

**Islington Futures
Federation of Community Schools
Elizabeth Garrett Anderson School Committee Meeting
Monday 25 February 2020
5.30pm – 7.00pm**

Present:

- Mary Berrisford – Chair, Co-opted Governor
- Sarah Beagley – Headteacher
- Jo Dibb – Executive Headteacher
- Tina Southall – Associate Headteacher
- Serena Kern-Libera – Co-opted Governor
- Tim Lawrence – Associate Member
- Shamiya Choudhury - Associate Staff Member
- Yemsrach Hailemariam – Associate Member (arr. 5.45pm)
- Lee Evans - Associate Staff Member
- Diane Stirling – Co-opted Staff Governor
- Holly Wilkins - Deputy Headteacher (Observer)
- Nathalie Josiah – Deputy Headteacher (Observer)
- Florence Wilkinson – Co-opted Governor
- Jodie Collins – Parent Governor

Also present:

- Ms Harris, Mr Bester (left 5.50pm), Ms Kilkenny-Brown (left 6.00pm)

Agenda No		Action
1.	<p>Apologies and Consent</p> <p>Apologies of absence received from Primrose Christie, Mahad Sahal</p> <p>Consent given for absence by Primrose Christie, Mahad Sahal</p> <p>The Chair agreed to move Items 6 and 7 to the top of the agenda.</p>	
2.	<p>Declarations of Interest</p> <p>No interests were declared.</p>	

<p>3.</p>	<p>Minutes and Matters Arising</p> <p>The minutes of the meeting on 25 November 2019 were agreed as being an accurate record and were signed by the Chair.</p> <p>Matters Arising</p> <p>Item 5 (para.2) of the Headteacher’s report should read that all students achieved a ‘Level 5’, not ‘Level 9’, in languages.</p> <p>The Headteacher told governors that she would elaborate later in the meeting on Catering, in the meantime governors heard that the school was close to breaking even.</p> <p>The Chair was pleased to note that the Headteacher had begun the process of ensuring that reference was made to LGBTQ issues, where relevant, in policies.</p> <p>With the exception of Textiles, all subjects would be supported through the Year 9 transition curriculum. This was due to low take-up by next year’s Year 10 cohort which had a smaller pool of students. The Headteacher told governors that disadvantaged girls did better in languages and Humanities than non-disadvantaged boys.</p>	
<p>4.</p>	<p>Headteacher report</p> <p>Students - the Headteacher told governors that EGA was in a strong position as one of only three schools in Islington that would be full next year, with some having falling pupil rolls, and she was interested in knowing what the catchment area is to ensure that the school can adapt quickly to any demographic changes. League table information based on GCSE results had been published by the DfE and governors heard that EGA scored 0.33, well above the expected score of zero, and was doing well with its students. As part of the school’s 5-year plan the Headteacher would meet tomorrow with three high-performing girls’ schools to work in partnership to improve outcomes across all four schools.</p> <p>Staff – governors heard that two NQTs had not been successful in their first year although may continue with teaching in the future, the Headteacher acknowledged that teaching was a hard profession and wanted to look at how best to support newly qualified teachers. In response to a query the Headteacher said that one of the two NQTs had trained at EGA but, due to ill-health, had decided not to continue at present, and told governors that it was important to pay attention to ensuring a supportive programme for teachers new to the profession The Executive Headteacher said that, as a training school, EGA could also take advantage of growing its own teachers. Two current teachers are sharing the Head of Humanities role and interviews will be held this week for English and Geography teachers, as well as a new Maths teacher beginning in the summer term.</p>	

	<p>The Headteacher was pleased to tell governors that a further year’s funding from the Richard Reeves Foundation had been confirmed to support the work of the school’s Career Adviser, Razziya Sidiqua, who had been working with Serena Kern-Libera on work experience.</p> <p>A workload and wellbeing committee, led by TS, is looking at how to support staff around mental health, and other issues whilst ensuring the highest standards are maintained for students.</p> <p>Community – governors noted the successful performances of ‘Matilda’ and agreed that the school sought to offer opportunities for students to shine in all areas. Funding from the Mayor’s fund has provided for the school’s own cottage garden, officially being opened this week, and preparation for Year 10 work experience, with support from Serena Kern-Libera, is underway, with 100 students having already secured their placement. Alumni work continues with the generosity of many organisations, and the setting up of a network for past pupils, 20 of whom will return as volunteers to celebrate International Women’s Day and share their stories with students.</p> <p>Curriculum development – the Headteacher thanked Holly Wilkins for her work in leading the programme, with support from Jeff Cole from the LA, in helping staff to practise how to articulate their subject through ‘deep dives’. Preparation of students for GCSE choices, which will include Classical Civilisation and Italian, saw students visiting the British Museum today, as part of the super curriculum opportunities. A focus on Years 9-11 includes targeted intervention and exam preparation with 60 students in both English and Science sessions.</p> <p>The Chair thanked the Headteacher for her report.</p>	
<p>5.</p>	<p>Data Dashboard</p> <p>The Associate Headteacher tabled two documents, the first (landscape) of which showed the baseline for current learners. Year 11 students look stronger than the previous year’s cohort, however this may be deceptive as the tests changed in primary for current Y10. The current Year 10 is the first cohort to have taken the new baseline assessment in KS2 and overall the current Year 7 looks to be the strongest of the year groups. TS summarised, as follows: Blue- Very good Green – Good Yellow – Just below national figures. For 2019 this is mainly English and Maths Level 5+ where 4+ improving in Maths, but not 5+. English - similar outcomes in spite of staffing challenges (although English progress was lower than the</p>	

previous cohort due to staffing, outcomes were maintained). Progress in Maths was above national, progress in English was well above national.

Pink- area for development

Current learners – Maths 4+ and 5+ all improving.

Science is also improving (1+ and 2+ GCSEs at grades 4 and 5+).

Languages – all students entered, which is unusual nationally, and positive outcomes achieved and expected.

History and Geography – the figures will be affected by current Year 11 students who did not achieve expected grades in Geography in Year 10. The current team expects to see an improvement in 2020. The figures showing the percentage of cohort achieving History and Geography in Years 9 and 10 do not show those who will study the subjects in later years. TS added that all students are absolutely expected to do the Ebacc with History/Geography, and are also expected to take languages.

The second tabled document (portrait) showed significant numbers making expected progress in Year 9 English and Maths. Years 7 and 8 were expected to make progress based on teacher assessed levels of progress (Asst. HT looking at assessment and feedback). Years 10 and 11 report progress against data for Fischer Family Trust (FFT) and expect very high outcomes for the top 5% in English, Maths and Science.

A governor pointed out that the English scores for the 2019 cohort seemed lower than other cohorts at 71%. TS said the score was slightly down compared to the previous two years, despite the English department running with two supply teachers for most of the year, and whilst achievement could have been better all benchmarks were reached. A governor noted that 2019 figures for Maths showed 52% achieving 5+ and queried the current prediction of 80%. TS said that Maths at 4+ had improved, although insufficient numbers reached the 5+ barrier, however staff had been working hard on maths interventions and Progress 8 across the school was currently around 0.5 across the board, with English slightly higher.

Attendance at 94.8% was lower than the school's target of 98%. TS said that a new software system was being trialled which allowed parents to report their daughter's absence online with the requirement to state the reason for the absence, and a link to Public Health England provided for access to advice. The system also provides alerts and advice where there is an outbreak of an illness, such as scarlet fever, etc. In response to a governor's comments TS said that, where the school was concerned about a student's attendance, parents were targeted. Rules around attendance had recently changed with a student receiving a lunchtime detention if late to school. Two lates in one week

	<p>received a one-hour detention on Friday afternoon which, if missed, was penalised with a 2-hour detention on Monday. The Headteacher said that bad habits needed to be cracked, particularly as exams began at 8.30am. Responding to a question, the Headteacher said that the school had a number of first aid-trained staff to deal with any concerns, however the school insisted that parents were called to alert them, particularly in the case of a bang to the head. The school Nurse was present every Friday and students could be referred for any unresolved issues, or could self-refer, and the Nurse could also liaise with GPs. TS said that there was an increase in the number of students with mental health issues and that EGA was the Mental Health in Schools Hub for north London, with on-site training due to take place over the next year with the Anna Freud Centre and CAMHS.</p> <p>Behaviour was broadly similar to the previous year, with 24 fixed term exclusions, 12 of which related to three students (2 x Year 9, both of whom received support from external agencies, 1 x Year 8). There was 1 permanent exclusion, lower than 2018 and in line with 2017. NJ told governors that she was looking at ways to better support students at risk of exclusion and that the school's intention was to change behaviours. A governor queried whether there had been any sexist incidents. It was noted that there had not been during this term although there had been in the past, which may relate to comments directed at staff by students, and others towards self-identifying students.</p> <p>The Chair thanked the Associate Headteacher for her report.</p>	
<p>6.</p>	<p>Art & Technology Review</p> <p>The Chair agreed for this to be presented as the first item on the meeting agenda.</p> <p>Art - Ms Harris told the meeting that a Faculty review in November 2019, involving a deep-dive of the Year 8 curriculum which had been implemented following a mapping exercise completed in the previous year, found that the curriculum was supporting GCSE with all students enjoying the work and being able to articulate tasks and sequence of learning. The SENCO agreed that there was good use of checklists and support with writing and SEND. The main findings were that assumptions about language and knowledge were not being demonstrated in students' concepts and, as one faculty, there were shared skills, concepts and terms to be aware of. In terms of questions for GCSE, it was noted that there was a lack of value in subjects which were perceived to have been sold as easy subjects with no exam, and there was a need for challenge. Key art terms and art movements were studied, with structured sheets being used as templates across three linked areas. Through talking to Year 8 students it was felt that testing could be included, with lesson starters and varied</p>	

homework, rather than drawing for all, so that all students are equipped with, and can benefit from, cultural capital at KS3. A more consistent approach was required in Year 8 in preparation for the following year, and it was agreed to raise the status of Art and with the use of a book to keep track of sequential awareness and reflection, as well as good for succession of faculty and staff changes. MH felt that the Faculty had done itself a disservice by focusing 100% on coursework.

Food – MH said that Year 8 and GCSE students saw lessons on food and nutrition as life skills and, through PSHE and the Healthy Schools agenda, were pleased that students were able to talk about and adapt recipes for use at home, as well as appreciating practical skills as not all had had prior scientific learning. In respect of financial implications of cooking and lack of take-up of the subject, MH said that dry goods experiments were at no cost to students. Faculty staff were beginning to think about essential key concepts for starters and plenaries and to develop a scientific approach in Year 9 and a booklet on key skills and concepts would also be developed for easy recap and revision up to Year 11.

Computer Science – Mr Bester said that the deep-dive had looked at the 'stickiness' of topics in Year 8 and that students' behaviour was excellent. Year 8 students had been interviewed on questions from Year 7 topics and JB said that students did better when topics were linked or had a theme, eg binary, and in which students had prior learning. With only 11 lessons over a two-week period, with 5-minute reviews at the beginning of each lesson, JB felt that a wider range of homework to support recall as well as bridge-building lessons were necessary. A Year 7 booklet which carried on into Year 8 allowed students to build on knowledge of essential information and was more holistic. The review had compared Year 8 and GCSE students and found that the latter cohort could recall information better, particularly some specific topics/prompts, and that GCSE students found that supported work in years 7 and 8 helped them to feel more comfortable with Computer Science. A student survey found that students were happy with the wide range of resources and their own subject website, and only one student felt that they were not going to do well in the course but was receiving support for mental health issues. Action points for GCSE students was to allow opportunities for students to talk about their learning and to clear up any misunderstandings, and for Year 8 students to develop homework further, and to allow more time for SEN students to finish off work. The SENCO was happy with the curriculum and faculty staff were developing educational visits to Expedia and Amazon, and work experience at Expedia. HW told governors that, due to the framework shift and the change of curriculum, she felt it was important both for governors to hear about the findings of deep-dives and faculty reviews, and for subject and faculty leaders to have an opportunity to articulate the school's vision and the impact on

	<p>students and next steps. The Chair felt that the process had been rigorous and reflective and that the review structure had been supportive.</p> <p>Governors thanked MH and JB for their presentation.</p>	
<p>7.</p>	<p>Humanities Review</p> <p>The Chair agreed for this to be presented as the second item on the meeting agenda.</p> <p>Sophie Kilkenny-Brown, acting Head of the Humanities faculty, had followed the subject reviews across the whole faculty and particularly across Geography KS3 and KS4 as this had been identified as an area of concern and using student questionnaires and scrutiny through assessment criteria, marking and feedback. Findings showed that individual departments were, overall, narrowing the curriculum with a focus on exam board requirements. Feedback policies for each department showed that there was a consistent approach of sequence and progress in each subject, with sequence, retrieval and practising of skills and knowledge. Due to timing it had not been possible to involve the SENCO on 14 February 2020 and two TAs had been assigned the task of developing resources which are currently being tested and trialled across Humanities and for which a twilight training session had been held. All staff are expected to become more familiar with their subject’s Statement of Intent, which has been developed in Geography, and to continue with retrieval and assessment on a weekly basis across the faculty, with a need to develop the Year 9 curriculum to stretch and challenge students. In response to a question, SK-B said that staff development focused on work on recall to be done on a more regular basis and was helpful and a recurring theme, and provided teaching staff with confidence in skills required to teach understanding and integration within the subject. SK-B said that in relation to the curriculum statement of intent staff had felt supported with departmental workload and management of marking and feedback. There would be a focus on particular transition skills in KS4 and SB was hopeful that results in Humanities, particularly a popular subject such as Geography, would move forwards significantly. Responding to a question, SK-B said that there had been a little bit of a backlash against staff being asked to complete questionnaires, thus adding to their workload, but that this had not been too onerous. With respect to the deep-dive, this had been subject-focused on transition but could be lateral in future, however, HW said that each subject was quite different with a distinct body of knowledge and skills. A governor highlighted a query relating to whether students choosing Geography also struggled with Maths skills, having selected the subject without awareness of the mathematical element.</p> <p>Governors thanked SK-B for her presentation.</p>	

<p>8.</p>	<p>Update Summary of School Development Plan</p> <p>The Headteacher presented the following key points from the school’s SDP:</p> <ul style="list-style-type: none"> ● Implementation of the school’s 5-year plan is a transitional process with INSET time being used to set priorities linked to the SEF ● A new assessment policy will be developed with parents and students involved in discussions. ● A review of the new pastoral structure will be carried out by the end of the year ● Tracking systems for bullying and racism are being embedded ● Attendance, whilst above average, needs to be better with Persistent Absence (PA) too high ● Succession planning is ongoing with a good track record of progression of middle leaders <p>The next SDP update would be at the end of the spring term.</p>	
<p>9.</p>	<p>EGA School Policies</p> <p>Governors were advised that there were fewer policies for approval, as follows, than noted on the agenda:</p> <ul style="list-style-type: none"> ● 9a) NQT (new policy) – this template from The Key had been adapted for use and had been matched against the LA’s procedure by Jeff Cole. Responding to a question, the Headteacher said that all NQTs had a 90% workload for each of their first two years’ teaching. It was also noted that ongoing work on the curriculum is designed to support new teachers, as well as those new to the school, and so that it does not impact on students over their school career when they should expect to have an excellent experience, regardless of subject or teacher. ● 9b) LAC (new policy) – this is a DfE requirement and needs to be school-specific. Once adopted, it will be shared with the other Federation schools for adaptation and adoption. ● 9g) Health & Safety Policy – this has been reviewed and needs some further streamlining, and the inclusion of the Executive Headteacher on the chart structure to be compliant. <p>Resolved: that all policies are approved, with H&S subject to amendment.</p>	
<p>10.</p>	<p>Catering Update</p> <p>The Headteacher told governors that, following Helen’s departure, the canteen structure would be reviewed with a proposal for a Head Chef and a Sous Chef, and a commitment to Chefs in School. Governors heard that take-up of lunches for Year 11 is zero, with Year 10 slightly better, and good take-up in Years 7-9.</p>	

	Projecting forwards, SB said that this was an important matter and that things would get better.	
11.	Any Other Business There was no other business to discuss.	

The meeting ended at 7.15pm

Signed as a true and accurate record of the meeting	
Chair's signature	
Chair's name	Mary Berrisford
Date	14/12/20