



# 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 5 February 2019  
at 6:00pm (18.14)

## DRAFT MINUTES (v2)

Trustees: (* absent)	Name	Post
	Dr Susan Cottam (SC)	Trustee
	Ms Rebecca Hanley (RH)	Trustee - Chair
	Ms Lisa Harthorn	Trustee
	Mr Alan Jenner (AJ)	Trustee - Vice chair
	Dr Dewi Lewis	Trustee
	Mr Bhavin Mistry	Trustee
	Ms Uzo Nwamu (UN)	Trustee
	Ms Rebecca Peer (RP)	Trustee
*	Ms Hannah Ross (HR)	Trustee
	Ms Carrie Scott (CS)	Trustee
*	Ms Rosanna Shapland	Trustee
	Mrs Violet Walker (VW)	Trustee and Headteacher
In attendance		
	Mr David Jones (DJ)	Deputy Headteacher
	Mr Martin Duffy	Deputy Headteacher
	Mr Robert Hawker (RNH)	Clerk to the Board of Trustees

Item	Minutes and actions	Date to be completed
<b>i</b>	<b>TRUSTEE VISITS</b>	
	As an introduction to the meeting, the chair gave a briefing on how the role of link trustee operates and referred trustees to The Key's guide to trustee visits. The chair emphasised that visits by trustees are not "observations". Rather, as lay people, trustees do not "observe" but visit a classroom or educational	

	<p>situation where they must act neutrally and look at the purpose of their visit to provide feedback and use this as the basis for discussion about objectives and outcomes. It is always helpful to write up the report as soon as possible afterwards and to circulate to school colleagues for sign-off.</p> <p>Besides The Key information, the protocol for trustee's visits is described in the Trustee's Handbook.</p> <p>As an exercise, RH gave out a fictitious trustee's visit form to 'Queen Betty's School' and asked trustees to identify "dos" and "don'ts".</p> <p>Following the discussion around this exercise, SC described how she copies in RH and VW when arranging a safeguarding meeting with her link-teacher. She also checks The Key newsletters to see what is current / topical as this can help with action points for her meetings.</p> <p>SC emphasised relation building is key. She described how a trustee's link visit adds value and helps move things forward; it is about questioning in a non-threatening way.</p> <p>AJ <b>questioned</b> whether it was good practice to allow trustees to go into a classroom. He thought that teachers are being scrutinised enough by their pupils, by their managers and also by parents, and wonders why trustees should add to this.</p> <p>VW said that teachers at the school are happy with being visited as the school has an open culture. They are always keen for colleagues to visit and they enjoy having them. The main point is that a trustee should not sit through an entire lesson; VW added that even school leaders do not issue judgements, rather they provide feedback on what went well and how practice might be improved.</p> <p>SC said a visit gives you a flavour of the school and an overview.</p>	ALL
	The Chair welcomed those present.	
<b>1/19</b>	<b>APOLOGIES FOR ABSENCE</b>	
1.1	<p>Apologies had not been received from RS. Apologies were received from HR.</p> <p>The chair explained that she would now adopt a non-approval for absence approach to all trustee absences unless it was due to sickness or a school training commitment.</p> <p>The requirement is to attend a minimum of three FBT meetings per year out of five. The non-approval procedure would mean that trustees who do not attend FBT meetings within any six-month period would be discharged from their duties.</p> <p>HR was absent to attend safeguarding training which was approved by trustees. RS's absence was not approved by trustees.</p>	
<b>2/19</b>	<b>DECLARATIONS OF INTEREST/REVISION OF REGISTER OF BUSINESS INTERESTS</b>	
2.1	There were no declarations of interest.	
<b>3/19</b>	<b>MINUTES AND ACTIONS FROM THE PREVIOUS MEETING (11 DEC 2018)</b>	
3.1	LH reported that she had spotted there were errors with her version of the minutes. <b>Action:</b> RNH apologised for not checking the versions on Governor Hub and would upload the correct version and seek trustee's approval after the meeting via email.	RNH ALL



3.2	<u>Matters arising from the minutes dated 11 December 2018:</u>	
3.2.1	<u>Minute 3.1:</u> The list of trips is included in the Headteacher's report (see appendix 1) - to be discussed later in the meeting.	
3.2.2	<u>Minute 3.3:</u> VW is confident the policies on the school's website are where they need to be in terms of review. VW and RNH are meeting on 13 February to review the policies. <b>Action:</b> to ensure most recent versions of policies are uploaded to website and Governor Hub. This will include all statutory policies as these are all on the website as a matter of course.	VW & RNH
3.2.3	<u>Minute 3.5:</u> The designated person is on the Anti-Bullying Policy. This has always been the case.	
3.2.4	<u>Minute 3.6:</u> Surveys: <b>Action:</b> Carry out at least two (students and staff) surveys and report on them in May.	VW & MD
3.2.5	<u>Minute 3.7:</u> The latest trustee courses offered by Barnet council have been circulated to all trustees. Trustees to inform RNH when they attend a course.	ALL
3.2.6	<u>Minute 9.1:</u> The deputy headteacher (MD) explained the factors around how the internal exclusion room (IER) is used and also how it was potentially misleading to provide figures without the context (ie: that some students are there to write statements or for reasons other than behavioural issues that sometimes require the support that can be offered in the IER). The internal exclusion room is not only used for exclusions but also as a safe space and a quiet space. Pupils are always supervised in the room and are also always engaged in learning in the room. MD said the room is used on average by three girls a day out of a main school population of 950 students. <b>Action:</b> MD to provide data on the use of the exclusion room for the next FBT meeting. Trustees are interested in how the room is used for all purposes and to reflect on how the girls are being supported. VW said that SLT monitor the use of the room and it would be possible to provide this type of data. A <b>question</b> was asked if Ofsted look at data around exclusions? The headteacher confirmed that Ofsted look at fixed term exclusions. VW said the school does not have huge behaviour issues from the sorts of disruptions that would lead to lots of internal exclusions; there are some incidents that require unravelling. Most issues are caused by the use of social media: impact spreads very quickly and widely and this leads to a new complexity that requires it all to be unravelled.	MD
3.2.7	<u>Minute 9.2:</u> "RH to contact trustees by email to discuss links of interest" – this will be discussed at the end of the meeting.	
3.2.8	<u>Minute 10.1:</u> H&S training: The school has been working to agree an H&S training session for the Board with its H&S consultant. There is no statutory requirement for H&S training to be undertaken by trustees. The school's H&S consultants have been contacted by the clerk to explore other shorter training options. VW reported that the school's H&S consultant advised that the Board carries a legal responsibility under the Health and Safety at Work etc Act 1974 around instruction, training and supervision that is appropriate for their role. The board has the highest level of responsibility for H&S and by rejecting even a shortened compulsory three-hour course for every board member the Board might seem	

3.2.9	<p>more culpable in the event of a major incident. Since September 2018, the law has been tightened so where there is a fatality the H&amp;S Executive would look to ascertain culpability at board Level.</p> <p>However, the chair reported that four members of the board have already completed the three-hour course (AJ, SC, RH) and felt this would satisfy any requirement in an audit trial.</p> <p>The issue is around the expectation by the H&amp;S consultant that Trustees attend a three-hour course, which is a shortened version of the five-hour ISOSH course.</p> <p>Trustees <b>asked</b> if the course could be further shortened/condensed as there is no requirement for everyone to do the course.</p> <p>The chair said she would like as many Trustees as possible to do the training. Other possibilities are to complete the online NGA course.</p> <p><b>Action:</b> include further shortened version of this course on the trustee day. RNH to get dates for H&amp;S training and the exclusion training, probably to be held in May.</p> <p><u>Minute 11.3:</u> Minutes protocol. RNH to upload minutes to Google docs once RH has seen the first draft.</p>	RNH RNH
<b>4/19</b>	<b>CHAIR'S ACTION</b>	
4.1	<p>Chair's action: The Chair supported the Headteacher's decision for the school to close early on Friday 1 February because of bad weather.</p> <p>DfE Checklist for Principals when considering opening and closure of school September 2011, updated December 2018 is as follows "<i>Local conditions will determine the decision of the Principal (or an agreed deputy such as the Chairman of the Board of Governors or a senior teacher), who will consider a number of agreed criteria for closure. Decisions taken must be applicable to each individual school – not based on neighbouring schools whose conditions may differ.</i>"</p>	
<b>5/19</b>	<b>HEADTEACHER'S REPORT AND SEF AND SDP</b>	
5.1	<p>The headteacher discussed her report (see appendix 1).</p> <p>Highlights include:</p> <p><u>SCITT:</u> The school has joined with The Camden School for Girls to form and lead the North London hub for the national SCITT (school centric initial teaching training) for training mathematics and physics teachers. Applications are through UCAS. Both schools involve themselves in the selection process. The USP of this scheme is that it works across both the state and private sectors; graduates get QTS status and a PGCE. There is also a lot of opportunity for staff and students to benefit from this participation. At a strategic level, SCITT involvement may help with staff recruitment and retention.</p> <p><u>Middle leadership</u> have been involved in CPD offered through the Advanced Learning Alliance.</p> <p><u>External links:</u> the school hosted two professionals from Israel's only secular all girls' school – they wish to broaden their international links and develop best practice.</p> <p><u>SDP 2, quality of teaching, learning and assessment:</u> for CPD purposes, this is a new initiative for the school – all teachers will go off-site to different schools to meet other teachers and build networks that are helpful to their practice and</p>	



	development. It is a very structured approach according to planned foci.	
5.5	<u>Big Bang</u> : the National Young Scientist and Young Engineer of the Year Competition showcases projects from schools nationally. This year ten of our projects have been chosen to be showcased. To coincide with International Women's Day; one is about haemophilia and the other about panic attacks. The students will be interviewed for a science podcast.	
5.6	<u>SDP3</u> : the girls had their mock exams in early January and have been given their results in the same manner as if it was results day.	
5.7	<u>Updated ISDR (inspection data summary report)</u> : this is what Ofsted inspectors will be using before they come into school. Ofsted will still use outcomes data as they will not have time to look through many other sources. The document is very positive, and those areas for further development are the same as already identified and so the SDP has remained the same.	
5.8	<u>Myriad project</u> : This is a national project in mindfulness. Queen Elizabeth's Girls' School was part of the research project and also the control group. Teachers have been trained to teach it in KS3 and anecdotally year 11 has been benefitting from it around taking exams. The headteacher reported that everyone feels very positive about it.  Government Information Date Sheets: RH spoke about the government information data sheets (items 6i to 6viii) circulated. For overall progress QE Girls has the highest progress score (0.98) of the 15 schools in the immediate area (including those which are semi selective). MAPS and English performance is stellar. Trustees congratulated staff on their amazing achievement. The school is in the top quintile for all subjects.  A <b>question was asked</b> about the HAPS and PP maths which had not achieved as highly as other subjects.  VW reported that at the start of term a new head of maths took up her position. Two members of the maths department are leaving at end of this term and there have already been some strong applications received.  A <b>question was asked</b> if the headteacher was aware of Now Teach? It is a scheme where people with a rich background in employment etc and who are over 50, can contribute to the school's teaching? VW said this is actually what is happening as some people who have applied to the school want a career change – the school would welcome their involvement.	
5.9	<u>Ofsted new framework</u> : DJ said there is now more detail available on the new Ofsted framework. <b>The school has</b> drawn up a plan for implementation. They have also spoken with parents about the curriculum intent, and this is leading to a rewriting of the current curriculum policy.  DJ added that many schools have narrowed their curriculum, but QEGS has not done this. It's about refinement, such as reviewing KS3 and checking how coherent it is, the sequencing of topics in subjects so students can identify the links between subjects. Overall this helps identify areas for improvement and support. It is also about preparing students for the linear style of exams.  A <b>question was asked</b> about how involved the staff are at all levels in thinking about the curriculum? DJ explained it was an organic process with involvement from staff at all levels.	
<b>6/19</b>	<b>REPORT FROM F&amp;P AND OTHER COMMITTEES</b>	
6.1	There were no reports to consider.	

7/18	<b>POLICIES</b>	
7.1	<p><u>Behaviour policy</u></p> <p>A <b>question was asked</b> about the version of the policy that was circulated prior to the meeting; were the yellow highlighted areas new text and taken from statutory guidance? The deputy headteacher confirmed that this was the case. There followed a discussion around the paragraphs that mention the balance of probabilities as a policy theme. DJ said some families are starting a worrying trend around fixed-term exclusions where they later contradict their statements or what they agreed they had said at an earlier hearing.</p> <p>A trustee found some of the terminology difficult from a legal perspective, but as it was written by DfE it was felt it was taken from the appropriate authority.</p> <p>A <b>question was asked</b> about referencing definitions? DJ agreed this was a good idea.</p> <p><b>Action:</b> DJ to reference definitions in the Behaviour Policy.</p> <p>A <b>question was asked</b> about whether this is the final version?</p> <p><b>Action:</b> LH had some further comments and so would forward an annotated version to DJ for action.</p> <p><b>Proposal:</b> to approve the policy subject to a proof read; the motion was passed.</p> <p>(AJ left the meeting at 20.05.)</p>	DJ LH
7.2	<p><u>Use of Mobile Phones Policy</u></p> <p>A lot of the burden of behaviour and issues in school are caused by the use smart phones. The question the school is currently considering is should the school continue to allow phones but out of sight, allow only 'dumb' phones, or ban all phones? The question will be included as part of the planned parent survey as it has an impact on well-being.</p> <p>Currently the school allows mobile phones in school but they must be switched off and if found switched on they are confiscated. Mobile phone use in school causes over half of the external exclusions. It's a very small minority who are not using their phones responsibly. The police have offered a service for screening and searching for knives and mobile phones, this is done as a spot check and not regularly.</p> <p>It was noted that the downside of not having a phone would present difficulties for children to contact their parents at times of difficulty.</p> <p>It was also suggested that it would be helpful to hear about what other Barnet schools are doing and any good practice. For example, one local school has banned smart phones.</p> <p>The school has considered exceptions re medical reasons, for example, apps for monitoring diabetes.</p> <p><b>A trustee suggested</b> that the girls should be involved in the conversation and asked for their ideas. VW confirmed that as a member of the Association of Girls' Schools, there might be access to data about use of phones in other schools.</p> <p>A <b>question was asked</b> if the girls had received lessons about mobile phone use in class? They have had e-safety evenings, and this has also been talked about in assemblies.</p> <p><b>Proposal.</b> It was proposed that trustees support the review of mobile phones in</p>	

	school. The motion was agreed.	
7.3	<u>Public Sector Equality Duty</u> . The Trustees heard that the Equality Duty document should be checked annually to ensure legislation is up to date. The board heard there had been no major changes. The next review is due in April 2021.	
7.4	<u>Admissions arrangements</u> – there are no changes to this policy and to the school’s current arrangements. The school follows the local authority’s (LA) policy, Queen Elizabeth's Girls' School is an inclusive school and the only recent change was made about two years ago to benefit the admission of child(ren) from a member of staff. <b>Proposal</b> to approve the current Admissions Policy without change: this was approved unanimously.	
<b>8/18</b>	<b>LINK TRUSTEES</b>	
8.1	<u>Humanities report</u> : Hannah Ross’s report was outlined (see attached). DJ said that traditionally the school does well in religious studies (RS); the scores remain high. Students have to do RS in KS4 and all take the GCSE exam. A <b>question was asked</b> about EPQS how much this is encouraged and does the school see girls dropping out EPQS when they learn that some universities do not seek any scores in the subject? DJ said it encourages girls to discuss issues and topics passionately. Girls know that an EPQS can sometimes not benefit their UCAS scores (in the case of some Russell Group universities) but still wish to take the subject and they do well in it. DL was pleased to hear this as he is a UCL admissions tutor and said the EPQS has value beyond the grade it is given. A <b>question was asked</b> about what the costs are for providing the EPQS to sixth form? DJ said that it is not heavy on time and only two members of staff are involved.	
<b>9/19</b>	<b>GOVERNOR TRAINING AND DEVELOPMENT</b>	
9.1	A trustee day is being planned and once the various training options have been secured then RNH would send out a date.	RNH
<b>10/18</b>	<b>BOARD MEMBERSHIP MATTERS</b>	
10.1	<u>Succession planning</u> RH wishes to ensure that there are trustees willing and able to take on the roles of chair and vice-chair when the current holders complete their terms of office. A <b>question</b> was asked if RH would consider staying on as a trustee when her term as chair expires? This is a possibility but RH said, she feels the role needs fresh impetus, and that while the input of parent trustees is invaluable it can be tricky to be both chair and a parent. <b>Noted</b> : BM agreed to be vice-chair for the F&P committee. <b>Noted</b> : LH agreed in principal to become chair of the board but requested more information. <b>Action</b> : LH and RH to liaise on the chair’s role. <b>Noted</b> : DL agreed to be link trustee for H&S. <b>Action</b> : RH agreed to delay discussion of recruiting a staff trustee to the next meeting.	BM  LH & RH  RH

<b>11/18</b>	<b>DATES OF FORTHCOMING MEETINGS</b>	
11.1	<p>Dates of next full governing body (FGB) meetings:</p> <p><u>Spring term</u> 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&amp;P committee meetings:</u> Monday 25 March 2019 at 6.00pm Monday 24 June 2019 at 6.00pm</p>	
<b>12/18</b>	<b>ANY OTHER URGENT BUSINESS</b>	
12.1	None to report.	
<b>13/18</b>	<b>CONFIDENTIAL ITEMS</b>	
13.1	None.	

The meeting ended at 20:52.

No:	Minute item	<b>SUMMARY OF ACTION POINTS FROM 2 FEBRUARY 2019 MEETING</b>	Date by when	Person responsible
1	3.1	RNH to upload the correct minutes version and seek trustee's approval after the meeting via email.	5 Feb 2019	RNH ALL
2	3.2.2	To ensure most recent versions of policies are uploaded to website and Governor Hub. This will include all statutory policies.	ASAP	VW, RNH
3	3.2.4	Carry out at least two (students and staff) surveys and report on them in May.	14 May	VW
4	3.2.6	MD to provide data on the use of the exclusion room.	14 May	MD
5	3.2.8	Include shortened version of H&S course on the trustee day.	ASAP	RNH
6	7.1	DJ to reference definitions in the Behaviour Policy.	ASAP	DJ
7	7.1	LH to forward annotated version of the Behaviour Policy to DJ for action.	ASAP	LH
8	11.1	LH and RH to liaise on the chair's role.	ASAP	LH & RH
9	11.1	Discussion of recruiting a staff trustee to be included on next FBT agenda.	14 May	RNH



## APPENDIX 1: HEADTEACHER'S REPORT

### **Leadership and Management – SDP 1**

National SCITT FOR Mathematics and Physics Teacher Training

I am delighted for the school which has now formally become a joint partner with The Camden School for Girls to form the North London Hub of the national SCITT. We are open for applications through UCAS, via interest expressed on the Get into Teaching Website. The agreed model for the partnership is that we will alternate annually on leading and delivering the training of teachers in either discipline. From September 2019 when we welcome our first trainees to the Hub, our school will be leading on Mathematics. Professional Studies courses will be shared between the two schools. This means that the impact to professional development for staff involved in the SCITT work can be maximised across the curriculum.

The Hub is recruiting schools to its website presence on the SCITT website, to be named as schools that will host our trainees for their first or second placement. The unique selling points of this national SCITT include that Trainees will receive a PGCE as well as QTS on successful completion and that the SCITT works across the state and independent sector. Such collaboration provides broad experience for staff and students and at a time when there are increasingly diverse models for secondary education.

#### **Middle Leadership**

Middle Leaders have been working on professional development projects within the Advanced Learning Alliance on the topics of PP and curriculum. This supports the school's work and its development plan as well as supporting staff to develop their knowledge and understanding and create helpful professional networks.

#### **External Links**

Today the school hosted a visit from two Israeli professionals; one the initiator of the Inbar Leadership School for Girls in Jerusalem; the other an Education Research Fellow. The school, planned to open in September 2019, will be the only one of its kind in Israel which we are told is a country where the feminist agenda is at fledgling level. Broadening international links of a variety of types is important for our school and its staff and students. I am really pleased and proud for our school to have been put forward as one that could support the developing leadership and the pedagogy for such a pioneering school. The opportunity to influence and impact through support and collaboration is valuable.

We already have links with a number of countries from Canada to Cyprus and Finland, Malawi and USA through a variety of collaborative projects and university research based projects.

### **Quality of Teaching, Learning and Assessment – SDP 2**

CPD

The programme continues this term as planned. Teaching Staff are looking forward to spending an afternoon in another school as part of the programme and the development of their personal practice. This will further support professional networking and enable wider opportunities for students.

Staff continue to work with the Kotter framework project started at the beginning of the academic year. Learning walks evidence the good progress of this work.

Two teams selected from our ten teams of finalists for The Big Bang are being showcased by the competition organisers, to celebrate International Women’s Day. One project is on haemophilia prevention and the other on panic attack control. The teams have been invited to film an interview podcast on each of their projects which will be part of a Science Weekly broadcast from Fun Kids. This information regarding STEM learning and teaching could be mentioned in the last section of the report since the impact on the students’ personal development will be highly positive and their work will support wellbeing.

### **Outcomes – SDP 3**

#### Mock Exams

These took place at the start of January for the sixth form. Students experienced a Mock Results Day when they received their outcomes. This was particularly appreciated by Year 13 students who already hold offers for university courses.

#### Inspection Data Summery Report

The updated IDSR was published on 24 January. It is available for Trustees. I will be sharing the headlines during the FGB meeting. There were no significant variations from October and no unexpected data findings. Therefore the school’s work continues according to the development plan.

### **Personal Development, Behaviour and Welfare – SDP 4**

#### School Visits

This is the current table of visits with brief details:

Date	Visit/Journey	Year
10/10/2018	Chicken Shed-Drama	Yr 10/11
15/10/2018	UCAS	Yr 13
18/10/2018	Bullet Hole- Drama	KS5
01/11/2018	Parliament- School Council	All
20/11/2018	Romeo & Juliet- English	Yr 11
26/11/2018	English A Level Conference	Yr 13
27/11/2018	Safe Drive Stay Alive	Yr 12
30/11/2018	Hardy Residential	KS5

04/12/2018	RockingUrTeens- STEM	Yr 9
10/12/2018	Natural History Museum- Art	KS4
10/12/2018	The Girls' Network	Yr 10
11/12/2018	Space Invaders- STEM	Yr 9
23/01/2019	I'm Not Running- Politics	Yr 12
25/01/2019	Women of the Future	KS5
14/02/2019	Girls' Network	Yr 9/10
15/02/2019	Cantabria- Spanish	Yr 11
15/03/2019	London Zoo- Psychology	Yr 12
12/03/2019	Big Bang Competition- STEM	Yr 10/11
18/03/2019	Epping Forest- Geography	Yr 10
07/04/2019	Nice- French	KS4
25/04/2019	Woman in Black- Drama	Yr 11
26/04/2019	Juniper Hall- Biology	Yr 12
05/05/2019	D of E	Yr 9/10
08/05/2019	All my sons- English	KS5
01/07/2019	Dorest- Geography	Yr 12
06/07/2019	D of E	Yr 9/10
27/07/2019	Dordogne	Yr 8-10

### **The Myriad Project**

This continues as part of the curriculum. Anecdotal evidence so far is very positive. We look forward to receiving the data findings in due course. The school will be extending the reach of the taught programme from September 2019.

# Queen Elizabeth's Girls' School

## **Trustees' Visit Feedback Form**

*Please refer to the most recent version of the SDP to frame your report*

Governor Name:	Date of Visit:
Hannah Ross	26 November 2018
Staff and Area Visited:	
David Jones (Deputy Headteacher), Catherine Beavis (Head of Humanities), Matt Clarkson (Head of History)	
Notes and questions	
<p>I was recently appointed the Link Governor for Humanities. The focus of my visit was to provide me with an introduction to Humanities at QEGS. We also considered differentiation – catering for the needs of all pupils - which includes HAPS who the school can challenge, and LAPS who benefit from additional support.</p> <p>I spoke at length with the Deputy Head and Heads of History and Geography. I observed a year 9 history lesson, a year 13 history lesson, a year 12 geography lesson and two year 8 lessons.</p> <p><u>Which pupils are making the most progress in humanities?</u></p> <p>It was explained to me that MAPS are currently making exceptional progress (Progress 8 scores of Geography 1.25, History 1.33, Religious Studies 0.92). While the progress made by others is significantly above the national average, because of the school's extraordinarily high expectations there is ambition for more progress from LAPS and HAPS. (HAPs Geog 0.53, HAPs Hist 0.83, HPAs RS 0.49, LAPs Geog 0.1, LAPs Hist 0.41, LAPs RS 0) As a reminder, anything above 0.5 is well above average &amp; anything above 0 is above average.</p> <p><u>What targets are the school aiming for in humanities?</u></p> <p>In the humanities QEG is aiming for as impressive Progress 8 scores as possible across all pupils irrespective of prior academic ability or socio-economic background.</p> <p><u>A level Humanities</u></p> <p>In 2018 the A Level results in the humanities subjects were very strong and all in the top 30% Nationally based on the ALPS progress system. (History ALPS 1 Outstanding in top 10%, Religious Studies ALPS 3 Excellent in top 25%, Geography ALPS 4 Very Good in top 30%).</p> <p>The use of the Level 3 "Extended Project" (which is worth half an A-Level for UCAS points) was discussed. Here pupils pick their own project and reach their own conclusions, presenting this via a written piece of work and a presentation. This is a good way of linking between related subjects.</p>	

It was agreed that opportunities to cross fertilise between certain subjects is beneficial and will increase further as Politics becomes part of the Year 13 curriculum in 2019/20. For example, I visited a year 12 Geography class which was discussing censorship / globalisation, a topic that would combine well with Politics A-Level.

Form tutors also provide a link between A-Level subjects. A-Level form tutors generally have form pupils with a related/same subject.

#### How much time each week is devoted to each subject at GCSE?

Curriculum time for geography and history at GCSE is 5 lessons per fortnight. For RS there are 2 lessons per fortnight in year 10 and 3 in year 11. Pupils start preparing for RS GCSE in year 9. RS Progress 8 scores were not as high as in previous years. It was explained to me that the focus of the teaching would be adapted to have more time on the Philosophy and Ethics aspects of the RS curriculum and that this should impact positively on exam results.

#### How is the quality of pupil work in these subjects monitored?

In the classes I visited, the student workbooks contained regular assessments (termly and for geography, half termly) by the teachers. This is supported by performance by the pupils in the classroom and also through their marked homework.

It was explained to me that the Geography department is increasingly using a more linear assessment. Geography is currently re-writing its KS3 and there is a general move away from extended writing, as this is not a required skill for GCSE now.

The pupils' baseline/attainment is compared with and judged on their progress. Whether their progress is less than / expected / exceptional is considered.

Use of individual mini-whiteboards, thumbs up/down and other techniques were also used to help the pupils realise their progress.

#### What is the system for ensuring continuity and progression?

The teachers mark the pupils' work in such a way as to ensure that pupils consider their work again – e.g. explaining why they had reached a certain conclusion or developing a point further if it had not been sufficiently presented previously. This was explained to me as "EBIs" – "even better ifs".

2018 was the first year all humanities GCSEs were graded using the 9-1 specification. It was explained that the teachers had been pleased with the results achieved, particularly in light of the new marking system and two teachers' maternity leaves during 1 of the 2 years of GCSE teaching. Even better progress scores are hoped for in RS (see above).

Feedback has also been obtained from the GCSE exam boards/facilitators for Geography and RS and this will also occur for History. This will help the teachers continually develop their teaching of the curriculum so that the pupils are well-prepared for the exams and even better results can be achieved.

#### How are pupils at all levels of attainment enabled to participate fully in the subject?

Various techniques were used in the classroom to motivate both LAPS and HAPS.

For example, I saw a teacher using a series of three questions for the pupils to answer, colour coded and ordered for the level of difficulty. Each pupil was encouraged to answer two out of three of the questions in the time and to self-choose whether to answer the

easier or more challenging questions.

The teachers also explained a challenge faced by high achieving girls' schools. They described a "typical QEG" fear the pupils had of writing something down which might be incorrect. It was explained that this perfectionist trait meant that many pupils did not always express in their workbooks as much as the teachers would like to see. The workaround for this in some instances was the use of the mini-white boards.

What training do staff receive?

The staff members I spoke with said that they received a very good level of training and support. The middle leaders had attended successful training with an educational coach (including observing lessons and encouraging a coaching style in the school).

I saw a new teacher sitting observing a Year 12 Geography class led by an experienced teacher. It was clear from a brief exchange that the new teacher found observing in this way highly beneficial.

I would like to see further evidence/examples of:

More detailed information on how the school is supporting LAPS.

More information on how the school is continuing to develop and sustain an academic, high performing sixth form.

Examples of extra-curricular activities which aid the pupils' analytical development, particularly at A-Level. (eg Debating Club).

I am not the link governor for sixth form, but I would be interested in learning more about how the school could further develop sixth form opportunities, A-Level outcomes and leaver destinations/subjects studied.

Questions/issues/concerns about what I saw and heard on my visit:

I would like to see further examples of how the most able pupils are challenged and developed.

Proposed Next Steps:

A follow up visit in September 2019. I have told the teachers I met with that they should not hesitate to contact me if I can be of assistance with anything, and to please keep in touch with me.

Chair



Date:

