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# Queen Elizabeth's Girls' School

## MEETING OF THE BOARD OF TRUSTEES OF

## QUEEN ELIZABETH'S GIRLS' SCHOOL

held at

Queen Elizabeth's Girls' School, High Street, Barnet EN5 5RR

on Tuesday 25 September 2018

at 6:00pm

## MINUTES

Trustees:  
(\* absent)

	Name	Post
	Dr Susan Cottam (SC)	Trustee
	Ms Rebecca Hanley (RH)	Trustee - Chair
	Mr Alan Jenner (AJ)	Trustee - Vice chair
*	Ms Penelope Martin-Smith (PMS)	Trustee
*	Ms Uzo Nwamu (UN)	Trustee
	Ms Rebecca Peer (RP)	Trustee
	Ms Hannah Ross (HR)	Trustee
	Ms Carrie Scott (CS)	Trustee
	Mrs Violet Walker (VW)	Trustee and Headteacher

In  
attendance

	Mr Robert Hawker (RNH)	Clerk to the Board of Trustees
	Mr David Jones (DJ)	Deputy Headteacher

Item	Minutes and actions	Date to be completed
	The Chair welcomed trustees to the meeting and provided an update on the submission of the confirmation statement.	
(a)	Under the direction of the chair, the newly appointed clerk used an express service to ensure that the confirmation status was submitted, along with a request to update the details of a number of trustee's address details. The request is currently being processed.	
(b)	Trustees suggested that the deadline for submitting confirmation statements in future be included in the new trustee's handbook. <b>Action:</b> RH to include this in the handbook.	ASAP
	The clerk acted as chair for the next two items (1/18 and 2/18).	

RH



<b>1/18</b>	<b>APOLOGIES FOR ABSENCE</b>	
1.1	Apologies had been received from UN. No apologies from PMS. The governors noted their absence.	
<b>2/18</b>	<b>ELECTION OF CHAIR AND VICE CHAIR</b>	
2.1	The Clerk, acting as Chair, received nominations for the posts of Chair & Vice Chair.  RH was nominated as Chair by AJ and seconded by SC.  AJ was nominated as Vice Chair by RH and seconded by HR.  There were no other nominations and RH and AJ were duly elected as Chair and Vice Chair respectively.	
2.2	RH assumed her role as Chair of the meeting.	
<b>3/18</b>	<b>DECLARATIONS OF INTEREST/REVISION OF REGISTER OF BUSINESS INTERESTS</b>	
3.1	There were no declarations of interest.	
<b>4/18</b>	<b>MINUTES OF THE PREVIOUS MEETING (3 July 2018)</b>	
4.1	The minutes of the previous FBT were approved subject to the following matters arising:	
4.2	The vision and ethos of the school is to be considered by trustees – as part of a regular review - with a view to refreshing and rewording if necessary. <b>Action:</b> RNH to invite trustees to a separate meeting to discuss moving this forward.	ASAP
4.3	<b>Q:</b> A trustee asked how the school is continuing to ensure that the teaching of British values, Prevent and FGM is of the highest quality. <b>A:</b> VW said pupils are taught about British values, Prevent and FGM specifically in assemblies and through PSHCE, also during tutor time and across the curriculum. External providers offering expertise and variety in presentation of learning and teaching materials are also used. The external providers have given assembly presentations and workshops in different year groups for personalised learning. The school had used different facilitators in the last academic year to help students appreciate the importance of these matters. The school is determined to ensure students receive and retain the best possible information about these matters. These matters are covered and reviewed every year. <b>Action:</b> VW to continue to review teaching of Prevent and FGM.	ASAP
4.4	A list of school trips planned for the forthcoming academic year was requested for consideration at the next meeting. <b>Action:</b> VW to provide a list of school trips.	4-12-18
4.5	The results of the survey of SEND parents, and also the feedback from surveys of year 10 (now year 11) to be included on the next agenda.	



	<b>Action:</b> VW to provide summary of survey results. RNH to include on agenda.	4-12-18
4.6	A policy schedule was circulated to trustees. <b>Action:</b> RNH to audit the list against the school's current policy status.	ASAP
4.7	The Chair indicated that succession planning will be discussed at the end of the meeting.	
<b>5/18</b>	<b>CHAIR'S ACTION</b>	
5.1	The Chair informed trustees that she had approved the payment for the online express service for submitting the school's overdue confirmation statement.	
<b>6/18</b>	<b>HEADTEACHER'S REPORT. (SEF AND SDP)</b>	
6.1	<p><u>SEF</u> The Headteacher provided the SEF document outlining the huge strides made in the development of the school with outstanding outcomes for students. There has been outstanding leadership and relentless pursuit of consistency in excellent teaching practice.</p> <p>The School Self-Evaluation document (SEF) summarised the school's position at the start of this academic year. The school self-evaluates as an outstanding school. The four areas on which the SEF reports, link to the School Development Plan (SDP). The SEF detailed evidence for outstanding practice as in the following summaries:</p> <p>Effectiveness of leadership and management – evidence: survey responses from staff, parents and pupils; tracking systems and data analysis; distributed and connected leadership; behaviour policy; quality first teaching; INSET training; safeguarding training; STEM and sixth form leadership.</p> <p>Quality of Teaching Learning and Assessment– evidence: 86 per cent of teaching and learning is good or better; excellent practitioners coaching others; positive relationships between staff and pupils; consistent planning; work scrutinies; marking feedback; standardised predictions; PiXL membership; schemes of work; student feedback as part of triangulation; triangulation meetings; stretch and challenge initiatives; personalised learning through differentiation; "out of the pit" and "burning flame" initiatives.</p> <p>Personal development, behaviour and welfare – evidence: behaviour further improved throughout the school; student voice (feel safe and cared for); students aware of e-safety; broad and balanced curriculum and extra-curricular offer; British values mapped across the curriculum; Safeguarding understood by staff and trustees; Child and Adult Psychologist employed by the school; children's nurse employed by the school; Oxford University Mindfulness Research participant school; FTE continues on downwards trend; attendance above national average and absenteeism below; persistent absence is below national average; social media awareness training for students, staff and families; parents' and</p>	



information evenings.

Outcomes – evidence:

- Progress 8 score of 0.90 (2017) ranks the school on the second percentile. This is significantly more than double the 0.38 (on the 13<sup>th</sup> percentile) from 2016. Estimates for 2018 indicate a sustained ranking with similar progress outcomes for our students.
- Element breakdown shows well above average performance in English, EBAC and Open and above average performance in mathematics.
- The performance of disadvantaged students is well above average and improved from 2017. Their performance is significantly above the national average for 'Other'.
- 36% (9-7) 87% (9-4)

KS3 2018 target was 90 per cent of all students (including disadvantaged) to achieve Expected or Better than Expected progress. This target was met in English but not in mathematics. However, in mathematics a higher proportion of disadvantaged students are making expected or better progress compared to others.

At Key Stage 5 ALPS rank of 2 (Outstanding).

The average points per A level entry has increased from 31.56 in 2017 to an initial figure of 36.16 in 2018.

The average points per A level entry is 36.16, which is equivalent to a B grade.

25% of A level grades were in the A\*-A range compared to 19% in 2017.

55% of A level grades were in the A\*-B range compared to 52% in 2017.

83% of A level grades were in the A\*-C range, the same as in 2017.

The SEF of the school as outstanding also takes in to account the capacity for the school's further improvement. There has been a step change in systems and practice, ethos and culture since September 2015. This has supported rapid improvement. Changes are being driven by strong, decisive leadership implementing tried and tested measures.

The exam results for 2017/18 demonstrate outstanding achievement – with progress expected to at least match and hopefully exceed the 0.9 (validated Jan 2018) Progress 8 score.

85 per cent maths and English GCSE 9 – 4 is another achievement for the school – with notable successes in PP and SEN K.

**Comments** were invited from trustees on the exams results for summer 2018:

RH congratulated the school and staff on the outstanding results of the recent public exams at GCSE and A level – which reflect the step change in the school. Particularly pleasing are the rates of progress for PP SEN and LAPS/MAPS. Overall Progress 8 is expected to be better than last year at 0.9+ - which should keep the school in the highest echelons of performance tables (within the top two per cent).

The school's work in closing the PP Gap and SEN in three years has been nothing short of phenomenal.

The school is very pleased with results in science at A and GCSE levels, and it was flagged that significant progress (particularly in the exceeding

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6.2	<p>of level 4 targets) has been made in maths at GCSE.</p> <p><u>SDP:</u>  VW drew attention to the KS4 targets for L4 (page five in SDP) which were exceeded. The trustees were asked to examine last year's SDP with final 'ragging' and outcomes of the year against the SDP targets 17/18.</p> <p><b>The chair asked a question following discussion on targets.</b> The targets – which in themselves were high – have been exceeded in most areas – which is to be celebrated and promoted. While our level 5 targets (5* including English and maths) are far exceeding the national average they are, perhaps, not as high as we would like them to be. Are there reasons for this?</p> <p>The Headteacher commented that as the year progressed, the team could see this might be an issue as the targets were set in the previous year; we could do more with HAPs, and maths is a big part of it. The positive aspect is that maths had some very strong outcomes in the performance of low ability pupils and some SEN pupils who had underachieved in maths historically. The school recruited to the new role of director of maths development and middle leadership coach. The role has impacted other staffing areas too. The maths department is relatively new and inexperienced. They are working with purpose and next steps are to further stretch the high prior ability students.</p> <p><b>In response to a further question</b> the Headteacher commented that the school is actively recruiting staff to inspire pupils through creative learning and teaching and by further raising the profile of maths. There will be a maths club as well as workshops, visits and speakers. The mindfulness programme also addresses some identified anxiety around maths. We need to change the perception of maths for greater student achievement in the subject thereby helping give people more life chances. We recognise we need to push at all levels of ability, not emphasising one to the detriment of others.</p> <p><b>In response to a question about ensuring an equal spread of high quality teachers across all year and ability groups,</b> the Headteacher informed the meeting that the school works to recruit the best teachers. If there are areas of development for an individual, then we help them identify their needs so that we can help them improve – we use different sorts of mechanisms to achieve this: observing excellent teachers, going to other schools to learn best practice, teachers going on courses.</p> <p><b>In response to a further question</b> on whether students might experience more than one teacher per year, the Headteacher explained that students might experience two teachers because of staff being part-time, which may create issues. The new director of maths improvement will examine any inconsistencies. The Headteacher said she is never happy with the status quo – the school is always looking to improve.</p> <p><b>In response to a question about curriculum provision</b> the Headteacher explained that currently the school is directing pupils towards options that broaden their academic exposure, although pupil's choices are not dictated. The curriculum is being broadened at GCSE and</p>	
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	<p>A levels: Sociology has been added at GCSE. Economics, Photography and Politics have been added at A level together with BTEC in Health and Social Care at Level 3. RH commended the broadening of the school's curriculum (eg, Sociology at KS4) at a time when other schools are reducing theirs especially at GCSE level. VW mentioned that the school is considering broadening the KS4 offer further with Classical Civilisation Studies.</p> <p>Regarding curriculum planning and knowledge-based learning, RH requested that the deputy head present to trustees about developments in this area at a future meeting.</p> <p><b>Action:</b> DJ to provide further information at the next FGB.</p> <p>The chair noted that on page seven of the SEF it mentioned that attendance is above the national average and <b>asked a question about reasons for absences.</b></p> <p>The Headteacher explained that the school has a high number of immigrant families who still have connections abroad. There are also a lot of students involved in performing arts and other off-site activities. Many families have started asking now for leave during term-time for weddings and other family events. Many girls also ask for leave for extra activities outside of school for things like film and TV work, and theatre productions. Authorising these absences does impact attendance data, but the school wants girls to participate in these enriching experiences – so there is careful and thoughtful discretion applied to the authorisation of absences. For consistency and fairness the school examines pupil attendance, progress levels and the reasons for the request. If there are any patterns that raise concerns or any other concerns then these will be identified as possible safeguarding issues with appropriate action taken.</p> <p>It is a fine tightrope that has to be managed to enable the girls to participate in enriching activities and to support them to do so. This means sometimes the school authorises absence in order that they can take part in those activities.</p> <p><b>Action:</b> VW to provide a breakdown of non-attendance figures.</p>	4-12-18
6.3	<p><u>Behaviour / exclusions</u></p> <p>RH noted and congratulated VW on the considerable work done to reduce exclusions which showed a pleasing downward trend over the last three years (including a 50 per drop in disadvantaged FTE).</p>	
6.4	<p><u>Wellbeing</u></p> <p>The chair commented that it is pleasing that the school is ahead of the curve in terms of "well-being and mental health". <b>She asked a question: Can you explain what building capacity is?</b></p> <p>The Headteacher responded that in this context it describes a process including training and providing resources to support students to help themselves.</p> <p><u>SEF and KS4 expansion</u></p> <p><b>There was a discussion</b> following on from page 10 of the SEF and a</p>	4/12/18

RH



6.5	question regarding expansion of KS4 into Y9. The Headteacher informed the meeting that in maths, science and English, pupils are starting some of the GCSE work in year 9, it is about skills learning and not necessarily the GCSE content, which helps prepare them for what is to come in year 10.	
6.6	<p><u>SEF and Destinations</u></p> <p><b>In response to a question about the growing success of the sixth form</b> the Headteacher explained that the school does a lot of work on progression for sixth formers. There is a careers team who attend UCAS fairs and visit certain universities. Increasingly schools are finding that girls now want to stay closer to home. For our school, the diversity of students and their cultural expectations means that many often want to stay at home or near home. There was no one this time round who was an Oxbridge candidate. The school is working to broaden the girls' aspirations.</p>	
6.7	<p><u>Admissions Update</u></p> <p>In the sixth form, 90 pupils were enrolled into year 12, of those 78 arrived for the academic year.</p> <p>For year 13, we have 65 pupils. Overall we have improved by 12 students.</p> <p>The difference between the 90 enrolled and 78 who are here is because of no shows and some who changed their school at short notice. One girl has come back to QEGS after leaving us briefly for another school. We have also raised the grade requirement to study maths at A level, to GCSE grade 7.</p> <p>All places will be full on 4 October 2018 for the school roll census.</p>	
<b>7/18</b>	<b>CLARIFY OBJECTIVES FOR THE YEAR AHEAD</b>	
7.1	The HT and Board were satisfied that the SDP 2018/19 did not need any adjustment at this stage.	
<b>8/18</b>	<b>SCHOOL UNIFORM</b>	
8.1	<p>There was a John Lewis underestimation of the numbers of students that would require the smallest size kilt entering Year 7 this year. Families had to purchase an alternative to the new Y7 kilt. John Lewis will be exchanging this skirt for the school's Y7 uniform when back in stock at no extra cost.</p> <p>At the same time, it was brought to the school's attention that a local clothes supplier was passing off lower quality and different items as the school's uniform. Trading Standards are investigating. John Lewis has been the school's contracted sole provider for over 18 years.</p> <p><b>In answer to a question about provision for families who struggle to afford uniform</b> the Headteacher explained that the school does keep a stock of second-hand uniform which is appreciated by a number of families.</p>	



	<b>Action:</b> VW to inform families that the school may be able to support them in a number of ways with uniform provision.	ASAP
<b>9/18</b>	<b>GDPR</b>	
9.1	The following notices embracing best practice of GDPR were circulated: (i) Privacy notice for trustees and other applicants (ii) Privacy notice for staff recruitment/job applicants (iii) Privacy notice for visitors to the school (iv) Email policy for staff, trustees and board members	ASAP
9.2	<u>Policies:</u> The school is moving towards sharing documents not in emails but in secure cloud and server systems. This is a huge shift in practice for the school. The Anti-bullying policy needs the contact details for the named / designated person. <b>Action:</b> TP to amend policy as requested.  <b>Q:</b> Should any issues around bullying, which the safeguarding committee discusses or any information about bullying incidents, be reported to the FGB? <b>A:</b> The board advised that it is enough to leave the issues with the safeguarding link trustee and to bring any major issues to the FBT as and when necessary.	
9.3	<u>Governor Hub:</u> RNH gave a brief overview of the functionality of Governor Hub and how it would be of use for administrating the documents and communications for all trustees. Trustees debated the pros and cons and agreed to sign up for the free four-week trial and assess it from there. <b>Action:</b> RNH to sign up for free trial period.	
<b>10/18</b>	<b>STAFFING</b>	
10.1	Updates on staffing levels were provided and changes were noted by the board.	
10.2	<u>Teachers' pay:</u> VW reported that the government has announced pay increases for teachers above the school's budgeted one per cent and also differentiated according to pay scale.  The government grant available does not cover the minimum increase that schools are expected to make. The grant leaves a shortfall of circa £64K for minimum additional pay (awards to staff on minima and maxima of scales) or circa £91K for additional pay awarded to all scale points. In years 2 and 3 the current three-year budget is exponentially further impacted negatively. The Headteacher made a moral case for applying the government proposed pay increases to all scale points. She also commented on recruitment and retention of high-quality staff, local responses to the matter from other Barnet schools and the fact that she had saved circa £330,000 on the year's planned deficit budget, to end the year with a circa £6000 surplus, to inform her decision to award	



	<p>maximum increases.</p> <p><b>A question was asked by the Chair of F&amp;P about the cost implications of a rise and its impact on future budgets.</b></p> <p><b>Action:</b> VW and CS to liaise with more detailed figures and examination of long-term cost implications regarding whether the trustees should approve the higher figure.</p>	ASAP
<b>11/18</b>	<b>UPDATES FROM FEEDBACK SURVEYS</b>	
11.1	<p>Last year the staff survey was in the spring term. RH expressed a need to carry out annual surveys, repeating the staff survey in spring and the pupil survey in summer.</p> <p>The school supports having regular staff and student surveys but cannot currently commit to specific times of the year/dates to have them because of school business.</p> <p>There are time specific family surveys completed at every meeting provided by the school on both academic and pastoral matters.</p> <p>The trustees also discussed governor led surveys.</p> <p><b>Action:</b> VW will take this to SLT to discuss how surveys might be best managed according to the school calendar.</p>	ASAP
<b>12/18</b>	<b>MINUTES AND REPORTS OF GROUPS AND WORKING PARTIES</b>	
12.1	None to report as this stage in the new academic year.	
<b>13/18</b>	<b>APPROVAL AND REVIEW OF POLICIES</b>	
13.1	<p>The policies circulated were approved:</p> <p>(v) Data Retention and Deletion Policy – September 2018 *</p> <p>(vi) Child Protection and Safeguarding Policy and Procedures *</p> <p>(vii) Anti-Bullying Policy</p> <p>Statutory policy amendments were last reviewed in 14 March 2018, next review to be one year later. Action covered by 4.6, above.</p>	
<b>14/18</b>	<b>GOVERNORS' VISITS</b>	
14.1	As this is the first meeting of the year there were none to report since the trustee's last meeting in July.	
<b>15/18</b>	<b>GOVERNOR TRAINING AND DEVELOPMENT</b>	
15.1	<p>The following areas were highlighted for trustees' future training and development needs:</p> <p>(i) exclusions</p> <p>(ii) safeguarding</p> <p>(iii) the curriculum with an Ofsted focus.</p> <p>Keeping children safe in education is a statutory document and there is a requirement for trustees to read and understand it. Staff are also required to read and understand it every year; they sign a document to confirm they have done so.</p>	



	<b>Action:</b> RNH to contact Barnet governor services to find out the courses they run for trustees and to circulate their lists.	ASAP
<b>16/18</b>	<b>BOARD MEMBERSHIP MATTERS</b>	
16.1	AJ's term of office expires in October 2018. There are two options, the first is to hold an election for a parent trustee or for him to be co-opted. AJ expressed his preference to be co-opted with a view to standing down at the end of the academic year to give another parent the chance to serve as a trustee. The latter option, to co-opt AJ to the board, was agreed by the majority of trustees.  <b>Action</b> RH: (i) RH to seek the members' approval for AJ being co-opted.	ASAP
16.2	Reviews committee membership and forthcoming dates: (i) PAN committee – RP , VW, RH, ccing CS (ii) Pay committee – VW outlined role of pay committee: SC, AJ, CS. Pay committee will meet week after half term, Wed 31 Oct. <b>Action:</b> VW to check her diary for availability.  (iii) HT performance committee: RH, AJ, CS – Friday 30 <sup>th</sup> November (iv) Admissions committee: (see i)– RH, VW, RP – do via email (v) F&P: HR, CS, dates already agreed, see item 19/18. <b>Action:</b> – RNH to email draft of Trustee's handbook to all trustees.	ASAP
16.3	<u>Succession planning:</u> Succession planning for chair and vice chair roles is required. <b>Action:</b> RH to circulate potential trustee details for consideration.	ASAP
<b>17/18</b>	<b>DATES OF FORTHCOMING MEETINGS</b>	
17.1	Dates of next full governing body (FGB) meetings:  <u>Autumn term</u> Tuesday 11 December 2018 at 6.00pm – NB: this is the FGB and AGM  <u>Spring term</u> Tuesday 5 February 2019 at 6.00pm Tuesday 14 May 2019 at 6.00pm  <u>Summer term</u> Tuesday 9 July 2019 at 6.00pm  Dates of F&P committee meetings: Tuesday 16 October 2018 at 6.00pm Monday 26 November 2018 at 6.00pm Monday 25 March 2019 at 6.00pm Monday 24 June 2019 at 6.00pm	
<b>18/18</b>	<b>ANY OTHER URGENT BUSINESS</b>	
18.1	None to report.	

RH



<b>19/18</b>	<b>CONFIDENTIAL ITEMS</b>	
19.1	One item discussed in 12/18. Part 2 minutes available. No other matters to report.	

<b>No:</b>	<b>Minute item</b>	<b>SUMMARY OF ACTION POINTS from 25 Sept 2018 meeting</b>	<b>Date by when</b>	<b>Person responsible</b>
1	a	RNH to ensure confirmation statement submitted on time	26-9-18	RNH
2	b	RH to amend handbook	ASAP	RH
3	4.2	RNH to invite trustees to a separate meeting to discuss moving this forward.	ASAP	RNH
4	4.3	VW to review teaching of prevent and FGM.	ASAP	VW
5	4.4	VW to provide list of trips	4-12-18	VW
6	4.5	VW to provide summary of survey results.	4-12-18	VW
7	4.5	RNH to include above (4.5) on next agenda.	4-12-18	RNH
8	4.6	RNH to audit statutory policy list against the school's current policy status.	ASAP	RNH
9	6.2	DJ to provide further information at the next FGB.	4-12-18	DJ
10	6.3	VW to provide a breakdown of non- attendance figures.	4/12/18	VW
11	8.1	VW to inform parents that the school may be able to support in a number of ways with uniform purchase.	ASAP	VW
12	9.2	TP to amend policy as requested.	ASAP	TP
13	9.3	RNH to sign up for free four-week trial period.	ASAP	RNH
14	10.2	VW and CS to liaise regarding whether the trustees should approve the higher figure	ASAP	VW / CS
15	11.1	VW to discuss with SLT to discuss surveys and best dates for future ones.	ASAP	VW
16	15.1	RNH to contact Barnet governor services to find out the courses they run for trustees and to circulate their lists.	ASAP	RNH
17	16.1	RH to seek the members' approval for AJ being co-opted.	ASAP	RH

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18	16.2	VW to check her diary for availability for pay committee meeting.	ASAP	VW
19	16.2	RNH to email draft of Trustee's handbook to all trustees.	ASAP	RNH
20	16.3	RH to circulate potential trustee details for consideration.	ASAP	RH

Signed

*R Hawley*  
Chair of the Board of Trustees

Date:

*14 May. 19*