

**Islington Futures – A Federation of Community Schools
Minutes of BEACON HIGH SCHOOL COMMITTEE
Thursday 30 January 2020 at 5.30pm**

Present:

Alex Bols	Chair, Co-opted Governor
Jo Dibb	Executive Headteacher, Ex-Officio Governor
Alan Streeter	Headteacher, Ex-Officio Governor
Tim Archer	Associate Member
Sarah Evans	Associate Member
Samantha St Hilaire	Associate Member
James Volkelt-Igoe	Associate Member
Bisi Williams	Associate Member

Also Present:

Lesley Pearson	Clerk for the Meeting
Bill Starkey	Assistant Headteacher
Andrea McDonald	Deputy Headteacher

Agenda Item		Action
1.	<p>Apologies and Consent Apologies for absence were received from Pauline Edgar. Post meeting apologies for absence were received from Zaleera Wallace. Resolved: To consent to the absence of Pauline Edgar.</p>	
2.	<p>Declaration of Interest There were no declarations of interest.</p>	
3.	<p>Minutes and Matters Arising Minutes of the meeting held on 19 November 2019 were previously circulated for information. <u>Matters Arising</u> i. <u>Item 4, page 2, penultimate paragraph - UCL Holocaust Education Programme</u> The Chair and PE had joined staff and students at an event on 23 January 2020 to mark Holocaust Memorial Day. ii. <u>Item 10, page 6 – Lock Down Policy</u> A practice 'Lockdown' to be arranged before Easter. RESOLVED: i. To agree the minutes of 19 November 2019. ii. To arrange practice Lockdown before the end of the Spring term.</p>	Head
4.	<p>Headteacher's Report (including Data Dashboard) AS spoke to the previously circulated report and drew governors attention to the following:</p>	

Introduction

- Beacon High is moving into a difficult phase due to funding issues which will impact on the school going forward. The matter is being discussed with the Local Authority (LA) outside of committee.

School Development Plan (SDP)

- Actioning the Post Ofsted Plan continues to be the main school priority. Present indicators revealed progress was being made with wellbeing improving faster than the quality of education.

Students

- Data shared with governors over the past few years had not included those students attending alternative provisions (AP). This had now been rectified and resulted in an additional 8 students. Steady progress was being made. JD pointed out that whilst the data set is now more accurate, there are still 8 students without data.

In response to governor questions the following was confirmed:

- **Referring students to APs rather than permanently excluding them was previously thought to provide them with a better chance of achieving.**
- **Permanently excluded students from other schools admitted to year 10, could be discounted from the school's data.**
- Beacon High is beginning to admit students that have chosen to attend the school. This is a positive trend.

Curriculum

- No significant changes had been made to the curriculum

Staffing

- Students had reacted positively to the long-term supply teacher covering humanities. Her behaviour management skills were good, and this has impacted positively on student learning. The supply teacher had agreed to remain at Beacon High until the new timetable is introduced in June 2020.
- Last year's year 8 students (current year 9) had been affected the most by staffing issues. They were now more settled and making progress. Progress in year 10 was particularly good.

Finance

- The number of year 11 students leaving at the end of the 2019/20 academic year is estimated to be 143. The number of year 7 students projected to start at the beginning of the 2020/21 academic year is 60. A similar situation is expected the following year. The subsequent drop in pupil numbers will impact negatively on the school budget and consequently, staff numbers.
- The Federation is currently looking at ways in which to address the financial shortfall and is in talks with the LA. Whilst the LA is being supportive, legally it is unable to agree a deficit repayment plan which exceeds 3 years unless there are extraordinary circumstances.
- An innovative plan is currently being drawn up which will offer some staff protection and develop Beacon High into a niche school. Further details will be shared with staff in due course.

In response to governor questions, the following was confirmed:

- **The funding for schools with falling rolls is only available to schools judged by Ofsted as Good or better, which excludes**

	<p>Beacon High. The school does, however, currently receive Priority Support Funding from the LA. This year the combined value of support received was approximately £100k. It is unknown how much support, if any, would be received next year.</p> <p>➤ The School Business Manager (SBM) will attend the LA’s School Budget Setting Workshop. JD stated that she was pleased governors had also engaged in training.</p> <p>Conclusion</p> <ul style="list-style-type: none"> ● The data dashboard told a positive story re pupil progress. ● There was also a good news story regarding staff; reductions had, in the main, occurred through natural wastage. The current staff team is more stable than it has been for a number of years. At the end of the academic year only 2 staff members had resigned, 1 had retired and the other had relocated. The importance of a stable staff team was stressed – students and parents alike were known to react positively to consistency. The staff that have chosen to remain are aware of the challenges the school faces and are committed to making a difference. <p>The Chair reported on a drama event he had attended which he considered to be very positive.</p> <p>Governors thanked AS for his informative report and for his hard work which was greatly appreciated.</p>	
<p>5.</p>	<p>Year 8 Update</p> <p>AS spoke to the Year 8 Evaluation, Review and Action Plan report which had been previously circulated and drew governors’ attention to the following:</p> <p>Introduction</p> <ul style="list-style-type: none"> ● The current year 8 students were a fascinating cohort to work with, despite there being significant challenges. ● 37% of the students required SEND (Special Education Need and Disability), a far greater level of need compared to other cohorts. The LA’s Director of Learning and Schools , had commented positively on the way in which experienced staff dealt with the challenges (some of which were physical). ● Given the difficult year group, JD was impressed with the low-level of mobility. ● The Year 8 students were most likely to have split classes (which was acknowledged to impact negatively on teaching). The importance of consistency would be considered when the cohort moved to year 9. <p>Year 8’s Areas of Strengths</p> <ul style="list-style-type: none"> ● The students had made slight improvement in English and significant improvement in maths. <p>In response to a governor question it was explained that the slower rate of progress in English was attributed, in part, to the number of long-term supply teachers delivering the curriculum. A number of programmes and initiatives have since been introduced in order to maximise accelerated progress.</p> <p>Reach Out Programme</p> <p>In response to governor questions, the following was clarified:</p>	

- **The Reach Out Mentoring Programme impacted positively on student confidence. Girls tended to be less confident than boys in putting themselves forward, therefore, they had been targeted for the programme. This had resulted in more girls than boys taking part, despite there being more boys than girls on roll.**
- **Parents were generally supportive of the programme and demonstrated commitment. A parent associate member stated that her son was enjoying the programme and had grown in confidence.**
- **The Reach Out Mentoring Programme was delivered by volunteers at no cost to the school in return for Beacon High promoting their services and supporting events (this may change as other schools are charged).**

Working with Stakeholders

- **Parents are provided with a number of opportunities throughout the year to engage with the school. Some parents are selective regarding the events they attend. This was not considered to be a problem so long as they were engaged. It was reported that a number of secondary schools provided parents with just one opportunity per year to engage. SE considered academic engagement at Beacon High to be very good. This was backed up by the Student Voice survey.**

Safeguarding

- **Transition from primary to secondary school was well managed, and as a result it had been possible to engage with some challenging students prior to arrival and thus ensure they were effectively supported when they arrived at Beacon High.**

In response to a governor question it was explained that the transition period started in the spring term when parents were notified of their child's secondary school. Beacon High teachers arranged to meet future students in their primary school settings to ensure that by the time students were admitted most had been met and their needs, if any, were known.

Behaviour and Achievement Points

- **Pupil engagement is considered average and requires more work.**
- **Pupil achievement points are greater than pupil behavioural points which is another positive.**

Parent/Carer Voice, Feedback

- **In the main the results of the Parent/Carer Voice Survey supported the school's data.**

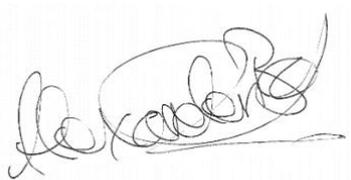
In response to governor questions, the following was clarified:

- **Student Educational Healthcare Plans (EHPs) attracted additional funding.**
- **Beacon High employed good Learning Support Teachers, nevertheless, differentiating for a number of students within a single lesson is challenging. Moving forward, consideration would be given to building balanced classes. JVI likened teaching mixed ability groups to teaching three lessons at once; it was difficult.**
- **The absence of KS2 data was usually the result of it not being received from primary schools. There were a number of reasons for this, for instance students may have been disapplied from SATs (Standard Assessment Tests). Without data it was difficult to monitor the students' progress. JD was of the view the level of**

	<p>detail obtained during primary transition with regard to students' needs was just as important as curriculum levels.</p> <p>➤ In the absence of data, CATs (Cognitive Ability Tests) were used to assess students' abilities.</p> <p>Governors thanked the Headteacher for his report which indicated the school was making improvements and was now in a better position.</p>	
<p>6.</p>	<p>Home Learning (Beacon Edge Impact Report)</p> <p>AS presented the previously circulated report and highlighted the following:</p> <ul style="list-style-type: none"> ● Two year 8 students were the first to be awarded Bronze Certificates for completing the required tasks. ● The uptake in year 9 was poor, better in year 8 and fantastic in year 7. This was expected. ● Student feedback from those engaged with the scheme had been positive. ● Inequality of tutors promoting the scheme may have impacted on student engagement. It was very early days, however, and staff were confident more students would engage. <p>In response to a question from the Chair, SE stated that whilst she felt her son would enjoy the scheme, she was of the view some of the homework pieces had previously been set.</p>	
<p>7.</p>	<p>Behaviour and Wellbeing POAP</p> <p>AMcD presented the previously circulated Behaviour and Wellbeing Report and highlighted the following:</p> <ul style="list-style-type: none"> ● Beacon High was working towards making the school more inclusive and in doing so launched the Trauma Informed School Framework during the Summer term, 2019. The first whole school training session on Trauma Informed Practices (TIPs) had been impactful; staff had been unaware of the number of students affected by trauma. ● The use of managed moves during the Autumn term to provide students with 'a second chance', had been hit and miss. Beacon High had admitted 10 students on managed moves, however only 1 student had left on a managed move. ● This term a Student Wellbeing and Safeguarding Committee, made up of 12 Year 7-11 students was set up, its purpose was to empower students by developing student friendly school policies related to anti-bullying, behaviour and achievement. The students were responsible for setting the agenda. AMcD supervised the sessions and minuted the meetings. <p>In response to a governor question, it was explained that student nominations for the committee had been advertised in tutor groups during the General Election Campaign. 5 students had put themselves forward and a further 5 had been randomly selected. 2 students (considered to be challenging) had been targeted. The committee membership is diverse and represents the school community; it ensures all students have a voice.</p> <ul style="list-style-type: none"> ● A '£1m Campaign to Cut School Exclusions' has been launched by the Evening Standard. London secondary schools with exclusion rates higher than the national average were invited to apply for grants of up to £150,000 each, spread over three years, to develop on-site inclusion units. Beacon High has submitted a bid to establish a 12-week 	

	<p>intervention programme with workshops for students. The programme has been endorsed by governors.</p> <ul style="list-style-type: none"> ● The number of internal exclusions during the Autumn term had been high as students had not been externally excluded. ● The number of internal exclusions had fallen this term which was an indication the school was moving in the right direction. Most behavioural issues had been low level. ● Script training had been revisited to ensure all staff were aware of the expectations when speaking to students in order to create a calm and respectful environment. ● A Trail Blazer Project was being developed whereby Mental Health Advisors worked in school 1 day a week to carry out assessments and advise on early intervention and future preventative measures. The Medical Health Advisors provided a stop gap between in school support and CAMHS (Child and Adolescent Mental Health Services). <p>In response to a question from JD, a staff member expressed the view that students benefited from TIPs. They were encouraged to step back and reflect before going into lessons and staff were more aware of the effects of trauma and the need to employ different strategies.</p> <p>Governors thanked AMcD for her informative report.</p> <p>RESOLVED:</p> <ul style="list-style-type: none"> (i) To investigate potential funding streams to support TIPs. (ii) To invite representatives of the Student Wellbeing and Safeguarding Committee to present to governors. 	<p>TA AMcD</p>
<p>8.</p>	<p>Punctuality and Attendance Update</p> <p>BS presented the previously circulated Attendance Update Report and highlighted the following:</p> <ul style="list-style-type: none"> ● Attendance 2018/19 at 94.9% was up on 2017/18 (94.4) and also greater than the Islington Secondary Absence figure (also 94.4%). ● The number of Persistent Absentees (13%) was also lower than the average Islington Secondary figure (14.3%). ● Year 11 punctuality was an issue and needed to be addressed. Changes to the timetable in order that core lessons such as English and maths started later in the day were being considered. A governor stated that whilst this would solve the issue of students missing out on core lessons if late, it did not address the issue of lateness. <p>In response to governor questions, the following was confirmed:</p> <ul style="list-style-type: none"> ➤ Pupils attending APs had not been included in Islington’s figures. ➤ Penalty Notices (PNs) must be issued in accordance with the LA’s Penalty Notice Code of Conduct. Before a PN can be issued, a request for a PN number (together with the required supporting evidence) must be submitted to the LA for consideration. The Headteacher had discretion, however, and where students were known to have issues at home, a PN may be considered inappropriate. ➤ Rather than impact negatively on the school’s reputation, it was felt successful court prosecutions sent a message to the community that all students were expected to attend school. Evidence demonstrated non-attendance impacted negatively on pupil outcomes. 	

	<p>JD stated that having high expectations and standards could only be considered a positive thing.</p> <ul style="list-style-type: none"> ➤ Courts rarely found in favour of parents; the LA considered the evidence submitted by schools carefully before agreeing to the issue of a PN. <p>AS reported that occasionally parents of PAs chose to home educate their children as a solution to difficult issues. This was never encouraged and was unlikely to be in the best interests of the child. Although attendance had improved, there was still work to be done.</p> <p>In response to further questions, the following was confirmed:</p> <ul style="list-style-type: none"> ➤ Home educated students could not be taken off the school roll until the parent had given written notification of their decision to educate the child at home. ➤ Students were provided with incentives to attend school, one of which was an annual trip to Thorpe Park for those students with 100% attendance. ➤ Students were aware of the importance of attending school; form tutors were often asked by the students for their attendance data. <p>Governors thanked BS for his explanatory report.</p>	
9.	<p>Data Dashboard (including Exclusions Data) Discussed under item 4. Headteacher's Report.</p>	
10.	<p>AOB <u>Cambridge University</u> BW reported on an ex Holloway School student who had gained a place at Cambridge University.</p> <p><u>Governor Visits</u> Governor visits were encouraged and those wishing to do so were requested to submit a Visits Form to the headteacher, indicating the focus of the visit (which should be linked to the SDP).</p>	
11.	<p>Date of Next Meeting Thursday 11 June 2020, 5.30pm-7.30pm.</p> <p>There being no other business, the meeting closed at 6.50pm.</p>	

Signed as a true and accurate record of the meeting	
Chair's Signature	
Chair's Name	Alex Bols
Date	15 October 2020