

4.

GCSE Exam Results

EG told committee members that, as students had not taken exams this summer, instead receiving CAGs, there were no external results to share, and it was confirmed that league table information would not apply for this year. Across every headline measure, students had made significant improvements on 2019 results and, although still below national averages, the school was working towards hitting the expected grades in 2021. BTEC awards had been confirmed in line with teacher assessments based on the CAGs/ Ranking Policy shared previously, and EG was confident that these were trustworthy. EG said that if CAGs were used again, however, the school would review its approach again next year. Meetings of Heads of Department to review lessons learnt from the last six months would be the focus for the autumn term and a bank of learning evidence from each student, who had not been in school since March 2020, would be used to assess skills.

Data analysis had been circulated in advance of the meeting and EG highlighted the following:

There had been a significant increase at English and maths at Grade 4+ (45%) and at Grade 5 + (26%), 8% and 16% higher respectively than the 2019 result.

Gaps between LAPs and MAPs had decreased to 0.21 both making almost the same level of progress.

HAPs are still an area of focus, especially for Pupil Premium students who had out-performed non-PP students this year.

SEN students did not perform well and many were in-year admissions.

English and Maths have improved, as has English Literature though slightly lower than expected mainly due to lockdown, by 14%, 6% and 13% respectively. Triple Science, Computer Science PE and Spanish had all improved at Grades 7, 8 and 9, with improvements at 7+ in Biology by 53%, Chemistry by 43% and Physics by 39% from the previous year, and Grade 5 students had been targeted for support in accessing exam papers in Combined Science.

EG said that CAGs had held up and were secure, adding that the school had taken the right approach. In respect of strategies and interventions, which had been set out in the data analysis document, EG said that Targeted Intervention Groups (TIGs) had been provided with weekly grade booster sessions, with a number of female students receiving external mentoring to raise their aspirations, and others receiving 1:1 academic mentoring. The current strategy was to focus on the Year 11 cohort and the school would continue to use PIXL, and progress meetings had begun for all KS3 and KS4 students.

AB congratulated all staff and students on their results, adding that it was testimony to the huge amount of work over the last two years. Responding to a query about specific interventions that had worked, EG said that the current Year 11 cohort was different to the previous Year 11, and that interventions and strategies that had not been working had been stripped back in 2019 so they were not likely to change but may be adapted and targeted differently, with the priority being English and

	<p>Maths. Committee members were pleased to hear that two Year 11 students had worked conscientiously to successfully secure apprenticeship.</p> <p>AS told committee members that the school had fine-tuned its focus and now knew which strategies and interventions were most helpful for students to be successful, noting that had exams taken place boys would have had better results. AB noted that the DfE has said that it wants to ensure that physical exams take place in 2021, and wanted to know what the school needed to put in place. AS said that, from the school's point of view, mock exams would go ahead in November. If there was another lockdown, students would be able to sit virtual mock exams remotely via Google classroom and already have an understanding of how this might work, and will practise a virtual exam season. Additionally, EG said that staff had had debates about writing stamina and timed exam conditions for writing as students would not be able to rely on chromebooks, so this will also be practised. In response to a question about progression to 6th form college for 4 NEET students, AS said that the LA had followed up and that all but one had made their expected progression. One did not get into their preferred course of study and would be re-sitting English, Maths, Biology and Chemistry in November.</p>	
<p>5.</p>	<p>National Tutoring Programme</p> <p>AS told committee members that Beacon High received funds this year which had allowed for a full-time member of staff for a one-year period and improvements were being seen in English and Maths. The National Tutoring Programme was a separate programme organised in collaboration with Teach First and Beacon High had put together a proposal for mentors in Science and MFL AS said that he did not know what the quality of tutors would be so has asked for a trial from January onwards, and was in the discussion phase, as was EGA. Alongside that, Beacon High was already paired with Earnest Tutors which, due to its small size, was not eligible for the 'badged' NTP scheme. AS presented slides outlining the LA's 3-strand strategy for ring-fenced spending of the NTP scheme, adding that secondary schools had been asked to submit Catch up to Keep up proposals to the LA. Schools would have to create a strategy against each strand, and this would need to align with the School Development Plan and Pupil Premium, although these were different pots of money. AS had shared the Beacon High strategy with Heads of Department and staff during INSET, and said that departmental action plans would also need to align with this. AS told committee members that Ewan Scott at EGA had secured money from the Richard Reeves Foundation to continue to pay tutors.</p> <p>A committee member wondered if NTP funds could be used via the Teaching School Alliance. EG said that Beacon High had approached Teach First as it was approved by the Government, and Ewan Scott was working with Tina Southall at EGA to become a badge provider which, if so, might be able to support the school AS noted that badge holders needed to commit to train and engage 500 tutors and said that this prevented smaller organisation being part of the programme. TA volunteered his experience and support in bid-writing and AS would link him with Ewan and Tina.</p>	<p>AS/TA</p>

<p>6.</p>	<p>Risk Assessments and Start of Term</p> <p>AS told committee members that school Risk Assessments had been updated and regular reviews were taking place by the Executive Head before sign off. AS said that there had been an issue of contractors not wearing masks on site, but this had been addressed.</p> <p>AS said that there had been a very positive return to school and presented a video so that committee members could hear from students. JV-I said that students were doing their best to stay in their bubbles and were engaged and working hard in having to adapt to lots of new things, such as Google classroom and chromebooks. JV-I added that it was a pleasure to be at Beacon High. JD said that she had been in school and that students and staff understand the reasons behind the need for zones and bubbles. Committee members were pleased to hear such positive comments from students.</p>	
<p>7.</p>	<p>Headteacher’s Report</p> <p>The Headteacher’s report had been circulated prior to the meeting and AS highlighted the following aspects from the SDP which had been updated since the recent Governing Board meeting.</p> <p>Quality of Education - all students have access to remote learning and that the Recovery Curriculum is under review. The SDP will be updated by the end of the October half-term and will be presented at the next committee meeting.</p> <p>Behaviour and Attitudes – everyone had been forced into a better way of working due to the Covid-secure arrangements, with orderly lining up and transitioning between zones, and in learning, with Years 7 and 8 rarely leaving their classrooms.</p> <p>Attendance – the previous week’s figures had been 90% but this had not dropped slightly to 87% due to some students self-isolating.</p> <p>BW wanted to know more about the drop in the number of girls recruited to Beacon High. AS said that the school had done the same recruitment as in previous years however noting that some had chosen to attend one of the two outstanding girls’ schools in Islington and Camden. AS said that there was, however, now a better balance of boys and girls in Year 7 and 8 than in the upper years and he would continue to try to improve on this.</p> <p>In response to PE’s query regarding staff morale, JV-I said that there were lots of changes and that staff were getting used to the new systems but were very positive, and pleased with the bubbles and students’ engagement and behaviour.</p> <p>AB wanted to know whether students in self-isolation counted in the attendance figures. AS said that schools can’t be penalised for students needing to self-isolate, however if students were at home as a result of sickness, work was being sent home. Committee members heard that a number of chromebooks had been procured from the LA and which were being used by students, with a number of parents now having ordered chromebooks. These are due to arrive in mid-October and will coincide with the Remote Learning Policy which needs to be in place by 22 October 2020. AS said that the Old Camdenians had raised funds for chromebooks for 27 disadvantaged students.</p> <p>TA asked about the proposed tri-school model and the new SEND Hub, ‘The Wing’. AS said that a meeting with the Council had taken place yesterday to</p>	

	<p>discuss expanding the third tier and to identify someone to support with pulling together a strategic outline and writing a bid for DfE funding. AS said that SEN funding would be attached to a student and, though the school had been consulted on 8 students over the summer, only one was currently at Beacon High. A brochure has been created by the SENCo, Adam, to help attract potential students, and some after school family visits had taken place. AS said that Beacon High has signed up the Islington SEN Charter and excellent work is being done with students, some from Beacon High and others being brought in, and The Wing was attracting all ages from 14-19. AB thanked Adam on behalf of the school committee.</p> <p>Staffing - two staffing appointments had been made since the last meeting, in RE and Pathways Coordination. JD said that having the Pathways provision at Beacon High has enabled a managed move from EGA to be considered which, in normal circumstances, might not have been possible.</p> <p>Finance – in relation to the Evening Standard Award, AS told committee members that the school would receive £50k per year, for 3 years, which would have to be spent on the Pathway project and would pay for one full-time staff member and resources. Committee members were invited to visit. In response to AB’s suggestion that the school make use of the Evening Standard publicity, AS said that a new tab had been created on the school website.</p> <p>PE asked if there was a protocol for governor visits to the school. AS said that any visitors to the school would need to sign into the Track and Trace system on arrival, wear a mask and be escorted around by staff, however there were limits on where visitors could enter due to zones and social distancing. The usual governor visit forms should be completed in advance of any visit (available on GovernorHub) and AS agreed to produce some bullet points for governor visits.</p>	AS
8.	<p>AOB</p> <p>A consultation document on the Proposed Changes to the Assessment of GCSEs, AS and A Levels in 2021 had been circulated in advance of the meeting. AS summarised the main changes:</p> <ul style="list-style-type: none"> ● English Literature - students would be able to drop one of: Poetry Anthology; 20th Century Drama; or 19th Century Novel, but would have to continue with Shakespeare and other poetry. ● Art – there would be no exam and students would build a portfolio. ● Geography – there would be no field study (Paper 3 worth 15% to be removed) but students would need to know the relevant skills. ● History – half of the paper had been dropped. <p>There were no other items for discussion.</p>	
9.	<p>Date of Next Meeting</p> <p>Thursday 19 November 2020, 5.30pm-7.30pm.</p>	

Signed as a true and accurate record of the meeting	
Chair's Signature	
Chair's Name	Alex Bols
Date	14 December 2020