

WILLIAM ELLIS SCHOOL



MEETING OF THE FULL GOVERNING BODY held at the school on Thursday 7 July 2022

MINUTES

GOVERNORS		Present
Headteacher	Ms Izzy Jones (IJO)	✓
Co-opted	Mr Jonny Woolf (JWO)	✓
	Ms Imogen Sharp (ISH)	✓
Foundation	Mr Richard Ault (RAU)	✓
	Dame Karen Dunnell (KDU)	✓
	Prof Daniel Monk (DMO) Vice chair	✓
	Mr Daniel Needleman (DNE)	✗
	Mrs Nicola Sinclair (NSI)	✗
	Ms Selina Skipwith (SSK) Chair	✓
	VACANCY	N/A
	VACANCY	N/A
	VACANCY	N/A
Local authority	Mr Hanad Mohamed (HMO)	✗
Parent	Ms Sophie Jenkins (SJE)	✓
	Mr Stuart Taylor (STA)	✗
Staff	Mr Rob Yurchesyn (RYU)	✓
ASSOCIATES		
	Mrs Ronke Coote ¹ (RCO)	✗
	Prof Lee Elliot Major (LEM)	✓
ATTENDING		
	Mr Bernard Lane (BLA) Deputy head	
	Ms Flora Wilson (FWI) Senior assistant head	
	Mr Crispin Germanos (CGE) Assistant head	
	Mr Mike Hutchinson (MHU) Clerk	

¹ Associate as of item 8.1.

1. Welcome, apologies and declarations of interest

SSK welcomed all present to this William Ellis School FGB meeting, which began at 5.05pm. Apologies were received from, and permission for absence granted to, HMO, DNE, NSI, STA and Matthew Scott, senior assistant head, who often attends these meetings. No other apologies were necessary as all other governors were, or would be, present, and thus a quorum. There were no declarations of interest, pecuniary or otherwise, in respect of any items on this agenda. With the exception of CGE's presentation, all papers had been circulated in advance.

2. Receive chair's report

2.1 Chair's action SSK reported that as a chair's action she had approved the school's Addressing Domestic Violence Abuse Policy. Governors **AGREED** her action.

2.2 Camden governor diversity survey SSK reminded governors to complete Camden's current online annual governor diversity survey.

2.3 Meeting SSK reported that she would shortly be liaising with Camden on the school's next steps following the recent Ofsted inspection.

3. Receive report on curriculum and assessment

3.1 SSK welcomed CGE to the meeting and invited him to present to governors, which he did, tabling and screening a presentation.

3.2 His presentation concerned a whole-school focus on formative assessment which had taken place from January to May 2022. The technique was at the heart of two objectives of the School Development Plan 2020-23, on identifying and addressing student misconceptions and gaps in learning, and regular and precise feedback.

3.3 Formative assessment was defined as teachers regularly checking learning and responding to student feedback by adapting their teaching.

3.4 The three objectives of the five-month focus on formative assessment had been for teachers to understand its principles; to develop and refine their use of formative assessment strategies in practice; and for middle leaders to embed formative assessment strategies in their curriculum and unit plans, and monitor the impact.

3.5 In practice this had involved much evidence-based CPD and the involvement of formative assessment guru Harry Fletcher-Wood, author of *Responsive Teaching: Cognitive Science and Formative Assessment in Practice*.

3.6 Harry Fletcher-Wood had visited 20 lessons in two days as part of the programme, during which he had noted good progress in using formative tools, including diagnostic questions and hinge questions, which were used to check students' understanding. Members of the peer review organisation Challenge Partners had also played a part, visiting eight lessons in May 2022.

[ISH joined the meeting with apologies at 5.16pm.]

3.7 In feedback, teachers had found the techniques successful to varying degrees, particularly in maths, science and history. Most used them at least some of the time. Students were also positive, particularly those in receipt of the Pupil Premium.

3.8 Next steps included ensuring that formative assessment was consolidated and consistent.

3.9 SSK thanked CGE for his presentation and called for comments and questions, to which CGE responded as follows.

3.10 Is the point of diagnostic questions that they reveal common misconceptions [LEM]? Yes, but in some departments, such as English, that was harder than others.

3.11 How do you ensure that all pupils respond [LEM]? Teachers had been briefed on how to deliver questions in order to ensure that every student participated. There was a clear process to ensure that all pupils opted in to the process.

3.12 How is the progress which hopefully results from formative assessment measured [KDU]? Progress was regularly and systematically measured within each department to ensure that key knowledge had been absorbed. At the end of each six-week cycle a longer investigation was conducted to ensure success.

3.13 What if formative assessment reveals a wide range of abilities [DMO]? The key was how teachers responded to misconceptions. Misconceptions were also identified in advance and responses prepared.

3.14 IJO said that KS3 data demonstrated how much progress students had made. This in turn showed that formative assessment was being used well, and suggested that the assessment data submitted by teachers was robust. LEM added that consistency was always a challenge. Addressing variation was key.

3.15 Are formative assessment questions recorded [RAU]? Continuous professional development (CPD) offered time to construct hinge questions in teams. Experienced teachers supported their peers. In time, a bank of questions would be developed. Once that was done, they could be set as homework. RYU added that CPD time to discuss the concept and practice of formative assessment had been useful.

3.16 How do you ensure a continued, continuous focus on formative assessment [SJE]? The practice was clearly represented in William Ellis's teaching and learning framework, which quality-controlled good practice, in terms of checking for understanding and responsive teaching. That would ensure practice did not fade.

3.17 Did lesson observations reveal concerns about any individual teachers [LEM]? Challenge Partners had raised concerns about a colleague's poor use of formative assessment; that colleague was currently being supported.

3.18 BLA said that the challenge over the next year would be maintaining and embedding formative assessment to ensure that it was sustained. CGE, and his colleague Lucie Strike, had undertaken sterling work. Departmental reviews would continue to assess the quality of teaching and learning in each department.

3.19 Given workload, are departmental reviews sustainable [RYU]? Previous lesson observations had been time-consuming but ineffective. Reviews would be streamlined and less intense to ensure that they involved no unnecessary work.

3.20 If line management is effective, why review departments [RYU]? IJO said that line management and departmental reviews differed. The latter could be more objective. A department that was working well reduced staff workload and improved staff wellbeing. Healthy and open peer observation was valuable.

3.21 Is consistency within teams improving and is there evidence to support a Good Ofsted judgement [ISH]? IJO answered this: an Ofsted judgement was of the whole school, though departments clearly contributed. BLA said there was work to do to ensure consistency across teams. Collaboration boosted quality.

3.22 SSK thanked CGE again for his report, and for answering questions.

[CGE left the meeting at 5.54pm.]

4. Receive headteacher's report

4.1 SSK thanked IJO for her report and asked her to introduce it, which she did as follows.

4.2 Curriculum changes Curriculum changes for September 2022 included sociology as a GCSE option. Unfortunately the ambition to introduce food technology for Years 7 and 8, in line with a requirement of the national curriculum, had been scuppered, as the teacher recruited had recently taken up a role elsewhere.

4.3 School Development Plan The updated plan circulated included amended key performance indicators (KPIs – each linked to the new Ofsted framework). Next school year would see the plan in its third year of three.

5. Receive report on changes to exclusion guidance

5.1 IJO reported that current guidance on exclusions enabled her to issue a five-day fixed-term exclusion during which she was able to investigate a student's conduct. If that conduct merited a permanent exclusion, she could issue one.

5.2 There then followed 15 working days before a governors' hearing to review her decision to permanently exclude. During this time, she could explore the option of a managed move for the student to another Camden school, to give him a fresh start. If a managed move proved possible, she could rescind the permanent exclusion.

5.3 The government was now proposing to shorten that window during which managed moves could be organised.

5.4 New guidance, effective from September 2023, was likely to say that permanent exclusions could no longer be rescinded. That meant that Camden headteachers would have only the five-day window of a fixed-term exclusion to arrange a managed move. This was too short for the complex negotiations involved.

5.5 The alternative was to adopt this Alternative Provision, Off-site Directives and Managed Moves Policy. This would enable Camden headteachers to direct students at risk of permanent exclusion to attend another school for two weeks.

5.6 If, at the end of this fortnight, the move was judged a success, the student would be accepted onto the roll of the new school. If not, William Ellis could permanently exclude him on the strength of his original behaviour and subsequent conduct.

5.7 However, the policy was as yet in draft. If it was to be a Camden-wide policy, it would have to be agreed by all Camden schools. If the policy was not in place by September 2022 and IJO excluded a student at that time, the window to arrange a managed move would be only five days, under the new statutory guidance.

5.8 IJO was asking governors to delegate approval of the policy to SSK, on the assumption that her chair's action would be subject to subsequent scrutiny by governors.

5.9 Approval would enable IJO to issue an off-site directive to a student at risk of permanent exclusion, allowing time – hopefully – to negotiate a managed move.

5.10 Her concern was that the revised guidance would lead to more permanent exclusions nationally because of the closing of the 15-day window.

5.11 SSK thanked IJO and called for questions, of which there were a number, which are disaggregated here for ease of reference. IJO answered all questions.

5.12 Could a lack of parental choice in the issuing of an on-site directive be potentially helpful [ISH]? It could be. If parents did not accept the reality of an on-site directive, their son would be no worse off than previously.

5.13 Is the change in guidance likely to happen, and do managed moves work [KDU]? Whether the change in guidance was likely to go through was a moot point: it had been proposed two education secretaries ago! Chaos in government could mean it rolled through, in which case Camden schools would have to be ready. If not, they would retain their current policies. Managed moves worked 50 per cent or more of the time. They were worth attempting for those occasions they succeeded.

5.14 What is the choice for students and their families [SJE]? The choice for students and their families was to accept a directive to move schools or risk permanent exclusion.

5.15 Will the proposed policy cover all Camden schools [DMO]? Effectively, yes.

5.16 If permanent exclusion is threatened, should governors have oversight of any decision to exclude, as they currently have [DMO]? Governor oversight of a decision to permanently exclude within five days would be a challenge.

5.17 What is the logic behind the new guidance [ISH]? Presumably the concern is that headteachers are using permanent exclusion as a threat, which then forces parents to remove their child – effectively, off-rolling.

5.18 Whose responsibility is it to find a student a new school [KDU]? Technically, no headteacher was responsible for finding alternative mainstream education for a student, but Camden headteachers always tried. Islington schools, and the borough's pupil referral unit (PRU), would not accept managed moves.

5.19 Would governors receive regular reports on numbers of students directed to move schools [SJE]? Yes.

5.20 Will there be something on the school's website explaining the new system [ISH]? Yes: the new system should also make positive conversations with families easier. SSK added that she hoped that governors would sooner or later be able to visit Camden's PRU, Camden Centre for Learning, to better understand options.

5.21 Governors **AGREED** to delegate responsibility for approval of the Alternative Provision, Off-site Directives and Managed Moves Policy – or alternatively-titled policy on the same theme – to SSK, if it proved necessary, on the understanding that she would return to them to explain her chair's action.

6. Agree LaSWAP memorandum of understanding

6.1 SSK explained that, given the pressures on schools to academise, it was timely to clarify that the four member schools of the LaSWAP sixth form consortium currently collaborated within an acknowledged framework. Hence this memo.

6.2 She called for questions, of which there was one, which she answered.

6.3 Why is there nothing in the memorandum about finance [RAU]? LaSWAP was financially complex and there seemed little benefit in potentially undermining the flexibility that resulted from the four headteachers' and chairs of governors' culture of collegiality. This document was the starting point for further discussion. Given uncertain times, it was essential that all four LaSWAP schools agreed it.

6.4 Governors **AGREED** the LaSWAP memorandum of understanding. IJO to sign.

ACTION	Item 6.4	<i>IJO to sign LaSWAP memorandum of understanding on behalf of William Ellis School.</i>
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7. Receive reports from committees

7.1 School Improvement Committee SJE, who chairs this committee, reported that it had met on 23 June 2022. Draft minutes had been circulated. The meeting had received two curriculum presentations, on PE, where there were concerns about the safety of the top playground, and English, where GCSE results under a new exam board were expected soon. Members of the committee had met the school's new special educational needs and disabilities co-ordinator (SENDCo), Vuyo Gawe, and reviewed progress in Y13. In KS2 there was a growing disadvantage gap.

7.2 Personnel and Resources Committee KDU, who chairs this committee, reported that it had met on 16 June 2022. Draft minutes had been circulated. The meeting had welcomed the full staff roll for September 2022 and reviewed safeguarding, progress on installing a new management information system, and planned capital works over the summer break. The 2022-23 carry-forward stood at £400k, although half of that was – hopefully to be unrepeatable – Covid funding. IJO had also presented the results of a parent survey to inform marketing initiatives.

8. Agree appointments and re-appointment

8.1 Associate RCO's term of office as a Foundation governor having come to an end on 27 May 2022, governors **AGREED** to appoint her as an associate of the Governing Body for a year, as of this date.

8.2 Foundation governor Governors **AGREED** to accept the school's Foundation's nomination of SJE as one of its nominated governors. Four-year term to begin on 20 July 2022, when her current term of office as a parent governor expires.

8.3 Co-opted governor Governors **AGREED** to re-appoint JWO as of 26 July 2022, following expiry of his current term as a co-opted governor.

9. Receive updates on governor training and link visits to school

9.1 Governor training SSK reported that she had undertaken Camden Learning safeguarding training. She reminded governors that IJO had circulated the link for an online National Governance Association (NGA) safeguarding course; all governors to undertake this training. IJO to resend.

ACTION	Item 9.1	IJO to resend link to online NGA safeguarding course; all governors to undertake this training.
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9.2 Governor link visits to school SSK reported that NSI, as link governor for SEND, had met with the new SENDCo, Vuyo Gawe.

10. Agree governor meeting dates for 2022-23

Governors **AGREED** the governor meeting dates for 2022-23 as circulated.

11. Minutes of the previous meeting and matters arising

11.1 The minutes of the meeting of 26 May 2022 were **AGREED** as a full and accurate record; SSK to sign after the meeting. There were a number of matters arising.

11.2 Item 9.1 SSK and IJO apologised that they had not yet discussed the range and allocation of link governors but would do so.

ACTION Item 11.2 *SSK and IJO to discuss range and allocation of link governor roles.*

11.3 Item 9.4 DMO, who is governor for careers, had forwarded a list of potential student placements to the school's work experience co-ordinator, Horace Parry. He would contact him again and circulate information to governors so they can assist with placement contacts for 2022-23.

ACTION Item 11.3 *DMO to contact Horace Parry again and forward work experience information to governors; **all governors** to consider potential placement contacts for 2022-23.*

11.4 Item 11.2 SSK had spoken to the school's parents' association WESPA and the School Council on the latter's uniform proposals; it was up to the latter to pursue this.

11.5 Item 11.3 STA to confirm whether he has liaised with the School Council on brainstorming practical ways to address toxic masculinity in school.

ACTION Item 11.5 *STA to confirm whether he has liaised with School Council on brainstorming practical ways to address toxic masculinity in school.*

11.6 All other actions had been, or were in the process of being, fulfilled.

12. Any other business

12.1 Student Voice consultations SSK to email reminder to all governors of student voice consultations on Friday 15 July 2022 (Key Stages 3, 4 and 5) and Wednesday 20 July 2022 (Key Stages 3 and 4 only); all governors to clarify their availability.

ACTION Item 12.1 *SSK to email reminder to all governors of student voice consultation on Friday 15 July 2022 (Key Stages 3, 4 and 5) and Wednesday 20 July 2022 (Key Stages 3 and 4 only); **all governors** to clarify availability.*

12.2 Clearing FWI invited all governors to offer their support, through her, to students taking part in clearing on Thursday 18 August 2022 from 9am. Students and staff had appreciated past governor involvement.

ACTION Item 12.2 ***All governors** to consider offering support to FWI for clearing, from 9am on Thursday 18 August 2022.*

12.3 LaSWAP Focus Fortnight FWI also invited governors to attend the LaSWAP Focus Fortnight, which this year would be taking place from 10 to 21 October 2022.

ACTION **Item 12.3** **All governors** to consider attending the LaSWAP Focus Fortnight, taking place from 10 to 21 October 2022.

Next scheduled meeting: Thursday 14 October 2022 at 5pm.

There being no further business in this part of the meeting, SSK thanked all present for attending and closed this part of the meeting at 6.41pm. Confidential items followed. All present remained.

Signed.....

14 October 2022

Selina Skipwith
Chair of the Governing Body, William Ellis School

ACTIONS ARISING FROM THE ABOVE MINUTES

ACTION **Item 6.4** **IJO** to sign LaSWAP memorandum of understanding on behalf of William Ellis School.

ACTION **Item 9.1** **IJO** to resend link to online NGA safeguarding course; **all governors** to undertake this training.

ACTION **Item 11.2** **SSK** and **IJO** to discuss range and allocation of link governor roles.

ACTION **Item 11.3** **DMO** to contact Horace Parry again and forward work experience information to governors; **all governors** to consider potential placement contacts for 2022-23.

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