but that there was a large group who did not want to engage and did not attend parents’ evenings, or even meetings with the Headteacher, to discuss their child’s progress.

Finance – it was noted that student numbers would impact on the budget in 2020 and further information would be discussed under Any Other Business.

Safeguarding – AS said that there were fewer students so safeguarding concerns had dropped but staff were overwhelmed with what needed to be done on an everyday basis. A governor said that the Children’s Commissioner’s visit was great for the school’s reputation and wondered if the Headteacher had received any feedback. AS said that he had been invited to be a secondary headteacher consultant looking at trauma-informed practice in schools. However, following that visit and AS’s visit to the DfE, governors were reminded that it took a long time for policy issues to change, however Beacon High was mentioned in the Ofsted report as a flagship for its wellbeing support for pupils and for the reduction in exclusions. In terms of influencing policy, AS said that he would never lecture other headteachers on what works best but that the internal exclusion (IE) room had made an overwhelming impact on behaviour and support. A staff associate said that some pupils came out of IE saying they didn’t want to return so, while the number of IE reports was higher, in the long term it is hoped that students realise they will receive sanctions and this will help the school to move forward. In response to a governor’s comment that it was important that students were learning, the staff associate said that students in IE have work set by departments and which is monitored by the Deputy Headteacher. KS4 students are expected to be doing GCSE work, lots of which can be done online and this can be monitored, or computers shut down where being misused, and AS said that for many students the IE represented loss of their social time.

In response to a query it was noted that governors had completed safeguarding training in 2017 and the Chair wondered if cross-federation training might be an option. The Clerk would make

	<p>enquiries. A governor noted the reference to vertical tutor groups and was reminded that the report related to the previous year. A high number of allegations were made against staff and a governor wondered if enough support was given to staff about conduct. AS said that only one allegation had been followed through to the LADO and this was returned for the school's action. AS said that there had historically been a culture of young people making allegations as an easy way out of issues, however the school was aware of, and working on, changing this attitude. The safeguarding link governor felt that the evidence could have been supported by figures and said that she had omitted to pick this up with the Deputy Headteacher. Governors heard that staff had access to CAMHS for one hour per week and the Headteacher was aware of only one member of staff who had used this service.</p> <p>In relation to hard to reach parents, AS said that he could look at myriad case studies with different reasons and that small steps were important in trying to engage parents through the parent survey or planning day information and that language was not a particular barrier. Where there was a concern around neglect, AS said he was selective about whether to report.</p>	Clerk
6.	<p>Year 7 Base Update Report</p> <p>Governors were pleased to see the performance data for Year 7 students which was better than had been expected. Governors wanted to know about the transition process from Year 7 to Year 8 and whether, should there be similar numbers in the new Year 7, the school would consider expanding the base. Laura Scott said that if the next year's intake was 120 students, the school may consider having a Key Stage 3 (Years 7/8) base and would look to move up one floor. Feedback from the current cohort was mixed with some saying it felt like a prison and wanting to mix with other older students, however very few chose to leave the base which they were free to do. A governor was concerned that LS might get lonely, being the only teacher working across all subjects with Year 7. LS said that it was a significant workload but that it allowed for teaching and monitoring across all classes. Anecdotal evidence shared at a recent SLT meeting suggested that students were doing reasonably well in English and Science, although there was consolidation rather than extension in Maths. A staff associate member who was not teaching KS3 this year said it was interesting to see how students were being taught through Science and Geography schemes of work.</p> <p>The Headteacher said that the Ofsted report had KS3 as its focus and would present information on Year 8 at the next school committee meeting in January 2020.</p>	AS
7.	<p>Teaching, Learning & Assessment Report</p> <p>It was agreed that the teaching and learning reports provided a roadmap and visual representation of teaching across the school which showed 2.7% of teachers needing significant development and 27.7 where further development was needed. The school is using Blue Sky this year which captures teaching and assessment and which is proving to be good. The Headteacher was confident about where the school was and what needed to be done to improve challenge and students' autonomy for learning, and governors heard that the Home Learning Policy was beginning to address these issues. A governor wanted to know whether prompts for lesson planning supported challenge to students and encouraged autonomy. AS said that the teaching, learning and assessment policy addressed these matters and</p>	

	<p>that different planning was required for top and bottom sets, adding that there were no issues with teaching. A governor wanted to know about the apprentice. AS explained that the member of staff, who had been a cover supervisor at Beacon High in the previous year, was now training to be a teacher through the one-year programme run by the Teaching School Alliance. The programme consisted of 1-day per week at London Metropolitan University and, upon completion, the individual would be a NQT in the following year.</p>	
8.	<p>Data Dashboard (including Exclusions) Governors had received a report on KS4 data within the Headteacher's report.</p> <p>Exclusions - the Chair noted that the number of internal exclusions was high compared to the previous year. AS said that this was due to 4 or 5 students being internally excluded due to refusing to do internal sanctions, however this went against what the school's preferred policy. The number of students receiving fixed term exclusions in the previous year had been up to 60, so the current year's 29 against 30 in 2018-19 was being maintained.</p>	
9.	<p>School Development Plan update</p> <p>Governors noted the updated SDP and there were no questions.</p>	
10.	<p>Policies Governors were asked to approve the following policies:</p> <ul style="list-style-type: none"> ● Trips/Visits – there were no questions about this policy. ● RSE – LS told governors that the RSE policy had changed in respect of how to deliver PSHE to be age-appropriate and inclusive with more emphasis on relationships rather than a philosophical point of view. Teaching was felt to be more thorough, whereas had previously been a 'best fit', and that RSE teaching was compulsory next year. Further to a query about whether a parent could withdraw their child from the human biology aspects of RSE, it was noted that parents had a statutory right to opt out and would have to submit their wishes in writing to the school. The Chair wanted to know whether sessions on policies were held for parents. AS said that they were not and that he would be happy to meet any parent who wished to challenge or comment on policies. It was noted that policies on RSE, Behaviour and Complaints needed to be available on the school's website and complaints would be addressed to the Chair of the School Committee. LS told governors that the school wished to engage parents in information sessions on Child Sexual Exploitation (CSE) and Safeguarding aspects and letters would be sent out to all parents before Christmas. ● Lockdown – a governor wanted to know if the school had practised a trial run of the lockdown procedure. AS said that this would be done in the spring term, adding that there was no mobile signal in school and that he would be investing in Wifi as a statutory requirement to enable communication throughout the school. A parent governor said she had never heard of this policy and was assured that it had been compulsory in all schools since 2017. ● Home Learning – this policy had been written in conjunction with a small group of parents. A governor queried whether there was a sense that all students had access to a computer at home. The Headteacher said that the consensus was that a number of 	AS

	<p>families did not and therefore clubs and allocated time was provided so that students could have access. LS said that Year 7 had access to computers during prep time and this worked well if a number of students were working on a particular piece of homework.</p> <ul style="list-style-type: none"> ● Work Experience – it was suggested that governors might be able to help with, for example in providing contacts. AS said that schools needed to ensure that all placements met the LA's criteria and that the work experience was managed through an online tool called 'Evolve', with the LA giving approval, where required. A governor wanted to know how robust safeguarding was in work experience placements. AS said that if the placement was organised by the student the school would send a responsible member of staff to visit the placement, however it was not possible to check DBS for each organisation and it was parental responsibility to authorise work experience. KS4 students had been spoken to about keeping themselves safe whilst on work experience. ● Governor Visits – all governors were encouraged to visit the school during the normal school day which was helpful in understanding the school environment and routines. <p>All policies were approved.</p>	
11.	<p>Any Other Business</p> <p>The Headteacher updated governors on discussions with the Egyptian School. KT had organised an extension to the contract until March 2020 at an increased rate and with the Egyptian School agreeing to pay for its own copying. The contract would be offered for renewal in the spring term on new terms for the new financial year. The Headteacher felt that the matter had been resolved to some extent but told governors that, whilst he was mindful that the whole school was taken over by the Egyptian School and that this had an impact on wear and team of fixtures and fittings, he wished to retain relationships. The Chair said that it had been agreed at the previous meeting to consider extending the contract as long as it was not impacting negatively on Beacon High.</p>	

The meeting ended at 7.00pm. The date of the next Beacon High Committee Meeting is Thursday 30 January 2020 @ 5.30-7.00pm.

Signed as a true and accurate record of the meeting	
Chair's signature	
Chair's name	Alex Bols
Date	15 December 2020