

## Full Governors Meeting

25<sup>th</sup> September 2024 at Queen Elizabeth Grammar School

Item and Description	Notes
<p><b>1. Welcome, apologies and quorum</b></p> <ul style="list-style-type: none"> <li>a. Introductions and welcome</li> <li>b. <b>Confirm</b> membership of the Full Academy Board</li> <li>c. <b>Receive and agree</b> whether to accept apologies</li> <li>d. <b>Confirm</b> whether the meeting is quorate</li> <li>e. <b>Confirm</b> resignations or term of office end</li> <li>f. <b>Appoint new governors</b></li> <li>g. <b>Elect a chair</b></li> <li>h. <b>Declaration</b> of Interests and/or Conflict of Interests</li> </ul>	<p>Attendees: Peter Croft, Owen Price-Jones, Joe McGraw, David Marchant, Sarah McGrath, Chris Pyle, Maggie Robson, Neil Ruddick.</p> <p>Apologies: Mark Pannone.</p> <p>Welcome to Joe McGraw and group introductions.</p> <p>No resignations, no declarations or conflicts of interest.</p>
<p><b>2. Approve – Minutes to be approved from previous meetings held on the 10<sup>th</sup> July 2024:</b></p> <ul style="list-style-type: none"> <li>• People, Estates and Finance</li> <li>• Quality of Education</li> <li>• Full Governors</li> </ul>	<p>All minutes approved. BJ to ensure these are published on the school website.</p>
<p><b>3. Policy Update</b></p> <ul style="list-style-type: none"> <li>• Safeguarding Policy</li> <li>• Uniform Policy</li> <li>• Teaching and Learning Policy</li> <li>• Suspension and Exclusions Policy</li> <li>• Attendance Policy</li> <li>• Behaviour Policy</li> <li>• Remote Learning Policy</li> <li>• Admissions Policy</li> <li>• Other areas to highlight for awareness: <ul style="list-style-type: none"> <li>○ 16-19 Bursary fund – now live</li> <li>○ Single Equality Scheme Policy – now live</li> <li>○ Accessibility Plan – QEGS not mentioned in trust policy. SD/LB to pick up/update for the next Governors meeting</li> <li>○ Changes due to the new trust policy schedule</li> </ul> </li> </ul>	<p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Minor changes: <ul style="list-style-type: none"> <li>○ Changed author from David Marchant to Natasha Marshall as NM is our Designated Safeguarding Lead.</li> <li>○ Changed council name/mentions from Cumberland to Westmorland and Furness</li> </ul> </li> <li>• SM – QEGS have a large cohort of students from Cumberland, should this be mentioned? (Where people live).</li> </ul> <p><b>Uniform Policy</b></p> <ul style="list-style-type: none"> <li>• A section has been added in for the black tailored shorts – photo to be added to support.</li> <li>• Refinement around ‘Jewellery (optional)’ has been included.</li> <li>• DSM is currently working with ACW (Head of PE) on the correct PE kit – to be added in.</li> <li>• Sixth Form dress code reviewed as appropriate.</li> </ul> <p><b>Teaching and Learning Policy</b></p> <ul style="list-style-type: none"> <li>• Governors questioned the purpose and role of the policy. Agreed to position this as ‘Teaching and Learning Principles’ with appendices to include specifics/builds.</li> <li>• OPJ – Appendices look good. Need to be careful with some of the wording. Agreed to adapt: <ul style="list-style-type: none"> <li>○ P4 ‘Teachers then made adaptations which may include: ...’</li> <li>○ P5 ‘They then make assessments which may include...’</li> </ul> </li> </ul> <p><b>Suspension and Exclusions Policy</b></p> <ul style="list-style-type: none"> <li>• SM - Check terminology/usage of ‘governors’ or ‘trustees’ – is it one or the other or both?</li> <li>• Minor tweaks to be made then ratified.</li> </ul> <p><b>Attendance Policy</b></p> <ul style="list-style-type: none"> <li>• Substantive change – This policy has been written from scratch, following new guidance.</li> </ul>

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- OPJ – Section 3.5 ‘Class teachers/form tutors’ needs updating. Who is responsible for recording morning/afternoon sessions on a daily basis? We need to report attendance within 10 minutes of any session starting. Morning/afternoon take out?

### Behaviour Policy

- There have been some structural changes made to this policy but content tweaks have been minor. Changes include:
  - Our vision and who we are has been added.
  - Minute detail has been removed to make the document more streamlined e.g. simplified “long-winded areas” and removed specific names.
  - The special educational needs section (3) has been bulked out as we felt this was too bland previously.
  - Rewards are important so are front and centre.
- OPJ – Section 4.1 Governing Board vs Trust Board language needs to be consistent. Should 4.1 be Trust Board and 4.2 be Governing Board? Agreed this would be checked.
- MR – Section 5 ‘Student code of conduct’ – check as it is switching between past/present students.
- OPJ – Good tighten up on vapes in the policy.
- Section 14. Behaviour management ladder and explanation levels – it was agreed to look at the main points/queries raised:
  - MR – Distinguishing between levels 3 and 4.
  - PRC – How we look at things in isolation vs a wider audience.
  - OPJ – Consistency/same page/awareness between class teacher/HOD/HOY etc. If it is a continued breach then who deals with it and what level would it be (does this go back to the bottom of the ladder at level one or does it pick up where the student last was, further up the ladder?).
  - SM – The main point is I think people will interpret/manage things differently. Different detention levels (after class, lunch, after school).
  - NR – This is good justification for section 5 ‘Student code of Conduct’
  - DSM – Once at levels 3 & 4 there is only a small amount of people involved. Levels 1 & 2 have more individuals involved.

### Remote Learning

- References to Covid have now been removed.
- Snow day information added – Staff do not need to set work for one day.
- Numbering to be checked at the end of the policy.
- Once updated BJ to format and ensure this policy is published on our website.

### Admissions

- 2 changes have been made:
  1. A substantive change to section 4
    - OPJ - Sixth Form applications, page 9 – the admissions policy needs to match the section 4 change, the old phrase is still there.

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	<ul style="list-style-type: none"> <li>○ Once updated BJ to format and ensure this policy is published on our website.</li> </ul> <p>2. Section 5 – We may be challenged here as we have tried to simplify this so things are easier to explain/communicate. A technical change rather than substantive.</p> <p><b>Other areas to highlight for awareness:</b></p> <ul style="list-style-type: none"> <li>• 16-19 Bursary Fund – now live on the QEGS website.</li> <li>• Single Equality Scheme Policy – now live on the QEGS website.</li> <li>• Accessibility Plan – QEGS is not mentioned in the current trust policy. SD/LB to pick up/update this group at the next Governors meeting.</li> <li>• There have been some changes made due to the updated trust policy schedule which we are following. This means not everything will come to this panel now we are part of CLLT.</li> </ul> <p><i>NOTE: Once all policies are approved the formatting will be updated.</i></p>
<p>4. Context - All</p>	<p>There has been no update from ESFA regarding the rentable portable classrooms. By the end of this week, we are hoping to know more. We're asking for contingency support not additional money. NOTE: ESFA is being shut down at the end of the financial year.</p>
<p>5. Attendance</p>	<p>Last year we received two FFT awards, this recognises our attendance being in the top 10% nationally (for secondary schools). Our Summer attendance stepped down a little and we believe this links to study leave. Overall, this is looking excellent.</p> <p>DSM – The persistent absence stat is the one I get apprehensive about and I am interested in looking at year on year data from where exams are timetabled. This will continue to be monitored as we strive to reduce this to be below 10%.</p> <p>Others agreed YOY data is more helpful and a good way to judge improvement(s).</p> <p>PRC – I can see all data and if there are any worries/reservations these are raised asap.</p> <p>SM – Questioned a couple of the numbers but these were explained and confirmed as correct.</p> <p>PRC – Mid-year transfers can skew data, for example, when students are here for part of a term.</p> <p>NR – When students take study leave can they email in?</p> <p>DSM – There is a specific code for 'study leave' (non-attendance mark). Most schools keep students in until May half-term. I think independent study is important and can justify this to anyone with the experience/evidence presented. A lot of schools have bigger attendance issues and we are well above the national attendance rates. We are not concerned about the persistent absence number.</p> <p>SM – Y12 and Y13 attendances?</p>

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	<p>DSM – They are sporadic/massively different. Y12 have supervised study and Y13 not as much. It is more pragmatic this year as we have had a change to our Sixth Form Pastoral Team. Sixth Form is not statutory so focussing on lesson attendance is a much more successful indicator.</p>
<p><b>6. Behaviour (inc. Suspensions / Exclusions)</b></p>	<p>Behaviours are key to cultural ethos.</p> <p>Last year Y11 was the most challenging with misconduct and risk-taking behaviours. Ideally, we need to be dealing with these earlier in their educational journey rather than later so we have scope to make more impactful change.</p> <p>DSM – We need to report on repeat offences. There is also new government coding with lots more selection, so we can be more specific.</p> <p>Our rate of suspension was 4.8 against a national average of 9.3.</p> <p>PRC – Some suspensions happened to protect our staff.</p> <p>OPJ – Questioned consistencies across different year groups. Y10 and Y11 have been picked up.</p> <p>DSM – Context is massive, for example, if a child was to say something inappropriate out loud, we need to think did they say this to the member of staff/or a student or have they turned and just decided to vent/release frustration?</p> <p>PRC – It has to be fair and proportionate.</p> <p>JM – Look at how data is being collated – for year groups in isolation or is this being carried over?</p> <p>DSM – We do need to pick at this. Racist abuse is an interesting one. Some children use words they have heard but don't understand.</p> <p>JM – It is good to look for specific things happening in the media.</p>
<p><b>7. Personal Development</b></p>	<p>Personal development has been completely redesigned this year - we have broken the curriculum down into QEGS Learner (study skills, understanding how the brain works, positive psychology), Citizenship, Careers and PHSE.</p> <p>The first session was on the teenage brain which was launched at September's staff inset.</p> <p>We have met with parents who raised concerns last year and have created a working group who can meet at several touch points throughout the year.</p> <p>Being vigilant and listening to new government steer/guidance will enable us to deliver great content.</p>

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	<p>DSM – QEGS has seen lots more positivity this year from Friday morning walkarounds.</p> <p>OPJ – We have had RSE complaints previously. It can be hard to understand but Mrs Nohavicka (Assistant Headteacher/RE/Psychology) has had some very constructive and engaging conversations with parents.</p> <p>DSM – This is on the agenda to consult this year and then discuss with Governors.</p> <p>MR – Who is part of the informal working party?</p> <p>OPJ – Parents who have raised genuine concerns. SN has a very good engagement and the content has greatly improved.</p>
<p><b>8. Quality of Education</b></p>	<p>For teaching and learning we have set out our three main priorities (books, modelling, formative assessment) as part of INSET and have increased the amount of Department Time within the directed time budget. All HODs are finalising their Department Development Plans which identify the key priorities for this year. To support us with meeting these whole school teaching and learning aims, we have purchased mini whiteboards and visualisers for all staff who asked for them.</p> <p>Spending on tech has been very useful and has helped put learning into practice, which is much better in the classroom. We will assess how impactful this is.</p>
<p><b>9. GCSE and A Level Results (Added)</b></p>	<p>PRC shared and presented the GCSE &amp; GCE A-Level Results Analysis 2024 with Governors, which covered:</p> <p><b>GCSE</b></p> <ul style="list-style-type: none"><li>• GCSE Headline Performance Measures</li><li>• GCSE Progress 8</li><li>• GCSE Pupils Achieving English &amp; Mathematics</li><li>• GCSE Subject Performance</li><li>• GCSE Conclusions</li></ul> <p><b>GCE A-Level</b></p> <ul style="list-style-type: none"><li>• GCE A-Level Headline Measures</li><li>• GCE A-Level Headline Measures by Gender</li><li>• GCE A-Level Subject performance</li><li>• GCE A-Level Conclusions</li></ul> <p>Key points highlighted GCSE:</p> <ul style="list-style-type: none"><li>• We have replicated what is online on the national website – this is compared nationally and within the local authority.</li><li>• 0 is the national average, negative is below and positive is above. For 2024 QEGS is estimated to progress (0.42).</li><li>• Maths and English count twice.</li><li>• EBacc – This is the average score from all three Sciences (Biology, Chemistry, Physics),</li><li>• Shows disadvantaged pupils – This includes children who are looked after, children with parents in the armed forces and children who have free school meals,</li><li>• Our middle pupils are making far more progress than our higher pupils. When you start higher there is a</li></ul>

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	<p>ceiling – a statistical anomaly. NOTE: there are no KS2 scores for overseas children.</p> <ul style="list-style-type: none"><li>• We don't force students to do Geography, History or a Language, we ask them to choose at least one.</li></ul> <p>CP – EBacc and Progress 8 shows great information. Those who are choosing to study a language are doing well.</p> <p>MR – is this a comparison with other selective schools?</p> <p>PRC - This is the overall progress.</p> <p>OPJ – 0.42 under Progress 8 really shows that our staff are adding significant value from SATS (KS2).</p> <p>DSM – Sanity check/where our aspirations are... 0.75 under Progress 8 is where we are aiming for everyone. Our teaching and learning principles are there to support grade increases, which would then result in an increase on Progress 8.</p> <p>PRC – Results show that girls make more progress but we have more boys in school. We need to think about how we further encapsulate our data better so we can do meaningful intervention to get students at the right level at the right time. English appears to be our weakest bucket.</p> <p>MR – Anecdotally has it been down this year?</p> <p>DSM – There have been point shifts with remarks. Broadly speaking we are close to our predictions. With Edexcel last year this was not accurate. English language grades are up this year from last and English Literature have been in line with last year. There are lots of learning opportunities this year.</p> <p>PRC – Maths results are outstanding, a real credit to the Maths team.</p> <p>SG – Is there an error in the top table on page 5?</p> <p>OPJ – Numbers don't add up to the total number of students as a group is missing.</p> <p>PRC - Computing results are on the up this year. There is still some way to travel/ones to iron out. RE was the concern. The Y7-9 curriculum was not fit for purpose – rewrite.</p> <p>DSM - Curriculum design has been a huge piece of work.</p> <p>SM – curriculum needs work, some areas in the classroom are poor.</p> <p>DSM – There is a lot to get heads around with data analysis. Some can be bizarre especially if they are in between grades e.g. 7/8. Concerns were around languages last year but this year this area looks much better, a step in the right direction. Predicted grades are much tighter to actual grades. Better revision and prep for these children. We had no students without the grades for Sixth Form. Overall, things are much better this</p>
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	<p>year – the strongest planned curriculum was implemented/followed successfully. It doesn't matter what the subject is there are high expectations all the way through.</p> <p>NR - Appeals this year?</p> <p>DSM – Can't be decided on by one person. There are a panel of staff looking at a dozen and the subject requirements. We have identified specific subjects as areas for improvement as incorporated these within the School Development Plan – RE, Drama, History, Computer Science for GCSE. There is plenty of work to be done here.</p> <p><b>Key points highlighted GCE A-Level:</b></p> <p>Some results are not populated/are presenting 'n/a' due to covid.</p> <p>Section 2.2 highlights our challenges and areas of need. We need to raise the academic work of our boys as performance has decreased.</p> <p>Our proportion of students achieving AAB in facilitating subjects has remained the same and is significantly higher than average.</p> <p>DSM – This is the last year we will be affected by the pandemic. Wide and varied intake which will be different next year. Work is needed in physics. Their predictions were 1.5 grades out. This is the first time that Psychology has run all the way through, this is a new department and it is popular. More support needed here; predictions were a grade higher. This subject has the lowest entry requirements.</p> <p>OPJ – People who maybe would have done English have gone to do Psychology. This has been referred to as the "English killer"- <i>opinion not fact</i>.</p> <p>DSM – The main areas of concern are: English Language, Chemistry, Physics and History.</p> <p>PRC – The tail grade has been improved overall and is heading in the right direction. The top end remains strong. When looking at the bigger picture there are many things to praise overall.</p> <p>DSM – GCSE and A-Level results are strong. There is so much more potential, especially in the male category.</p> <p>PRC – One thing to highlight, one student got a grade 9 and one English student taught herself Japanese and got a grade 9 – this is something else!</p> <p>JM – In all this is very positive.</p>
<p><b>10. Culture and Leadership</b></p>	<p>Our Deputy Director of Sixth Form is spending one day a week at West Lakes Academy to provide strategic support. This is great CPD band this has also allowed us to offer a development role on a temporary basis at QEGS.</p>

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	<p>Our new Pastoral Manager has joined the Sixth Form Team.</p> <p>We have received the results of the staff survey from the trust so we can start to prioritise the areas of focus and look at a timeline for actions/progress. Work has already been started around Communication. A full update will be provided at the next Governors meeting. New markers will be added to the School Development Plan.</p> <p>OPJ – Is NM coping ok in her new role? This is huge and she seems to be managing/dealing with everything well/seems on top of things.</p> <p>DSM – She is doing well, currently trying to get systems and processes how she wants so she knows how everything is running. Our new Sixth Form Pastoral Manager has started so hopefully by half-term things will be much more streamlined.</p> <p>JM – Is there any support with leaning/sharing?</p> <p>DSM – We have a deputy DSL for KS4 and KS3. There are additional DSLs across school. We are looking for the gaps and discussing as and when they arise. PRC is record keeping and things are better this year. This is high on our radar but I am very happy she is doing very well and will certainly tell us otherwise.</p>
<p><b>11. People Strategy</b></p>	<p>There have been a couple of confidential HR related matters.</p> <p>We are planning for the budget next year and plan to update governors shortly regarding staffing.</p>
<p><b>12. Finance</b></p>	<p>DSM – The finance report will be shared separately. In a nutshell, costs have gone up and we are still in deficit. We are currently doing year end as we speak but we are forecast a deficit budget this year – between -50k and -100k.</p> <p>Pension contributions have increased for school, there are 100k a year pay comparisons, there are differences in roles across the trust and far more than average on higher pay scales.</p> <p>We need to form a pay committee from this group, ideally three governors. On 16<sup>th</sup> October we need to hold the pay review meeting. MR/ NR/CP volunteered. Our Finance Manager will also attend this meeting.</p> <p>OPJ – Are you concerned about redundancies?</p> <p>DSM – The aim is for no compulsory redundancies, but potential voluntary redundancies may be an area for discussion. This is all hypothetical at this point but we have to be realistic for the future.</p> <p>CP – I understand you want to come with best intentions but these situations can be unpleasant and can have a negative impact on culture/wellbeing.</p>



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	<p>PRC – We have to remember savings don't happen instantly. Whatever plan is in place it can take time to see traction/the bigger picture.</p> <p>DSM – The structural deficit is the problem. Can we reduce the class numbers but not increase class sizes?</p>
<p><b>13. Safeguarding, Welfare and Inclusion</b></p>	<p>Discussed earlier, please see above.</p>
<p><b>14. Health and Safety</b></p>	<p>As we all know there is a lot happening at school at the moment with regards to the roof and electrical works.</p> <p>We ran a fire drill last week and we are collecting feedback/learnings from this.</p> <p>A weekly health and safety walkaround now takes place, with the school split into seven zones. Our Operations Manager and Facilities Team will review the issues in each zone and make a plan of action to address remedial works. HODs are now involved and staff can already see the difference. Once the CIF works are completed, we hope housekeeping protocols can be introduced to improve the appearance of the school inside and out.</p> <p>OPJ – Is there any feedback from the lockdown drill?</p> <p>DSM – I will chase up, but generally speaking this went very well.</p> <p>PRC – Considering the complexity of our site, it went well.</p> <p>NR – Is there any funding for classrooms?</p> <p>DSM – As mentioned earlier, for two mobile classrooms, we have the funding we just need permission to use.</p> <p>OPJ – It's so frustrating that money has been set aside for this specifically but needs further approval.</p>
<p><b>15. Successes</b></p>	<p>Successes are mentioned and within the minutes throughout this document.</p> <p>GCSE results were strong and predicted vs actual grades were broadly in line. Strong careers advice was provided so students had a clear plan for their next steps.</p> <p>A Level results – out of all students applying through UCAS only 4 entered the clearing process. This reflects the hard work that went into guiding individuals to make the right choices. 15 students also secured and took up apprenticeships showing positive impacts from our Careers Advisor.</p>
<p><b>16. SDP</b></p>	<p>This hasn't dramatically changed. Key subjects are in. NM focused hard on safeguarding. Behaviour consistency of sanctions. Minor tweaks you would expect.</p>

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	The School Development Plan needs to be higher up on the agenda for our next meeting. It also will be ragged with a comments section.
17. <b>Ratify</b> actions taken since the last meeting	None.
18. <b>Note</b> – correspondence to The Chair	None.
19. <b>Confirm</b> – actions/information for other committees of the Academy Board and Trustees from this meeting	Changes to policies as documented in the minutes above.  Feedback on the staff survey to be discussed at the next Governors meeting.  Face to face meetings to be set up for the 16 <sup>th</sup> October:
20. <b>Other Diary Dates</b>	<b>16<sup>th</sup> October:</b> <ul style="list-style-type: none"><li>• Governors Pay Review Meeting 3.15-4pm (MR/NR/CP/DSM/RR)</li><li>• Full Governors Meeting 4-6pm</li></ul>