



Queen Elizabeth's Girls' School

Educating Women of the Future

QUEEN ELIZABETH'S GIRLS SCHOOL

GOVERNING BOARD

Minutes of the meeting held at 6.00pm on Tuesday 30 January 2018

Parent governors:

Susan Cottam (SC)
Rebecca Hanley (RH)
(Chair)
Rebecca Peer (RP)

Co-opted governors:

Debbie Lane (DL)
Uzo Nwamu (UN)

Staff governors:

Kay Excell (KE)
Heather Price (HP)

Violet Walker (VW)
(Headteacher)

In attendance: Hilary Furey (Clerk to the Governing Board), David Jones (DJS) (Deputy Headteacher), Justin Haines (JHS) (Assistant Head).

1. Welcome, apologies for absence, declarations of interest

- 1.1 Those present were welcomed to the meeting.
- 1.2 Apologies were received and accepted from Alan Jenner, Royden Gothelf, Kim Longman, Penelope Martin-Smith and Jennifer Ford. Carrie Scott had sent apologies in advance for late arrival.
- 1.2 No pecuniary or personal interests in the business of the meeting were declared by those present.

It was **agreed** that Items 4 and 9 would be early items on the agenda.

2. Membership and Appointments

- 2a) The Chair nominated Carrie Scott and Hannah Ross, whose details had been circulated to all Trustees for consideration, as Trustees of the Governing Board. This was unanimously **agreed**.

The Chair told Trustees that she and Debbie Lane had met Alison Davis, whose details had also been circulated, and proposed her as a Member of the Governing Board upon reconstitution. This nomination was a decision for the existing Members, and Trustees agreed that she would be a valuable addition to the Governing Board.

The Chair told governors that Kim Longman had resigned as a Trustee. The Chair, on behalf of the Governing Board, recorded her thanks to Ms Longman for her personal support and for her contribution to the Governing Board, for inductions for all new Trustees, the annual review of Governance and the Chairs' review, for drawing up the link governor protocols and job descriptions and for serving on the various panels over the years.

Action: The Clerk would complete the necessary process for appointments and resignations.

The Chair told Trustees that potential additions to the Governing Board had been presented via the SGOSS and Inspiring Governance organisations and asked Trustees to let her know of anyone that might have specialist skills areas of education, premises management, buildings projects and Health and Safety.

- 2b) The Chair proposed that the two newly appointed Trustees be appointed to the Finance & Premises Committee and asked for additional members.

Action: It was agreed that the Finance & Premises Committee would consist of the Chair of the Governing Board, the Headteacher, Uzo Nwamu, Carrie Scott and Hannah Ross. Kate Kardooni, the current Chair of the Committee, was likely to stand down shortly, and Neil Hewitt would remain as an Associate to the Committee.

It was proposed that an Admissions Committee be re-established to agree admissions policy and related matters such as admission appeals. The Headteacher said that the school's admissions process, managed by Justin Haines, Assistant Head, was very supportive and said that there would be few occasions on which the committee would be required to meet. After discussion, it was **agreed** that the Chair of the Governing Board, the Chair of the Finance & Premises Committee and the Headteacher would be standing members of that Committee and noted that it was helpful for committee members to be familiar with the Admissions Code and its requirements.

Action: to re-establish the Admissions Committee which would meet when required to discuss admissions matters. The Clerk would present model Terms of Reference at the next meeting.

3. Minutes of the previous meeting

- 3.1 Minutes of the Governing Board meeting of 5 December 2017 had been circulated in advance of the meeting and were agreed and signed as a true record of the meeting. A trustee wondered if the minutes, whilst accurate, could be more succinct. The Chair explained that Ofsted liked to see discussion and challenge, and it was agreed that draft minutes should be sent within a week of the meeting, where possible.

- 3.2 The following action points were noted:

Item 2.2, 6.5 – the Science Link governor's report had been received but had not yet been circulated to all governors.

Item 2.2, 7.1 – the Clerk had compiled a policy review schedule.

Action: Clerk to send the policy review schedule to the RP as Link Governor.

Item 2.2, 8.1 – the Clerk had uploaded the signed minutes of the previous meeting to the school website and a copy had been displayed on the staff room noticeboard.

Item 2.2, 8.3 – all current Trustees had agreed to abide by the NGA Code of Conduct.

AOB – the Scheme of Delegation and Terms of Reference for the Finance & Premises Committee had been circulated and agreed.

4. Report on Chair's action

- 4.1 Further to discussion of increasing Pupil Admission Numbers (PAN) at the December meeting the Chair had taken the decision to agree that the school should increase its Year 7 pupil numbers by 16, to 196, for September 2018 and the Local Authority had been notified by its deadline of 1 January 2018. The Chair told Trustees that the paper which had been circulated for the meeting set out the issues and historic information. The Headteacher and Assistant Headteacher responsible for pupil admissions told Trustees that all schools had been approached to consider taking additional pupils, as this was a bulge year for pupils. Further to discussion at the previous meeting the Chair reminded Trustees that the school would benefit financially by approximately £45k in the second and subsequent years from the additional 16 pupils and that the Governing Board needed to be aware of the financial situation, and the lower numbers in the current 6th form, affecting Queen Elizabeth's Girls' School. In response to a query regarding funding the Headteacher explained that the financial ratio of staff salaries to the overall school budget was 83%, compared to the national benchmark of 75%. The Headteacher, in addressing a governor's concern about how the school would manage its resources without funding in the first year, said that the school would absorb such costs for books but that it would not need to employ additional teachers and there would be minimal additional pressure on staff in terms of marking and preparation. Trustees were told that the school's reputation had attracted 690 applications for the current 180 places in Year 7, and the school's popularity was enabling it to expand. The Headteacher agreed to share anonymised comments from applicants.

Whilst the decision to increase PAN had already been taken, the Chair asked Trustees for a show of hands in support of the decision, with 7 governors in **agreement** and 1 abstention.

5. Headteacher's Report

- 5.1 **SEF** - the Headteacher told trustees that the SEF document remained the same as previously seen but with the inclusion of Data Drop 2 summary. Trustees were asked to note that the Progress 8 score was volatile and therefore likely to change but that the Data Drop 2 predictions showed an improvement on the previous year. The Chair and David Jones, Deputy Headteacher, explained that progress was an end of KS2 measure extrapolated to end of KS4 measure and which, if predicted scores were achieved, would result in a 0 score. Conversely, a result of below 0 was worse than average. In response to a query the Headteacher explained that whilst it was possible to predict attainment at KS4 from achievement at KS2 results were not predetermined. Predictions at KS4 were based on individual pupils at the school but that national averages were based on distribution of all pupils nationally. DJS said that this was the reason that the school did not have its own scores until validated national data was published. A trustee wanted to know how LAPS/MAPS students were progressing and was told that, where students had lower predictions, a lot of intervention work was being implemented to support learning and achievement, and this was most evident in Maths. English was currently in a similar position to the previous year and it was agreed that the proportion of students achieving a score of 9 (approx. 20 pupils) had been astonishing. The Headteacher said that this was particularly impressive as classes were mixed ability from Year 7

with all students within any year group receiving a consistent 'diet' and high expectations for each group and it was hoped that this could be replicated in Maths. A trustee wanted to understand the discrepancy between the number of SEN K students within the Headteacher's report (8) and the number shown in the FFT Aspire document (17). The Headteacher explained that this was due to students not having been properly identified earlier in the year and therefore had been left out of the data. It was noted that Black African students were making better progress this year and, in reply to a question, the Headteacher said that no specific intervention was in place for this ethnic group but that all students received Quality First teaching. Trustees discussed these changes and the Headteacher said that the number of minority ethnic staff within this specific group had increased from 11 to 40+ since her arrival and that there had been some legacy of underachievement within the cohort. In addition, there was a greater diversity of ethnic groups within the school leadership. The Headteacher had also ensured that the contracted cleaner workforce was not formed of one ethnicity – as this was a matter which had been specifically requested following comments raised by Student Voice. The Chair said the school should be congratulated on this active intention to better reflect the diverse school population.

Action: DJS to circulate information to explain scores.

- 5.2 **Feedback on Extended Day** – responses from both Staff (approx. 50) and Student (approx. 700) surveys on the extended day had been circulated in advance of the meeting, although it was reported that the survey had crashed whilst in use and therefore it was possible that more staff would have completed the survey had this issue not occurred. Responses almost mirrored each other, with Year 7 students, the majority of which accounted for any one year group's responses, more likely to enjoy seeing their tutor at the end of the day, although there was a discrepancy in how much time was felt to be optimal. Whilst students felt that 10 minutes was long enough, staff thought that they needed longer to make the session more meaningful, and the Deputy Headteacher in charge of the survey had not offered an option of less than 10 minutes as this would have defeated the pastoral purpose of the extended day. The Headteacher said that the findings showed that students would like to look at achievement points within their tutor group and that this was a positive aspect. A trustee noted that a number of teachers had used the time for silent reading, which was not the purpose of the session, and the Headteacher said that the SLT had picked up on this point already. Overall, it was felt that the extended day was useful in helping to develop pastoral care and allowing for pastoral leaders to be able to see individuals at the end of the day in a calm way. Responding to a query, the Headteacher confirmed that the 10-minute session at the end of each day would continue and that this would become embedded practice. The Chair told trustees that the Headteacher had shared the findings of the survey as a matter of courtesy since this was an operational matter.

- 5.3 **Monitoring of Exclusions** – JHS told trustees that the number of exclusions was much reduced on previous years – 17 compared to 25 at the same time in the previous year - which indicated that behaviour was better, and the Headteacher added that whilst there had been a recent flurry of issues the number of SLT on-calls was considerably reduced. **A trustee wanted to know if the number of behaviour points given to students was tracked** and was told that pastoral support meetings were held between the head of

each year groups, the SLT link to the year group and Clare Vickers, Head of Inclusion, to look at behaviour and attendance which was then correlated with Data Drop information. Additionally, in-school professionals meetings were held on a fortnightly basis to look at holistic programmes of support. A staff trustee noted that behaviour was really important and that it was evident that students achieved better when behaviour was good. JHS said that lots of tracking and monitoring of individual student progress was carried out and, at A Level, DJS and Lindsey Southwell, Head of 6th Form, were meeting Heads of Department to discuss individual student impact reports. The Headteacher said that Parents' Evenings had been held so that where there were concerns parents of specific students could have a conversation with their daughter and her teachers to address any issues. In addition, extra sessions were being held after school to support students in, for example, Maths and Psychology, and where students had not achieved well they would be re-tested following these sessions with JHS quality assuring A Level Music and DJS responsible for Maths and Science.

On this point the Chair wanted to know how the creative subjects were faring. JHS said that he and the Head of 6th Form had visited Woodhouse College to see the A Level Music provision and to discuss any issues. The Headteacher said that the new Director of Music had an ability to identify individual needs and to be able to motivate and fast-track student progress by embedding a love of music and by uploading differentiated tutorial resources. There was also a focus on Art with GCSE students participating in a 5-hour Drawing Day in preparation for the 2 day GCSE exam.

In response to a trustee's query about a link visit to the Science Department, DJS said that an action plan was in place to support centralised storage of data. The trustee said that she had been very impressed by the 1:1 support provision in Science and was told that a Cambridge graduate in Natural Sciences had been employed as a TA attached to Physics lessons predominantly although supporting lessons across the sciences. Trustees were told that the TA was having an impact with students reporting good support in particular aspects of the new module in the syllabus and this also allowed the two Physics specialists to work together more closely. The Headteacher said that the TA was interested in training as a teacher and the school would support him on the Schools Direct programme. Additionally, a senior Lab Technician, also a Cambridge research scientist, had expressed an interest in the Schools Direct programme and the Headteacher said that the school would be supporting both from September 2018. Trustees were told that a number of graduates who had joined the Inclusion Team as Learning Support Assistants were interested in spending a year in school and had been able to participate in a fortnightly professional development programme at the school. The Headteacher said was speaking to an organisation about a further group from September 2018. A trustee noted that this could make a significant impact on student progress and the Headteacher confirmed that staff were enjoying CPD sessions with more conversations around pedagogy creating a more professional feeling amongst colleagues.

- 5.4 Data and Exams Update** – as had been discussed in 5.1 above, the Headteacher said that the SDP had been updated to show more areas had been completed, and trustees were pleased to note that 30% of teaching was outstanding which was supported by outcomes. The Chair felt that the FFT Aspire document was very clear in its presentation of data information.

However, further to a query as to the reasons for categorisation of ethnic and cultural groups, it was explained that this was a Government requirement. The Headteacher told trustees that whilst black African students were performing well, black Caribbean students were not. Due to the cohort being small (8) the data could be less significant, however important to note. In general, HAPS were performing well although not as well as MAPs and LAPs and the Headteacher said that there was a balance to be struck between stretch and challenge and ensuring that students were not pushed too hard as they already push themselves. **A trustee asked whether this might be a pastoral care issue, particularly for Year 11 students taking GCSE exams.** The Headteacher said that Year 11 tutors were generally Heads of Department or more senior teachers and were matched with groups of students to enable them to provide support with particular subject difficulties. As this was the first year of this tutorial system the Headteacher was conscious of allowing time for the system to embed, adding that Tracie Parker, Designated Safeguarding Lead, worked with the Head of Year 11 to ensure students' pastoral and academic development.

A question was raised as to whether the Director of Maths could work with SEN K students as they were the lowest performing in Maths. The Headteacher said that part of the role of the Director of Maths Development was to look at all lower-performing groups and to ensure that teaching and expectations were consistent for all students.

Action: It was agreed that the SDP would be presented at each Governing Board meeting.

Action: The Chair proposed that training on data for trustees would be helpful in explain progress and attainment.

5.5 Changes to Ofsted Inspection Framework

The Headteacher, as requested, updated trustees in respect of future changes to the Ofsted inspection framework which would see the judgement of 'Outstanding' disappear from 2019 and, in response to a question, said that other current Ofsted judgements would remain. With the school's next inspection due in spring 2019, the Headteacher said that she would draft a letter to Ofsted, once results were known in the summer term, requesting an earlier inspection and was confident that the school's focus on a broad and balanced curriculum had produced good results. A trustee noted that Ofsted inspections were concerned with other areas such as safeguarding and pastoral care, as well as standards, and the Headteacher said she was confident that everything was in place to support an early inspection. The Chair reminded trustees that one of the reasons for reconstituting the Board was to show that it was taking action as a response to previous Ofsted comments. The Headteacher told trustees that the school was seeking accreditation from the Schools, Students and Teachers (SSAT) network for transforming education in the way QEGS monitored and tracked data and its implementation of resources, adding that the school had been paired with Walthamstow Girls School. SLT members of the two schools had met to carry out a peer review exercise, with another visit and exercise planned prior before half-term, culminating in a moderation visit at the end of February.

Action: MDY would present the vulnerability index at the next meeting.

6. Careers Advice

Trustees were pleased to see an action plan and implementation information about careers advice and provision at the school which, the Headteacher said, was the first time such mapping of provision had been done by Anna Myatt, the school's lead on PSHCE and careers. **A trustee said that, as a parent, she had not had any engagement in respect of the school's careers provision.** The Headteacher assured trustees that a lot of targeted work began around Year 9 when students make GCSE option choices, with more focused work in KS4. The school worked with a number of different organisations including Barnet Partnership and Barnet Careers Service, Women of Hope Achievement (WOHA) events, Women of the Future, GirlsCAN and City Network mentoring programmes, as well as participating in mock trials as part of a Magistrates Courts competition, attending careers fairs and opportunities for networking and internships. Governors expressed an interest in learning more about careers advice and guidance. The Chair reminded governors that they should receive a weekly email from The Key which provided information on a range of governance matters relating to careers provision.

Action: The Headteacher agreed to look into a query regarding careers provision and would consider a presentation on careers advice and guidance during a future Governors' Day visit.

7. School Policies

- 7.1 A list of staffing policies currently under consultation with staff and unions had been circulated prior to the meeting. In response to a trustee's comment the Headteacher acknowledged that she did not need agreement on the collective consultation but believed it to be good practice to hold individual meetings where requested. Further to an action from the previous meeting, the Clerk confirmed that a policy review schedule existed and would be forwarded to the Link Governor shortly.

Action: The Clerk to send the policy review schedule to the Link Trustee.

8. Public Sector Equality Duty

- 8.1 An information document about the Public Sector Equality Duty had been circulated prior to the meeting and trustees were told that this was a statutory requirement to be updated and published on the school's website on an annual basis. A trustee agreed to review the document.

Action: The Public Sector Equality Duty document to be reviewed.

9. GDPR

- 9.1 A document from the Information Commissioner's Office (ICO) had been circulated in advance of the meeting, alongside additional guidance from the London Borough of Barnet. Trustees were assured that DJS, as a member of SLT, was eligible to be designated as the school's responsible officer for data and had recently completed GDPR training. DJS told trustees that there were two or 3 categorical changes for the school and that it needed to demonstrate

compliance by having a paper trail. DJS said that he was working methodically through an action plan discussed by the SLT on 29 January 2018 and that a data audit was underway covering 12 areas. TLR holders had completed the relevant sections and other staff were currently working on their sections. All policies and procedures would need to be reviewed and updated, where required. Trustees were told that DJS had asked about the use of photographs of students at the training session and was told that the school needed to have affirmative consent in order to be able to use photographs but would not need to have specific consent for each photograph as one consent would cover all photographs of any individual student. Trustees appreciated that the school, like all organisations, was learning as the process developed. **A trustee wanted to know whether specific informed consent had to be given for employee data to be held.** DJS said that the school would need to have consent for one legal basis, of which there were 5, to enable it to hold or use data. The Headteacher said that her concern was that no matter how good the school was in its duty it would be held responsible for any breach that occurred wherever the information had been sent and said that it would be necessary to re-write contracts and ensure that appropriate indemnity was in place. The Headteacher had already had conversations with QEGSA about third party issues and the school website. The deadline for compliance was confirmed as 25 May 2018 and DJS told trustees that the action plan had been launched with staff and the school was in a good position to meet its responsibilities. It was agreed that the document was very useful and that specific responsibilities for trustees including the use of lgfl email addresses was important to be compliant with. The Chair asked for a 10 minutes update item on policies at the next meeting and it was noted that the Acceptable Use Policy would need to be updated. **A trustee suggested that whilst it was important to have policies, there was also a need for training.** The Chair proposed that it could be useful to have 10-15 minute bitesize training sessions for all at the beginning of future Governing Board meetings on topics such as finance, Health & Safety, Safeguarding, Data, etc. so that trustees could feel more confident in their knowledge of a range of important areas. The Chair told trustees that she was in the process of completing Safer Recruitment training.

Action: The Headteacher and Clerk would agree Governing training days, possibly 2 x half-days, and look at Bitesize training.

Action: There would be an item on policies for the next Governing Board meeting.

The Chair thanked DJS and JHS for their reports.

(DJS and JHS left the meeting at 7.55pm)

10. Scheme of Delegation

- 10.1 The Chair told trustees that the Scheme of Delegation document had been amended, as previously agreed, to clarify that when the Headteacher was also a Trustee their vote would be included in the collective decision making of the Board of Trustees in addition to their role as Chief Executive. Meeting dates for 2017-18 were circulated for Governing Board and Committee meetings.

11. Trustee Link Roles

Action: This item would be carried forward to the next Governing Board meeting.

12. Any Other Business

12.1 Further to the Curriculum Policy being agreed at the December 2017 meeting, the Headteacher said that it had been necessary to include an additional sentence to prevent requests for alternative pathway choices. The amendment reads: 'There are 4 option pathways'. This is followed by, 'All students must follow one of these'. Trustees **agreed** the amended wording to the Curriculum Policy and DJS confirmed that this had been updated and replaced the older version on the website.

12.2 A trustee requested that documents include a date in the footer for ease of identification.

13. Items for future meetings

13.1 The following items for the next meetings were agreed:
- Model Terms of Reference for Admissions Committee (Clerk)
- Policy update (Clerk)
- Vulnerability Index report (MDY).

13.2 The Chair told trustees that this was Debbie Lane's final meeting as a Trustee as, following reconstitution, she would be a Member of the Governing Board. The Chair, on behalf of the Trustees and Members, thanked Debbie for her work with the Governing Board over a number of years, adding that her calm, steady and sensible approach was an asset to the school.

The date of the next Finance & Premises Committee meeting is Tuesday 20 March 2018 and the next Full Governing Board meeting is Tuesday 24 April 2018.

Part 2 (Confidential) business

14. Confidential matters

14.1 There were no confidential matters to discuss.

There being no further business, the meeting closed at 9.00pm.

End 9.00pm

Chair: R. Hawley

Dated: 24 / 4 / 2018

Summary of action points

Action (and relevant section of minutes)	Owner
Companies House records to be updated (Item 2.2).	Clerk
The Finance & Premises Membership to be updated. The Admissions Committee to be re-established and Model Terms of Reference for Admissions Committee to be presented (Item 2c).	Clerk
Grade score information to be circulated (Item 5.1).	DJS
SDP to be presented at each Governing Board meeting and data training for trustees to be arranged (item 5.4)	Headteacher/Clerk
Vulnerability Index to be presented at next meeting (Item 5.5).	MDY
Careers query to be pursued and presentation on Careers advice for Governors Day visit to be considered (Item 6).	Headteacher/Clerk
Clerk to send policy review schedule to Link Trustee (Item 7).	Clerk
Public Sector Equality Duty to be reviewed (Item 8).	RP
Governor Bitesize training and Governor Visit Day to be agreed/arranged and policy update item to next meeting (Item 9).	Headteacher/Clerk
Trustee Link roles to next meeting (Item 10).	Chair/Clerk