



Founded in 1888

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 14 May 2019

at 6:00pm (6.01pm)

MINUTES

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 Philip Wright	Trustee-elect
	Mr Robert Hawker (RNH)	Clerk to the Board of Trustees

Item	Minutes and actions
	The Chair welcomed those present to the meeting.
1/19	APOLOGIES FOR ABSENCE

1.1	<p>Apologies had not been received from RS or UN.</p> <p>Apologies were received from BH (due to a family bereavement), CS and HR.</p> <p>The board operates a system of not giving approval for governor absences.</p>
2/19	DECLARATIONS OF INTEREST/REVISION OF REGISTER OF BUSINESS INTERESTS
2.1	There were no declarations of interest.
3/19	BOARD MEMBERSHIP MATTERS
3.1	<p><u>Proposal to appoint Philip Wright as a trustee</u></p> <p>The chair proposed that Philip Wright be appointed as a trustee of the board. LH seconded the proposal.</p> <p>The chair outlined PW's credentials for being appointed: he has many years of experience of board membership in the private school sector and is qualified in financial matters and IT.</p> <p>PW left the room whilst trustees discussed the appointment.</p> <p>The chair confirmed that members have been approached about PW's appointment and approved it.</p> <p>The proposal was carried unanimously.</p> <p>PW was invited to rejoin the meeting as a trustee.</p>
3.2	<p><u>Succession planning update.</u></p> <p>The chair informed the board that she has been discussing succession to the chair and vice-chair positions with members. Trustees will be updated in due course.</p> <p><u>Link governors: Careers</u></p> <p>The chair asked for a trustee to be the link trustee for careers.</p> <p>Q: RP asked what the role would involve?</p> <p>A: The role involves meeting with the teacher who leads on careers, when they would discuss how careers are managed in the school any ongoing initiatives and progress.</p> <p>ACTION: RP agreed to take on this role.</p> <p>PW informed the board that he had recently become a STEM ambassador and is able to pass on some STEM contacts to RP which might assist her in her new role as careers link trustee.</p> <p>ACTION: PW to provide STEM contacts to RP.</p>
3.3	<p><u>Link governors: SEND and safeguarding</u></p> <p>SC has indicated to the board that she will stand down from the board in November 2019. This will mean her link trustee responsibilities for safeguarding and SEND will become vacant and trustees were invited to consider taking on these roles.</p> <p>ACTION: Trustees to consider taking on the SEND and safeguarding link roles.</p> <p>LH has asked if there is a list of link trustee vacancies? RH said the current link Governors are listed in the Trustees' Handbook the most important</p>

3.4	<p>being Safeguarding, SEND, Teaching and Learning, Data and Health and Safety .</p> <p><u>Dewi Lewis</u></p> <p>DL informed the board that he is unable to continue to serve as a trustee due to work pressures and has decided reluctantly to resign.</p> <p>The board thanked DL for his contribution and were sorry to lose him so soon after his appointment.</p>
3.5	<p><u>Staff trustee</u></p> <p>The chair informed the board that they had now had a year without a staff trustee since reconstitution.</p> <p>Q: The chair asked whether trustees have any comments on reintroducing the role to the board?</p> <p>A trustee asked why the staff trustee role had been removed?</p> <p>A: At the time it was felt that it would be better not to have staff present in order to allow more candid and open discussions. Also, it was felt that staff membership wasn't working well.</p> <p>It was suggested that the board could seek staff views via a forum to which a nominated trustee could attend.</p> <p>Q: A trustee asked if staff could be encouraged to attend the FBT as an observer as it would not be as formal as being a trustee? and do staff have any forums in which they can air their views?</p> <p>A: The headteacher said that there are union reps and staff meetings, line management systems and positive workplace groups and the staff survey. The staff survey has been presented to the Board.</p> <p>It was suggested that an approach might be to have a link governor for staff who could then attend staff meetings.</p> <p>Q: A trustee asked if an academy has to publish minutes online as this would provide a means of staff knowing what the board is discussing?</p> <p>A: All approved minutes are published on the school website, it is good practice and important to be transparent. Part 1 minutes should be available online to read, it is only part 2 minutes that are confidential that are not available to the public.</p> <p>Discussions were had around the fact that all full board of trustee meetings are open meetings and are, therefore, open to anyone to attend and observe.</p> <p>In order to help the board approach/liaise with the staff, the following actions were agreed:</p> <p>Action: The headteacher to ask if staff would be happy for a trustee to attend a staff meetings.</p> <p>Action: The headteacher to add this to agenda of the staff Positive Workplace Group meeting as the board is interested in their views at board level. The Headteacher will feedback to the Board at the next meeting.</p>
4/19	<p>MINUTES AND ACTIONS FROM THE PREVIOUS MEETING (11 DEC 2018)</p>
4.1	<p><u>Minute 11.1</u></p>

	<p>LH asked for an amendment to be made to the sentence about being a chair; the amended sentence should read: <i>"LH agreed to learn more about the role of the chair to understand the commitment involved."</i></p> <p>The Minutes were accepted by trustees as a true record, subject to this amendment, and were signed by the chair.</p>
4.2	<p><u>Matters arising from the minutes dated 5 February 2019</u></p>
4.2.1	<p><u>Item: 3.1</u> - RNH to upload the correct minutes version and seek trustee's approval after the meeting via email.</p> <p>This has been done.</p>
4.2.2	<p><u>Item: 3.2.2</u> - To ensure most recent versions of policies are uploaded to the school's website and Governor Hub, this will include all statutory policies.</p> <p>This is an ongoing process.</p>
4.2.3	<p><u>Item: 3.2.4</u> - Carry out at least two (students, staff, parents) surveys and report on them in May.</p> <p>These have been completed – see below for further details.</p>
4.3	<p><u>Surveys</u></p> <p>MD spoke about the telephone and social media survey. The aim was to look for overall trends and similarities, and were pleased that 300 families responded to a request to complete the survey.</p> <p>45% of students in years 7-10 were surveyed. The results showed that the vast majority use smart phones and social media (SM). Many families indicated that they know how their daughter(s) use(s) SM.</p> <p>Q: A trustee asked that where it says in the report "actions required", are these referring to actions for the school?</p> <p>A: When looking for trends, it was important to look at perceptions versus reality. The results had helped the school to understand these differences so that it was possible to use this to communicate to families in the form of e-safety advice and how to monitor and control what their daughter has access to as well as any enforcement required.</p> <p>The survey results generated a robust discussion in the meeting around the use and misuse of mobile phones and social media in school. The school argued that despite a rule that smart phones were to be turned off during the school day a small minority of students were using them. Elements of this misuse impact heavily on the functioning of the school. The school leadership team have been very engaged in this ongoing discussion and management of the issues around having mobile phones onsite alongside the expectations of families. The school took into consideration the need for some parents to be in contact with students on the journey to and from school. Therefore the proposal from the school is to ban smart phones and to allow a recommended inexpensive dumb phone.</p> <p>Q: A trustee stated that the survey did not include a question about whether to ban smart phones from school.</p> <p>A: MD said this question was not asked as it could have prejudiced the overall answers and attitudes to the survey.</p> <p>A trustee said the results provide the information to reflect back to the parents about how the school will move forward and announce how the</p>

school will implement the banning of smart phones. The school does not need approval from the parents to ban smart phones.

VW expanded on this point by saying that issues will still exist on social media but these could now be managed out of school. The banning of smart phones and introduction of dumb phones would release the school from much of the time consuming process of managing evidence that arises by conflicts created on social media.

Q: A trustee asked how the school would know if a smart phone was smuggled into school after the ban is enforced?

A: The school will use technology to check for smart phones onsite. A knife arch will also be used on an ad hoc basis. The school has been advised by the police about prohibited items and the school has a duty to manage this.

Q: A trustee asked if members of the sixth form will be allowed to use smart phones?

A: The ban would not extend to sixth formers

Q: A trustee asked when a student walks through the gates with their phone and is then asked to deposit their phone, how will this be managed?

A: The school has taken phones from students before and students understand how this is managed although taking smart phones away introduces further complications around security when a phone is in the care of the school.

After an extensive discussion about smart phones in society & education a trustee stated that the school should be allowed to manage this issue and Trustees should trust the SLT recommendations.

A: It is an important policy change and the board needs to be involved in the debate.

To reassure the Board that the financial impact on students' families would be minimised the school would buy in dumb phones and subsidise them for pupil premium students.

Q: A trustee asked if case studies around social media are used in teaching?

A: The headteacher said that all girls are taught extensively about cyber bullying and sexting and the sensible use of social media - and that this included the use of case studies.

The Chair summed up this discussion by saying by the board is broadly supportive of the school in proposing the banning of smart phones and use instead of dumb phones. It supported further communication with parents, and looks forward to hearing more in due course.

4.4 Staff wellbeing survey

The survey questions were circulated to trustees.

In the teaching staff survey, 68 staff answered out of 79. No one could submit the survey unless they answered all the questions.

By and large the survey results showed that the majority of answers returned positive values. The teaching survey results, in terms of where there is most disagreement are around national issues and specifically on pay and benefits.

Q: Other than pay and benefits, a trustee asked which question had produced the most negative responses?

A: The question that has led to most disagreement is: "are there opportunities for me to develop my career in this school". Many middle leaders don't move and this lack of movement means there is no opportunity for others to develop their careers.

Taking action on the survey results has the highest positive result, in that the staff feel the school is listening and doing all it can. CPD is embedded in the school and is a key building block.

Q: A trustee asked why the board asked for this survey?

A: The school carries out this survey every year, it is good practice. The positive workplace group meets twice a term – it is a cross section of staff and numbers around 20 and includes both support and teaching staff. It is important to use the same survey every year so that responses can be tracked and progress assessed. As a result, the school has seen improvements in the quality of the responses and also the culture of the school.

The school was discussing the best way the results should be presented to staff but essentially, it was felt that these results were important and provided a fair representation of the attitudes.

4.5 Minute 3.2.6: MD to provide data on the use of the exclusion room.

Having previously examined and been impressed by the data for FTE and permanent exclusions – which had shown a pleasing downwards trend - the Board had requested data about internal exclusions.

(Internal Exclusion Data Analysis (MD))

MD circulated a paper to the board on the exclusion room. The paper shows year-on-year stats from 2016-17; 2017-18 and 2018-19.

The papers also show pupil premium students and repeat offender stats. The numbers equate to less than half a percent of total student days lost to the internal exclusion room.

The room is not an isolation room and children are managed throughout the day by a member of staff.

Many patterns are repeated in the stats. The vast majority of students who use the room are using it during lunchtime periods only.

Q: A trustee asked if a parent is informed that their child is subject to an internal exclusion?

A: MD confirmed that it was normal practice to inform the parents.

After further discussion and analysis of the figures the Board was satisfied that the internal exclusion policy is being followed fairly.

The chair thanked DM for his work in producing the analysis.

4.6 Minute 3.2.8: Include shortened version of H&S course on the trustee day.
Done.

4.7 Minute 7.1: LH to forward annotated version of the Behaviour Policy to MD for action.

In action.

4.8 Minute 10: AOB re Emergency Closures to be included on next FBT agenda.

	<p>The headteacher shared a communication sent to all parents explaining the procedure should the school have to close. VW and Kenneth Laing (assistant headteacher) liaise with the borough to ensure procedures for emergency issues up to date and that the latest guidance is followed. The school will always try to keep the school open as long as it is safe to do so. The Board is satisfied that the school has a robust plan and procedure, which safeguards children and communicates efficiently with parents, should any emergency closure arise.</p>
5/19	CHAIR'S ACTION
5.1	<p>The chair reported that she gave chair's approval to the Exclusion Policy since the last FBT to allow it to be uploaded to the website; the policy is now on this agenda for approval.</p>
6/19	TRUSTEES' VISITS AND OTHER INFORMATION
6.1	<p><u>T&L report (AJ) – attached see appendix 1</u> AJ reported on his recent trustee visit to teaching and learning – he said he had been impressed in his meeting with two assistant heads and the headteacher when he went through various aspects of T&L. The only concern raised was the IT infrastructure. Next time he will look at the mindfulness approach and the impact this is having on T&L.</p>
6.2	<p><u>Safeguarding report (SC) – attached see appendix 2</u> SC said she too was impressed when she had meet with Tracie Parker (TP). Many aspects of TP's work includes mindfulness, exam preparation, stress management and guidelines. TP has many new ideas and is taking new initiatives forward. Q: A trustee asked what would be the optimum revision schedule for a student? A: Students are guided on what they should try to achieve including taking breaks, eating well and getting rest time and a good night's sleep. The school has also not crammed the holidays with revision sessions. The school's revision guide was circulated to the board.</p>
6.3	<p><u>SEND report (SC) – see appendix 3</u> SC also reported on SEND and had met Cheryl Kelly (CK) (who is the new Senco). CK has been proactive with approaches in how she manages the children under her remit. She is also tapping into Barnet's SEND support.</p>
6.4	<p><u>Data drop report – see appendix 4</u> The chair said that the school is to be congratulated on the way it uses data to support every student's progress. At the moment DD3 Overall Progress is 0.88 – this is within 0.1 of last year's progress score with another term to go. PP and HAPS were lowest performing groups last year – now at DD3 PP 0.75 HAPS 0.84 The data demonstrates how the school spots patterns and targets interventions to those who need them most. Eg, the difference for pupils with SENK in maths between data drop 2 and data drop 3 has improved by a huge amount from -37 to +72. The school ensures this happens in all student groupings in all subjects - right down to the individual level DM said they are expecting the improvements to continue.</p>

	<p>This academic year the school had a particular target for maths. The data demonstrates that most pupil groups are currently performing at around the 0.5 progress rate. Noteworthy maths LAPS, maths, PPHAPS and SENK all performing well above 0.5.</p> <p>There is much to celebrate – especially PP HAPS with a progress score of 1.3 - but attention was drawn to the lowest performing group. MAP pupil premium (PP) has a score of .44 which is low for the school (but good for schools overall).</p> <p>Q: A trustee asked why this score is low when compared to other student groups?</p> <p>A: The cohort carries extreme outliers in behaviour, challenging family backgrounds and even serious health issues. The focus of the school is to help vulnerable groups to make positive progress and there are all sorts of ways the school does this – but a handful of outliers can affect a progress score significantly. Given this context, the 0.44 PP MAPS score is especially pleasing. (Remembering a score of 0 is average for the whole national cohort).</p> <p>The Chair highlighted the DD3 score of PP HAPS 1.39 (data drop 3) as another example of successful interventions.</p> <p>Q: A trustee asked whether KS3 Year 7, science seemed to be underperforming.</p> <p>A: There are different reasons why the scores come out like this. The school is working on the reasons and taking interventions where appropriate.</p>
7/19	SDP AND SEF
7.1	<p>The headteacher reported that the school is self-evaluating as outstanding. The latest paper shows new elements such as the most recent data, but the report is evaluated on the current Ofsted framework although it is hoped that by the end of this year the report will be based on the new Ofsted framework. The SDP plan has been rearranged around the aims and objectives according to the new framework.</p> <p>[A] left the meeting 20.00.]</p>
7.2	<p><u>SDP 2019-20</u></p> <p><u>A discussion was held around the targets set for the next academic year. These are based on the FFT 20, the school has not changed the methodology.</u></p> <p>Q: A trustee asked that given the school is so successful is there an argument for setting FFT 5 rather than FFT 20 targets?</p> <p>A: The school uses FFT 20 with departments, but for students, if they have a 35% change of grade above then they will receive a FFT 5 target in their individual reports. The school feels its current use of targets is very successful.</p> <p>The SDP is used to keep the SLT focussed. The school is motivated to sustain the progress of the students so they achieve to their best potential which is why the same things are interrogated year-on-year.</p> <p>The headteacher said for 2019-20 she might include something around reading in the next iteration of the SDP. This underscores the work being done work to make sure students are given opportunities to read out loud</p>

in lessons and directed to broad and appropriate texts to expand their language and vocabulary and help their quality of articulation.

Q: A trustee asked if there is anything RAGGED or outstanding?

A: Everything is green except board of trustees' training, including H&S training, but this will take place at the trustee day on 17 May 2019.

The trustee profile has been enhanced and the strategic vision can move to green as new members of the board are appointed.

8/19 APPROVAL AND REVIEW OF POLICIES

8.1 FoI Act and Publication Scheme

The chair proposed that the FoI Act and Publication Scheme is approved. The motion was passed unanimously.

8.2 Data Protection Policy Review

The chair proposed that the Data Protection Policy Review is approved. The motion was passed unanimously.

8.3 GDPR Briefing

The chair proposed that the GDPR Briefing policy is approved. The motion was passed unanimously.

8.4 Inclusion Policy

A trustee commentated that the policy includes a list of groups for whom this policy will apply. It might be best to indicate that this list is not exhaustive and only included as indicative.

Action: It was agreed to amend the wording.

Subject to the changes, the chair proposed that the Inclusion Policy is approved.

The motion was passed unanimously.

8.5 RSE (Relationships and Sex Education) Policy

A trustee commentated that the policy should exclude some unnecessary references to discussions around sexuality and being able to opt-out. From September 2020 there will be no opt-out from sexual health and education lessons. The board supports the school in teaching the curriculum. Opting out of one lesson does not stop the students from being involved in similar discussions happening in other contexts.

Action: The headteacher will refer the policy back to TP.

Subject to exclusion on the reference to homosexuality, the chair proposed that the RSE (Relationships and Sex Education) Policy be approved.

The motion was passed unanimously.

8.6 Academies Budget Forecast Return Outturn 2019

The chair informed the board that the Academies Budget Forecast Return be approved. CS has approved the forecast budget via email in her capacity as chair of the F&P committee.

The **motion** was passed unanimously

8.1 FoI Act and Publication Scheme

The chair proposed that the FoI Act and Publication Scheme is approved.

8.2	<p>The motion was passed unanimously.</p> <p><u>Data Protection Policy Review</u></p> <p>The chair proposed that the Data Protection Policy Review is approved.</p> <p>The motion was passed unanimously.</p>
8.3	<p><u>GDPR Briefing</u></p> <p>The chair proposed that the GDPR Briefing policy is approved.</p> <p>The motion was passed unanimously.</p>
8.4	<p><u>Inclusion Policy</u></p> <p>A trustee commented that the policy includes a list of groups for whom this policy will apply. It might be best to indicate that this list is not exhaustive and only included as indicative.</p> <p>Action: It was agreed to amend the wording.</p> <p>Subject to the changes, the chair proposed that the Inclusion Policy is approved.</p> <p>The motion was passed unanimously.</p>
8.5	<p><u>RSE (Relationships and Sex Education) Policy</u></p> <p>A trustee commented that the policy should exclude some unnecessary references to discussions around sexuality and being able to opt-out. From September 2020 there will be no opt-out from sexual health and education lessons. The board supports the school in teaching the curriculum. Opting out of one lesson does not stop the students from being involved in similar discussions happening in other contexts.</p> <p>Action: The headteacher will refer the policy back to TP.</p> <p>Subject to exclusion on the reference to homosexuality, the chair proposed that the RSE (Relationships and Sex Education) Policy be approved.</p> <p>The motion was passed unanimously.</p>
8.6	<p><u>Academies Budget Forecast Return Outturn 2019</u></p> <p>The chair informed the board that the Academies Budget Forecast Return be approved. CS has approved the forecast budget via email in her capacity as chair of the F&P committee.</p> <p>The motion was passed unanimously</p>
9/19	DATES OF FORTHCOMING MEETINGS
9.1	<p>The date of the next full board of trustee (FBT) meeting is:</p> <p><u>Summer term</u></p> <p>Tuesday 9 July 2019 at 6.00pm</p>
9.2	<p><u>Dates of F&P committee meetings:</u></p> <p>Monday 24 June 2019 at 6.00pm</p>
10/19	ANY OTHER URGENT BUSINESS
10.1	None to report.
11/19	CONFIDENTIAL ITEMS

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11.1	None.
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The meeting ended at 20:25.

No:	Minute item	SUMMARY OF ACTION POINTS FROM 14 MAY 2019 MEETING	Date by when	Person responsible
1	3.2	Careers link trustee: RP agreed to take on the role of link trustee for careers.	ASAP	RP
2	3.2	PW to provide STEM contacts to RP.	ASAP	PW and PW
3	3.3	Link roles for trustees: trustees to consider taking on the SEND and safeguarding link roles.	9 July 2019	ALL
4	3.5	Staff trustee: the headteacher to consult with staff through the PWG about how the board can canvass their views as the board is interested in their views.	9 July 2019	VW
5	8.4	Inclusion Policy: it was agreed to amend the wording regarding the list of groups shown in the policy	9 July 2019	TP
6	8.5	RSE (Relationships and Sex Education) Policy: The policy to be revised around opting out of sexual health and education lessons.	9 July 2019	TP

Signed _____



Chair of the Board of Trustees

Date: _____

9/7/19