



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 11 December 2018
at 6:00pm (18.14)

MINUTES

Trustees:
(* absent)

	Name	Post
	Dr Susan Cottam (SC)	Trustee
	Ms Rebecca Hanley (RH)	Trustee - Chair
	Mr Alan Jenner (AJ)	Trustee - Vice chair
	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

	Bhavin Mistry	Trustee-elect
	Lisa Harthorn	Trustee-elect
*	Rosanna Shapland	Trustee-elect
	Dewi Lewis	Trustee-elect
	Mr David Jones (DJ)	Deputy Headteacher
	Mr Robert Hawker (RNH)	Clerk to the Board of Trustees

Item	Minutes and actions	Date to be completed
	The Chair welcomed all present to the meeting and introduced the deputy head, David Jones, and invited him to deliver his presentation about the Curriculum at Queen Elizabeth's Girls' School.	
i	DJ had prepared a handout which he distributed to those present, and explained that the aim of the curriculum was to encourage a lifelong love of learning and equip students for the future. He outlined how the curriculum is more than a set of subjects on a timetable; it is about encouraging students to	

flourish and providing a broad and balanced education, academically, creatively, spiritually and socially.

He explained that Ofsted has a new approach to the curriculum around intent, implementation and impact/achievement. Their working definition is: "the curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and a narrative within an institutional context (implementation), and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement)."

DJ informed the board about the current debate around knowledge vs skills and how there is a need to ask what our intent is, how effective is our implementation and what is our impact?

Amanda Spielman, who is the current head of Ofsted (ie: Her Majesty's Chief Inspector of Education, Children's Services and Skills appointed on 1 January 2017), is on record saying that skills have a wide range of interpretations throughout different schools; a school therefore needs to be clear about what they want to achieve and then have a clear strategy in how to go about this. It was not about pushing students through mark schemes without fully developing a body of knowledge and understanding that will help them throughout life.

Ms Spielman had outlined three types of school curricula; knowledge based, mixed and skills based. In a knowledge based curriculum, skills are seen as an outcome. In mixed, knowledge and skills go hand-in-hand and both are seen as important. Some other schools emphasise the skills aspect over knowledge. DJ said that QEGS has a mixed approach; our school has a curriculum for core knowledge and core skills.

National curriculum levels have now been removed, as a consequence the school now monitors students progress in subjects through mapping back from the highest GCSE attainment level (KS3). In other words, the approach looks at where each student should be at the end of each of their previous years. It's about assessing what matters and mastery of the subject.

DJ also explained an additional feature of the curriculum: coherence. This coherence is about the sequence that things are studied in and how it links between different subjects. The school is still developing this at the moment. Careful attention will be given in earlier years to what students need later on in the curriculum. The big ideas are used to capture students' interests and inspire them.

The school is also now working on students' long-term memories, so it's normal to keep assessing them on things they have studied some time ago and tease out the important aspects of the subject. New policies and procedures are therefore being developed to keep the school at the forefront of these new developments.

A question was asked about how the teaching and curriculum can 'light the fire' of a student's enthusiasm and inspire them?

The school considers this hugely important. It is about including the "wow

	<p>factor" in each lesson and linking lessons together. DJ explained that senior leaders are doing a lot of work on Cotter's eight steps of change and asking middle leaders in the school what their 'burning platform is'. This is the passion that they are trying to create in their classroom and department and how they filter it to their students and report it to other middle leaders and SLT.</p> <p>The Chair thanked DJ for his presentation and for explaining how the school is developing its curriculum and thereby continually striving to improve its high standards.</p>	
1/18	APOLOGIES FOR ABSENCE	
1.1	<p>Apologies were received from RP.</p> <p>The governors approved her absence.</p>	
2/18	DECLARATIONS OF INTEREST/REVISION OF REGISTER OF BUSINESS INTERESTS	
2.1	There were no declarations of interest.	
3/18	MINUTES AND ACTIONS OF THE PREVIOUS MEETING	
3	The minutes of the previous FBT (25 September 2018) were approved subject to the following matters arising:	
3.1	<p>4.4 <u>List of trips</u> was circulated and more will be added through the course of the year. It is hoped there will be further trips for y8 and y7.</p> <p>Action: VW said she will follow up.</p>	VW
3.2	<p>A question was asked about the Duke of Edinburgh's award (DoE)?</p> <p>The headteacher said that the school offers the DoE award, girls generally achieve bronze level and some go onto the silver award. The award is now led externally and the hope is that the new arrangement will enable the students to go onto higher levels of the award. More than 140 students took part in the DoE last year. One reason for the school outsourcing the administration of the award was due to the management commitment that it was needing as participation increased.</p>	
3.3	<p>4.6 All <u>statutory policies</u> in place, VW had checked the website that afternoon. Not all of the policies are on the website.</p> <p>Action: needs meeting to discuss what policies are needed and which ones to have on the website.</p>	VW, RH, RNH
3.4	8.1 The headteacher confirmed that information about the availability of financial support for <u>uniform purchase</u> will be published in the end of term newsletter.	
3.5	<p>9.2 The <u>safeguarding policy</u> is updated annually; this policy needs to show TP's name as the person responsible. The anti-bullying policy needs name for the designated person.</p> <p>Action: DP to update the policy.</p>	DP
3.6	11.1 VW and SLT to discuss <u>surveys</u> and agree best dates for future ones; this is carried forward to the next meeting.	VW
3.7	15.1 RNH to contact Barnet governor services to find out the <u>courses they run for trustees</u> and to circulate their lists. This list was circulated but RNH will	RNH



	circulate information every term to trustees.	
4/18	CHAIR'S ACTION	
4.1	None	
5/18 & 6/18	HEADTEACHER'S REPORT AND SEF AND SDP	
5 / 6.1	<p>The headteacher discussed the <u>school development plan</u> (SDP).</p> <p>The document has been pre-populated with RAG-ing (red, amber, green). The areas have been evidenced and discussed with the people responsible for each of the featured areas, these have also been discussed within the school with the aim of identifying any necessary actions. VW explained that the school is on track for the year with most aspects currently at the amber stage.</p> <p>VW said in leadership and management a new post had been created. "Director of Maths Development" which, along with other changes in the maths department, will support the new head of maths who will start in January 2019.</p> <p>The headteacher explained that the senior leadership team continues to focus on performance and expectations based on a self-evaluation as an outstanding school.</p> <p>Middle leaders have responded well to coaching models (from Cotter). This intervention is having positive results on performance especially with many middle leaders who needed more support with the non-teaching aspects of their work. Sixth form leadership has also continued to develop. A new deputy head of sixth form has been appointment via an internal promotion.</p> <p>The school is offering bite-size professional development sessions which have supported the current focus in improving outcomes for students with high prior ability and working on challenge and well-being for everyone. The school believes that the analogy, a high tide raises all ships, is true when it comes to raising school standards.</p> <p>In pathways KS3 to KS5 the headteacher said they have introduced vocational aspects to the curriculum including placements. A new teacher starts in January to teach photography.</p> <p>Within pedagogy there is another analogy about introducing a 'pit' to the student's experience – this is about children who are left to struggle a bit in order to find their way route out. It's about not spoon-feeding but supporting them to identify what the questions might be that they need to answer and then finding their own solutions to problems</p> <p>The school is self-evaluating 86% of teaching and learning as good or better. Gaps may be present because of employing a number of newly qualified teachers (NQTs) and also having some supply staff in school this term.</p> <p>A question was asked about what qualities are needed for a teacher to move</p>	

from 'good' to 'outstanding'?

The headteacher responded that a 'good' teacher is one who successfully teaches their students the knowledge and skills to progress from 'a' to 'b'; an 'outstanding' teacher is one who additionally inspires students beyond that expectation and whose quality is evident. It is measured through triangulation: the school looks at the data outcomes of students, the quality of their work, and the feedback given to the students and their response to this, and so we talk about the dialogue between staff and students and see the progress that is being made. We include the student voice in the triangulation too. Middle leaders visit classes on a weekly basis as part of the monitoring process. This approach is also alternated with a week when middle leaders work with their senior leadership link to embed good and outstanding practice. **A question was asked** about why the headteacher has predicted an 8 for maths?

A question was asked about how teachers assess where they might be on A level ALPS scores. VW explained it is based on assessments undertaken at the end of year 12 and a retest at year 13 and other assessments. The school has also linked with another school to share good practice.

Some students are doing four A levels and their subjects are making an impact on the Alps scores. The cohorts are small and the overall grades may not, therefore, reflect accurately the actual achievements within that small cohort. The school is also working to improve standards in science.

A discussion was held about GCSE data drop 1.

SLT ensure all data is robust and results and feedback to the departments are made so that they can make appropriate and timely improvements.

For the benefit of trustees-elect, who may not be familiar with data and how to read it, the chair explained that the sixth form (17/18) had an ALPs score of 2, and GCSE results were in the top 1 per cent of the country (Progress score of 1.0). Therefore, when the school speaks of striving continually to make improvements they represent improvements from a very strong position.

A trustee remarked that the sustained improvements in the last three years made with pupil premium (PP) students is impressive. VW explained to maintain high standards staff constantly look to develop new expertise to support the students.

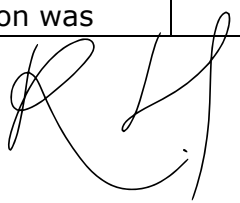
The chair recommended the Fischer Family Trust (FFT) paper as this is an excellent instant guide to the performance of QEGS. ASP (analyse school performance) is the government equivalent of FFT.

A question was asked regarding SEND data and the statistical significance of small cohorts.

The headteacher responded that when cohorts are small the SEND Link governor is able to investigate further. As well as academic data the school also looks at data in terms of the inclusion agenda. This is especially important for SEND and PP as QEGS is a totally inclusive school.

A question related to this point was asked about why the school did not



5 / 6.2	<p>use the league tables as an opportunity to shout about its achievements?</p> <p>VW replied that newspapers rank on different measures such as the number of A stars. The school appears near the top of the DfE performance tables (based on achievement) but not in newspaper rankings (which are usually based on attainment).</p> <p><u>Partnerships:</u></p> <p>VW informed the board that the school is involved with a number of partnerships through school associations, these include:</p> <ul style="list-style-type: none"> • SSAT, is a leading edge network where the school shares best practice with other outstanding schools. • Learning Alliance – this is a group of schools around south Hertfordshire where QEGS shares strategies around teaching and good practice. • Association of State Girls’ Schools - this supports girls to have particular experiences around STEM. Leaders in the school attend CPD workshops and forums. • Leadership Matters - this gives access to leadership development. <p>On the day prior to the FBT, it had been announced that QEGS will be in a partnership with Camden School for Girls to lead the north London hub to train maths and physics teachers; this will help the school to have access to a pool of strong maths and physics teachers.</p>	
7/18	REPORT FROM F&P AND OTHER COMMITTEES	
7.1	<p><u>F&P committee:</u></p> <p>CS (Chair of F&P) updated trustees on the recent committee meeting and in particular an update on the annual report.</p> <p>The annual report was received and discussed at F&P, when the external auditors presented and gave a clean audit report. Amendments suggested by CS have now been made and thanks given for the quick turnaround by all involved.</p> <p>Overall the audit process was very good. VW agreed and in particular praised the work carried out by the finance manager, Sej Shah and her team, to make the process better organised, timely and professional. VW was also impressed by the high standards of the Auditors.</p> <p>CS said the small surplus reflected the hard work that KL and VW have done to move the finances from deficit to surplus. CS informed the board that in terms of the management letter, the appendix contains some points that needed highlighting to management – one was on expenses but this was covered by one of the school’s policies and another issue was around the fixed asset register, which has since been completed.</p> <p>The F&P committee recommended the annual report to the board, subject to the changes they highlighted being made.</p> <p>Proposal: RH proposed the approval of the annual report. The motion was</p>	

7.2	<p>carried unanimously.</p> <p><u>Pay and conditions:</u></p> <p>These were discussed at F&P1.</p> <p>Proposal: Following recommendation from F&P the chair proposed that the school followed joint union advice about awarding the teaching staff pay rises as recommended in the government's recent announcement. The motion was carried unanimously. VW explained the various teacher pay grades and the application of the percentage increases as advised by the teacher unions' formula, where the lowest paid receive the biggest percentage pay rise and the highest paid receive the lowest percentage pay rises. F&P had agreed that this approach was fair and approved the headteacher's proposal.</p> <p>AJ (Chair of the Pay Committee) gave a summary of the findings of the Pay Committee. He explained that the Committee received various papers around the pay recommendations and had met with the Headteacher to scrutinise the process. He reported that, having been presented evidence, the Pay Committee is fully satisfied that the School's Pay Policy is being implemented fairly by SLT. The Pay Committee supported all SLT recommendations. AJ remarked on the high quality of the evidence shown and congratulated VW on her professionalism.</p> <p>Proposal: RH proposed that the board should agree the recommendation made by the Pay Committee regarding the pay rises for staff. The motion was carried unanimously.</p>	
7.3	<p><u>Admissions</u></p> <p>Proposal: Following discussion and recommendation at F&P RH proposed that the school raise admissions numbers for year 7 for 2019/20 to 196. The motion was carried unanimously.</p>	
8/18	POLICIES	
8.1	<p><u>Behaviour policy</u> – this policy will be discussed at the next FBT as VW explained that there are some other factors to consider before it is officially presented to the board. SLT is considering a policy about dealing with abusive parents and a new policy about the use of mobile phones. SLT is discussing the implications and also developing a survey for families in order to gather their views.</p> <p>AJ referred to a case going through the courts about schools banning mobiles - the ruling may have an impact on what the school is able to do.</p>	
8.2	<p><u>Curriculum policy</u></p> <p>The Deputy Headteacher presented the Curriculum Policy for 18/19. The Board discussed the policy in the light of the earlier presentation and was satisfied that it is broad and balanced.</p> <p>Proposal: RH proposed the Curriculum Policy which was approved by the Board unanimously. Proposal: RH proposed that the board approve the curriculum policy. The motion was carried unanimously.</p>	

9/18	LINK TRUSTEES	
9.1	<p><u>Safeguarding visit summary:</u> SC summarised her safeguarding link trustee report. There had recently been an independent safeguarding audit, and the outcome was very positive.</p> <p>TP is the safeguarding link for SLT.</p> <p>The "Keeping Children Safe in Education" document includes some changes for this year. The introduction of GDPR means that the school has to be more careful about the usage and storage of data but these rules do not apply when there is a safeguarding issue as there is a need to share information with all agencies as appropriate.</p> <p>Following media reports of isolation rooms used by some schools a question was asked about QEGS. VW informed the board that the school has an exclusion room which is always supervised by a member of staff – she made it clear that at QEGS students are never isolated in the manner described by media reports. Information is always kept by the school about use of the exclusion room.</p> <p>Action: VW to provide data about the use of the exclusion room.</p> <p>SC added that there is a new Senco, who is familiar with each child's individual needs and make plans for their differentiated learning.</p> <p>By law schools must make reasonable adjustment for SEND students and there was a discussion around what the school has done for its own SEND pupils.</p> <p>VW added that this is the second year they have recruited curriculum specialists, who are educated to degree level, as teaching assistants which is having an beneficial impact.</p>	VW
9.2	<p><u>Link trustees</u></p> <p>RH suggested a reorganisation of link trustees responsibilities into new areas: safeguarding, STEM, sixth form, data, teaching and learning, and careers.</p> <p>Action: Trustees asked to think about which areas each one would like to be involved in. RH to contact trustees by email to discuss links of interest.</p> <p>There are also new proformas for trustee visits in The Trustee Handbook.</p>	RH
10/18	GOVERNOR TRAINING AND DEVELOPMENT	
10.1	<p><u>Health & Safety training</u></p> <p>Trustees should have health and safety training and the school's external H&S consultant is able to offer a three-hour evening course. Trustees expressed a preference for training in an evening slot rather than the day. Evening at 7.00pm is preferred. A question was asked about whether a three-hour course was necessary. The headteacher said that health and safety training provides an oversight in order for trustees to know what they are looking for. It's also a legal a requirement.</p> <p>Action: RNH to investigate if there is an equivalent e-learning version</p>	

10.2	<p>available.</p> <p><u>Governor Day</u></p> <p>The chair wishes to hold a Governor day for all trustees which would provide an induction to new trustees and also a refresher for those who have been in post longer. It is hoped to offer the day sometime before Easter.</p> <p>Action: RNH to send out a Doodle Poll link to seek the best dates for trustees.</p>	RNH
11/18	BOARD MEMBERSHIP MATTERS	
11.1	<p><u>New trustees</u></p> <p>The chair proposed that the board approve the appointment of four new trustees: Bhavin Mistry, Rosanna Shapland, Lisa Harthorn and Dewi Lewis.</p> <p>All nominations were recommended by the board.</p>	
11.2	<p><u>Section 128 requirements.</u></p> <p>A notice was posted by The Key website advising all boards to ensure their governors / trustees have enhanced DBS vetted using the new Section 128 requirements. VW said that this has been a requirement since 2014, and everyone who has had a DBS check to date has been checked.</p>	
11.3	<p><u>Minutes protocol</u></p> <p>The Chair suggested that in future the minutes will be posted on Google Docs, or Governor Hub if it offers an editing/tracking functionality, for all trustees to review the draft minutes. A link will be sent out following each meeting when the minutes are available.</p>	
12/18	DATES OF FORTHCOMING MEETINGS	
12.1	<p>Dates of next full governing body (FGB) meetings:</p> <p><u>Spring term</u> Tuesday 5 February 2019 at 6.00pm Tuesday 14 May 2019 at 6.00pm</p> <p><u>Summer term</u> Tuesday 9 July 2019 at 6.00pm</p> <p><u>Dates of F&P committee meetings:</u> Monday 25 March 2019 at 6.00pm Monday 24 June 2019 at 6.00pm</p>	
13/18	ANY OTHER URGENT BUSINESS	
13.1	None to report.	
14/18	CONFIDENTIAL ITEMS	
14.1	None.	

The meeting ended at 19:57.

No:	Minute item	SUMMARY OF ACTION POINTS from 11 December 2018 meeting	Date by when	Person responsible
1	3.1	List of trips especially for y8 & y7. VW to report back	5 Feb 2019	VW
2	3.3	Statutory policies:_need to discuss updates and which ones to have on the website.	5 Feb 2019	VW, RH, RNH
3	3.5	Anti-bullying policy needs name for the designated person. DP to update.	5 Feb 2019	DP
4	3.6	VW and SLT to discuss surveys and agree best dates for future ones.	5 Feb 2019	VW
5	3.7	Circulate Barnet governor service's training schedule for each term for each term going forward.	Termly	RNH
6	9.1	VW to provide data about the use of the exclusion room.	5 Feb 2019	VW
7	9.2	RH to contact trustees by email to discuss links of interest.	5 Feb 2019	RH
8	10.1	RNH to investigate if there is an equivalent e-learning version for the three-hour classroom based health and safety training available.	5 Feb 2019	RNH
9	10.2	RNH to send out a Doodle Poll link to seek the best dates for trustees.	5 Feb 2019	RNH
10	11.3	Minutes protocol: RNH to send out Google docs link to seek trustees' feedback and comments on draft minutes following each FBT.	Usually ten days after FBT	RNH

Chair _____

R Handley

Date _____

19/6/19