

Full Governors Meeting

22nd October 2025 at Queen Elizabeth Grammar School

Item and Description	Notes
<p>10:30 Presentation from Caroline Mole, FSCE (Reading School)</p> <p>14:00 Presentation from Helen Claydon, GL Assessments</p>	<p>Attendees: Peter Croft, Susie Cooke, David Marchant, Sarah Marchant, Joe McGraw, Owen Price-Jones, Chris Pyle, Maggie Robson, Neil Ruddick.</p> <p>Two entrance test providers presented to all with details and options around papers:</p> <ol style="list-style-type: none"> 1) FSCE, in person. 2) GL Assessments, via Teams. <p>Approximate costs:</p> <ul style="list-style-type: none"> • Discussed • Other local consortiums QEGS have looked into – one at a similar cost and one lower. <p>JM – What is the driver behind this? Are we looking at a risk-based approach?</p> <p>DSM – I joined QEGS in September 2022, the school worked with CEM but they pulled out of the testing market. We had to find another provider and most schools were using GL Assessments. We are now out of contract with GL. Atom were also invited to present today, however we haven't heard back from them.</p> <p>PRC – We have to look at the needs of the children and find the best solution. Safety will always be risk averse.</p> <p>MR – It is all about becoming more inclusive and it is a non-starter when it comes down to this. How long is the contract?</p> <p>DSM – Three years for FSCE, but dependant on individual contracts/other schools etc. My overall feeling is to go with FSCE but I need to catch up with SCC, our Head of English. I am hesitant on a couple of things and therefore need to explore further in terms of how this could work. The logistical challenges also need to be considered further. We will come back to this as a group.</p>
<p>1. Welcome, apologies and quorum</p> <ol style="list-style-type: none"> a. Introductions and welcome b. Election of Chair / vice chair c. Confirm membership of the Full Academy Board 	<p>Attendees: Peter Croft, David Marchant, Joe McGraw, Owen Price-Jones, Chris Pyle, Maggie Robson, Neil Ruddick.</p> <p>Clerk to Governors (BJ) agreed the following with all attendees:</p> <ul style="list-style-type: none"> • <i>Elect a chair</i> – MR. CP & OPJ confirmed and all other attendees agreed. • <i>Elect a Vice Chair</i> – CP. OPJ & NR confirmed and all other attendees agreed. <p>DSM – At this stage I would also like to share that I will be writing to Penrith Chamber of Trade and Commerce to consider becoming school</p>

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<p>d. Receive and agree whether to accept apologies</p> <p>e. Confirm whether the meeting is quorate</p> <p>f. Confirm resignations or term of office end</p> <p>g. Consider and ratify other changes</p> <p>h. Declaration of Interests and/or Conflict of Interests</p>	<p>governors. This is something I have discussed with JS the CEO of our Trust, the Chair of the Trust Board, MR and others.</p> <p>Apologies: None.</p> <p>Quorate: Yes.</p> <p>Resignations: None.</p> <p>Declaration of interest: No.</p> <p>BJ – I can now confirm all governors have completed the declarations of business interest form for 2025-2026 and the website will be updated to reflect this information by the end of this week.</p>
<p>2. Approve – Previous Minutes</p>	<p>Approved, BJ to ensure this document is published on the school website.</p>
<p>3. Scheme of Delegation / Terms of reference membership: Areas to highlight for the LGB:</p> <ul style="list-style-type: none"> • ‘Local Governing Board’ Column in Green – ‘C’ = discussion/consultation and ‘box’ = Decision made at this level. • ‘Appendix 8 – Terms of Reference Local Governing Boards’ 	<p>OPJ – I found this really dense and hard to get my head around what this was saying.</p> <p>DSM – The challenges of accountability sit with the Trust Board. The document brings more clarity on responsibilities of Trust Governors vs Local Governors. For example, the bigger items e.g. finance, now sits with Trust Governors.</p> <p>OPJ – There is mention of the advisory council, have you been invited?</p> <p>MR – I have been invited to something which includes all Chairs in the Trust. Is this the same thing?</p> <p>DSM – I believe this is what this is. Consultation parts happen here and they get views from all Chairs.</p> <p>NR – Is it worth reminding them that we should have someone on their board?</p> <p>DSM – This was part of the original agreement. Things have changed since, but I am sure they would consider if we want to propose this. I will have this conversation.</p> <p>OPJ – Are they in a position to say no?</p> <p>NR – The catering decision didn’t benefit QEGS, maybe it did at trust level. It is much more expensive for the kids. Longer term it would be good to have someone on the board.</p> <p>DSM – At that time we weren’t able to put someone forward. Now if we can propose something to bring to the table then there would be a</p>

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	<p>willingness to do so. Jonathan Johnson presented to us. It wasn't going to be written into the articles of association.</p> <p>NR – It would be good for QEGS.</p> <p>DSM – I think we should focus on strengthening our local governing board and then we might be in a position to do this in a year or so.</p>
<p>4. Information Received from CLLT</p> <ul style="list-style-type: none"> • Governor Visits Policy • LGB Ofsted Renewed Framework • Policy Review September 2025 • Link Governors <ul style="list-style-type: none"> ○ Now called Champions ○ Needed for Curriculum and Pupil Premium 	<p>Governor Visits Policy</p> <p>DSM – The policy shares the procedures governors are expected to follow when visiting schools in the trust and how they should report back. It is there to support governors to understand their role/purpose. Other governors have asked about this. The policy gives a lot of clarity and it would also be good to get governors in lessons to get quality judgements. I think this is a good reminder to schedule these in/ be mindful of timescales.</p> <p>MR – Useful, thank you.</p> <p>OPJ – Section 5, governors will/will not – this is helpful and would be good to share with teaching staff.</p> <p>DSM – It is a good angle for others to flag things that don't feel right.</p> <p>LGB Ofsted Renewed Framework</p> <p><i>All information around the renewed framework was shared with Governors.</i></p> <p>DSM – I did my training last week and there was more focus on inclusion. This raised the bar – secure for judgement/model and ticks every one of the descriptors. The lead of the schools for Ofsted said that what they want needs attention/should be normalised. This is quite a cultural shift and will add pressure to leaders in schools. It is not an MOT/advisory. I need to host a session to cascade the information back to all staff.</p> <p><i>DSM outlined changes to Governors.</i></p> <p>PRC – If below the national average – by definition that is half the country (on attainment).</p> <p>OPJ – All expected except from one urgent improvement?</p> <p>DSM – No as they don't have a grade, it needs attention/special attention. I will come back to this and put something together to run a training session. SLT need to go through all the potential trip wires, we could be vulnerable if we don't have eyes on this.</p>

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NR – Does expected have a different meaning in the educational world?

OPJ – Good to requires improvement is big in Education. But for example, if you get a warning on your tv about tv signal it's still ok. You have to judge the context around the wording.

DSM – It's new wording – urgent attention and urgent improvement. 9 or 10 different areas are being looked at. The narrative needs looking at.

OPJ – I guess there is some benefit, needs attention could be for one area opposed to the full school.

DSM – Tangibly saying things to the stakeholder. Spin back.

Policy Review September 2025

DSM – These are trust policies and their summaries of changes.

MR – I noted the changes to the approval of finances.

DSM – There have been a number of issues across the board.

OPJ – For example, school rejected student calculators after having bought them. I had to resubmit the request for approval.

DSM – This is an operational issue to solve. Understanding the context behind these things will take time.

Link Governors

OPJ – Link Governors changing to Champions and the CLLT Vision Values and Logo changes - who has the time to come up with this/ what about the costs? This would have been better done in the summer for a fresh launch in September. This hit randomly with no heads up.

DSM – This was done and the trust have been mindful of costs. Champions are needed for Curriculum and Pupil Premium. This is a good example of why we need more governors.

MR – I am interested but I am the link governor/champion for SEND.

DSM – Would you be happy to hold these until we recruit more governors? We can then separate these out accordingly so the waters don't get muddied.

MR – Who looks after curriculum?

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	<p>PRC – Me and PP goes better with curriculum in my personal opinion.</p> <p>DSM – Are you happy to hold these areas with PRC while we recruit?</p> <p>MR – Yes.</p>
<p>5. Policy Updates</p> <p>Updated following Governor feedback:</p> <ul style="list-style-type: none">• Educational Visits• Provider Access• Supporting Pupils with Medical Conditions <p>Parent Consultation:</p> <ul style="list-style-type: none">• RSE <p>Reviewed Policies:</p> <ul style="list-style-type: none">• 16-19 Bursary Fund• Attendance• Behaviour• Curriculum• Drugs• Mobile• Parental Communications• Remote Learning• Safeguarding• Suspension and Permanent Exclusion• T& L Principles• Uniform	<p>Updated following Governor feedback:</p> <ul style="list-style-type: none">• Educational Visits <p>OPJ – What do we mean by adventurous?</p> <p>DSM – On the evolve form there is a drop down for trip type, this would link to things such as skiing and duke of Edinburgh.</p> <p>PRC – Sometimes Geography depending on how remote they are.</p> <p>OPJ – Is this obvious enough for staff?</p> <p>DSM – Yes and JEL checks all of these.</p> <p>PRC – The system will reclassify and will flag something if a trip has not been marked as adventurous e.g. ghyll scrambling.</p> <p>MR – Are trips good value for money, are we monitoring?</p> <p>DSM – I think you should speak to JEL for a curriculum session. She is working on an annual trip costing document for all year groups.</p> <p>PRC – Not all trips are curricular linked.</p> <p>DSM – Everything is quoted for in advance.</p> <p><i>Approved, BJ to ensure this document is formatted and published on the school website.</i></p> <ul style="list-style-type: none">• Provider Access <p><i>Approved, BJ to ensure this document is formatted and published on the school website.</i></p> <ul style="list-style-type: none">• Supporting Pupils with Medical Conditions <p>JM – “make staff aware of pupil conditions repeated in sections 1 and 3. This isn’t the LBG’s responsibility though?</p> <p>DSM – This is the trust board; we need to check the full document for this (find and replace).</p>

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All agreed approval taking into consideration the LGB/Trust Governors point above. BJ to change then ensure this document is formatted and published on the school website.

Parent Consultation – RSE:

DSM – The responses are really interesting and well summarised by SN. One parent says we are covering pornography and sexting too early and another parent is saying we are leaving it too late. That balance probably tells me we are probably about right and we need to keep reviewing. Parents want our content available on the website but we have reservations on this. If they request content, we are happy to share with them.

OPJ – Can they request access? I don't think this is clear on the website?

DSM – It is clear in the policy. SN emails resources, acknowledges feedback etc. We are also dealing with issues as early as year 7 e.g. oversexualising children. Parents have the right to withdraw from PSHE and RE programmes if they wish to do so.

MR – I am impressed with this and the topics/skills built upon. SN has done a great job here.

OPJ – You can tell a lot of time has been spent on this.

MR – Please feedback all credit to SN, she has done really well.

Reviewed Policies:

- **16-19 Bursary Fund**

OPJ – Do we update this every year?

DSM – Yes.

OPJ – Where does the money come from?

DSM – There is no pupil premium in sixth form but students may be eligible for the bursary. NM asks students to tell her what we need so we can use the money we are given. We follow up on all requests, train tickets for disadvantaged students, curriculum visits, laptops etc. We approve pretty much every request (approx. 95%) unless unreasonable and we still can't spend the money, meaning we have to give this back to the government.

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- **Attendance**

DSM – Tweaked to reflect national changes.

OPJ – 3.2 has some written questions which need answering before publishing.

DSM – The correct version will be recirculated and I will need three governors to approve this so we can get online asap.

- **Behaviour**

DSM – I would like to flag that this policy is a middle ground and we are still looking at this considering the trust focus is now on unconditional positive regard. JEL is working through this and we will share any updates accordingly.

PRC – The detention section at the end has changed.

OPJ – At the end of the detentions section it says school will issue a 24-hour notice. Do we?

PRC – When the detention is put on the system parents and students are notified.

DSM – TF also has a list to track these.

OPJ – I also send an email home as a sanity check. Also, achievements, reward, Y11 town pass etc. are we changing this? The policy currently doesn't match this.

PRC – A final decision has not been made. Let's take the town pass section out and review this in January 2026.

All agreed approval taking into consideration the town pass section to be removed. BJ to change then ensure this document is formatted and published on the school website.

Curriculum

DSM – This is a top level first attempt.

PRC – We haven't had one historically. It is factual and where we are currently.

DSM – We need to look at the GCSE and Sixth Form options booklets and embed relevant links to this policy.

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All agreed approval taking into consideration the links to be added. BJ to change then ensure this document is formatted and published on the school website.

Drugs

Approved, BJ to ensure this document is formatted and published on the school website.

Mobile

OPJ – The policy is great but I don't think this is applied consistently across school. Day to day the school experience is not the same e.g. phones out in the building and sometimes staff are not challenging this.

DSM – We will continue to address this and it is certainly on our radar for learning walks.

Approved, BJ to ensure this document is formatted and published on the school website.

Parental Communications

DSM – Following on from some complaints we have been looking at where we need to improve when it comes to communication. We felt this policy would provide more clarity. We can also see any patterns/trends emerging. I have spoken with our unions and their feedback was to add the “working together” section which is now present. The template was from the dfe website which I have adapted. The mention of three days makes things clear but we must acknowledge if longer for a specific reason or a part-time colleague.

OPJ – I don't think this has been communicated to staff?

DSM – No, my plan is to do so after half-term. I wanted to share with governors first.

PRC- How do people know the working hours of staff?

OPJ – The phrasing is vague enough to be fine. We just need to be really clear with staff when we speak about it. They need to acknowledge their working days/ any other reasons for flexibility.

NR – Parents should also be told.

Approved, BJ to ensure this document is formatted and published on the school website. DSM to ensure all parties are aware of this new policy.

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Remote Learning

JM – 3.9, bullet point two, is this appropriate?

DSM – Yes, systems and controls in schools.

OPJ – There are three mentions of CHB in the document, for consistency of no names this should just be cover manager?

DSM – Yes thank you.

All agreed approval taking into consideration the name being replaced with the job title. BJ to change then ensure this document is formatted and published on the school website.

Safeguarding

OPJ – section 6.1 page 8, all staff will be aware of...

DSM – Historically LGBTQ+ and I am not confident that this is happening this year. I am unsure on the wider context – provide a safe space for those with protected characteristics?

MR – It is difficult for all staff.

OPJ – Maybe all staff should be aware of this?

BJ to discuss next steps with DSM/NM to ensure all points above are addressed before formatting/publishing on the school website.

Suspension and Permanent Exclusion

JM – Section 4.2, 'board' is missing from 'For any suspension of more than 5 school days, the governing...'

All agreed approval after word added. BJ to change then ensure this document is formatted and published on the school website.

T& L Principles

DSM – I asked SN to work on the T&L handbook for staff as we are now much clearer with this. This is good for new staff members as it shares the nitty gritty.

OPJ – Is it a policy?

DSM – It is a set of principles and it is important that governors have oversight and ownership of this.

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	<p>PRC – I 100% agree. We are sometimes asked for a policy so it is important that we all see this and agree.</p> <p>DSM - Also operationally it makes things clear on what we are asking people to do.</p> <p><i>Approved, BJ to ensure this document is formatted and published on the school website.</i></p> <p>Uniform</p> <p>OPJ – Sixth form is not reflective of the policy day to day.</p> <p>DSM – I agree it is on the list of things to be addressed, it is on the radar.</p> <p>MR – This is always a problem in schools with sixth form students.</p> <p>OPJ – So why put in the policy if we aren't challenging them? E.g. jeans.</p> <p>DSM – We could loosen up on the policy? Be smarter on certain days depending on the day's events/activities?</p> <p>OPJ – I think if you made it clearer then it would be more acceptable. I think we need to look at it as a question, would we turn up to work wearing something?</p> <p><i>BJ to format/publish and SLT to discuss next steps regarding sixth form.</i></p>
<p>6. Exam Results</p>	<p>PRC Key Messages:</p> <ul style="list-style-type: none">- Results for A-Level and GCSE examinations are still in draft status.- Comparisons are often made comparing key headline measures to national averages, and trends over time. Given the size of some of our cohorts, caution must be exercised in some cases when making comparisons and judgements.- GCSE performance is benchmarked against the Fisher Family Trust (FFT) benchmarks. FFT benchmarks are based on how similar pupils nationally performed in subjects last year (similar pupils are defined as similar prior attainment, gender and month of birth). FFT produces 3 benchmarks:- FFT 50 - schools that made the average progress last year (50th percentile progress)- FFT 20 - schools that made greater than average progress (20th percentile progress)- FFT 5 - schools that made much greater than average progress (5th percentile progress)- In 2025, FFT used a different methodology to calculate their estimates. Historically, for over 20 years, FFT has modelled GCSE estimates on Key Stage 2 outcomes. However, the 2025

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and 2026 GCSE cohort did not sit their Key Stage 2 exams due to Covid-19. FFT have modelled their estimates for the 2025 and 2026 GCSE cohort on the GL Assessment Cognitive Ability Tests (CATs) that the majority of schools nationally do with their pupils at the start of Year 7.

- Due to the lack of Key Stage 2 exams for the 2025 and 2026 GCSE cohorts, there will be no Progress 8 measure calculated until the 2027 cohort.

DSM – I know this isn't where we want to be. There are specific subjects that need to move and make significant jumps. We are in touching distance of where we would expect to be.

PRC – We are in the middle for selective schools.

DSM – In the top 200 of schools nationally we are in the top two thirds. Our attainment is fantastic, some really fall off, it is hard to make comparisons.

OPJ – This is good to know though so it gives us some guidance.

DSM – We are doing well but we know we can do better and need to push.

MR – Where are we with the first cohort of 11 subjects?

DSM – This is them. There is no progress data, we won't have this until the year after next.

MR – Noted PRC's quality not quantity, this is interesting.

DSM – 120/160 children met the criteria. For those doing under 11 there will be pathways but it will be a slightly more bespoke approach. We need to work on RE results, this should be our secret weapon. Change is big, it is going to take more than a year. Students need leadership and they will grow leaps and bounds over 2-3 years.

OPJ – Are the grades for 7-9 lower than what we would expect?

DSM – We need to be wary of it, there is no progress data. We will know clearly in 2 years' time. We have a number of students not engaging in full time curriculums. There is an interesting mix with this group of year 11s (not worried about attainment as we were last year). We will have to keep coming back to this conversation.

NR – Is the average being pulled down by RE?

DSM – We would have to look at a subject breakdown.

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	<p>OPJ – On page 4, where we see national averages, are we only using fisher family trust? This could bring us issues here as we are a selective school, there is not much else we could have done?</p> <p>DSM – I am working with TR (and – GSHA Grammar Schools Heads Association) to collate data together using SISRA software. We are trying to look at which schools within this area are doing better than others in particular subjects so we can tap into skillsets of other schools.</p> <p>PRC – The headline measures of a-level - we should all be worried about a-level results. Overall average grades are stagnated. 0.08 average (for 2024) – this is close to not being positive. This area really needs to be focused on.</p> <p>DSM – Some A-level subjects did not get a single A* and five or six subjects didn't get an A or A*. Maths shows some of the strongest. Longer writing tasks are where children are missing out. We are going through all of these results in exam review meetings, data was also presented to staff at INSET and teaching & learning walks are now in place. Staff are good at imparting knowledge but too many are assuming that the kids can do the next step, which is the writing bit. This needs explicit teaching, coaching, marking, modelling and correcting. Fundamentally if we get this right there should be no excuses for no A*.</p> <p>OPJ – On page 6, where we can see A-level average grades above points – It would be good to have the points in here too if you are presenting it? It may or may not be helpful?</p> <p><i>All grades and headlines discussed in more detail relating to positives and concerns. Subject specific information has not been minuted.</i></p> <p>DSM – In weaker areas, teachers are open to visiting other schools. Mind shifts need to happen here – the argument of control of controllables.</p> <p>OPJ – Are governors looking at a different data set? <i>PRC/OPJ to discuss specifics after the meeting and pick up on specific maths questions here.</i></p>
<p>7. Vision – Trust / school</p>	<p>DSM – TS shared an email on behalf of DD with the rearticulated vision.</p> <p><i>All seen as discussed earlier.</i></p>
<p>8. Head teachers Report</p> <ul style="list-style-type: none"> • Exam Review • Pupil numbers • Attendance • Staffing update 	<p>DSM – The Headteacher's report is a very different structure, which all schools in the trust have been asked to follow. In principle it isn't asking for lots of wording but allows us to be reflective on what is working/perhaps not. It will also allow us to compare with termly data in the same report. I think it is a good thing for governors to see and</p>

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question us on. The section on the right linked to Ofsted criteria will now need revising based on the training I had last week.

MR – What are the judgements/what is this based on?

DSM – Mapped on Ofsted criteria, bearing in mind no one had done the training at that time. I have added comments where we are under green.

MR – Are SLT working with others?

DSM – Yes and then after half-term we will go through all the Ofsted framework to check.

OPJ – Can we freeze panes in excel somehow, on the top bit?

PRC – Yes, we can.

DSM – This is the first time we have filled this in, we can make some adaptations.

OPJ – For the things under green, what is being done to help staff and keep them on track/ on board?

DSM – I am working with the Heads of Departments around curriculum design and challenge – specifically looking at how to push top grades. Also making links with other schools, T&L strategies, hypothesis and how we use it etc.

PRC – Finding specific specialists is rare.

DSM – This is a change in ways of working, staff are not used to doing certain things e.g. all non-negotiables, improvement tasks.

OPJ – My advice would be to make sure that staff feel you are helping them and not just seen to be checking up on them.

DSM – Absolutely, sometimes two of us go on the learning walks to see if we identify the same things and then look at how we tackle it. We are looking at how we create a culture that supports/helps each other to make improvements. We are all in this to help the children and to do things in the right way.

PRC – We see the best of the best and have staff who have been with us a very long time.

OPJ – Have you shared the things you like/what you think is good?

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	<p>DSM – I have asked SLT to give feedback to staff. I have shared some really positive feedback this half-term. If we see really good things the message is very positive and encouraging to see more of x, y and z.</p> <p>OPJ – In the risk section, recruitment is in red?</p> <p>DSM – Yes, we are finding it hard to find the right people to recruit for our music teacher and science technician.</p> <p>OPJ – In the risk section it says one complaint outstanding – D21. Sometimes there sometimes not when I have read (Microsoft online/offline versions) What is the tracker for this?</p> <p>DSM – SLT will be doing quality assurance activities over the next half-term. The focus will be column 2 but at the moment I am not sure how to prioritise as there are lots of things there currently for the year which links to SN.</p>
<p>9. Academy Development Plan (ADP) Update</p>	<p>DSM – At our next meeting in December we can review this in a lot more detail and look at the results/grade’s sections.</p>
<p>10. Premises, Health and Safety</p> <ul style="list-style-type: none"> • Site maintenance and improvements • H+S audit outcomes and actions • Risk Assessments and compliance 	<p>DSM – The external audit has been done and this is something we can share more detail on next time. We will also be able to share the actions that have been taken/done off the back of this. A bigger focus will also be on Safeguarding. There will be an audit for this next term with an audit from the LA.</p>
<p>11. Risks and implications for improvement plan</p>	<p>MR – I think we have identified staffing and finance.</p> <p>OPJ – Class sizes for a-level maths and further maths. We will likely be asked about this at the sixth form open evening after half-term. We need an answer here for staff and the students supporting.</p> <p>DSM – I will come back to you on this. Numbers need to be looked at again.</p> <p>OPJ – You can change things without massively impacting things.</p> <p>DSM – The reality is that class sizes are going to continue to increase every time. I also take your point around maths classes being disproportionate to other subjects. This is on my radar as I am not comfortable with this.</p> <p>OPJ – I totally agree, this is unsustainable and great things are unlikely to be achieved here.</p> <p>DSM – JM, direct question, what were your class sizes like at this level?</p> <p>JM – English and maths had larger class sizes.</p>

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	<p>OPJ – Effectively they look like GCSE class sizes.</p> <p>DSM – This is on my radar.</p> <p>OPJ – Lets pick up with SLC as parents/future students will be asking us/our current Y12s about this. We need to be on the same page regarding messaging.</p>
<p>12. Governance review</p> <ul style="list-style-type: none"> • Training needs- FLICK NSCS • Skills audit 	<p>DSM – The training report status currently shows that only one governor has completed all mandatory training. This is extremely important and something I must ask you all to complete as soon as possible.</p> <p>MR – There are courses on there which I don't feel are relevant to all governors. We need to check this.</p> <p>DSM – BJ to check with GC and update everyone. If anything is incorrect, they need to be removed.</p> <p>DSM – Skills audit to be done in line with the new LGB recruitment. I will pick up with BJ and share something with you all separate to this meeting.</p>
<p>13. Actions arising not on the agenda</p>	<p>None.</p>
<p>14. Ratify actions taken since the last meeting</p>	<p>Policies which we have done.</p>
<p>15. Note – correspondence to The Chair</p>	<p>None.</p>
<p>16. Confirm – actions/information for the Academy Board and Trustees from this meeting</p>	<p>Policies – actions listed above.</p>
<p>17. Future Dates</p> <ul style="list-style-type: none"> • 10th December – Teams meeting in the evening, time to be discussed. • 4th February – In person at QEGS, 12.30pm • 18th March – Teams meeting, time tbc • 20th May – In person at QEGS, 12.30pm • 1st July – Teams meeting, time tbc 	<p>DSM – Our next meeting is in the diary for 10th December. Are we all happy with a 6.30pm start on Teams? With a hard close of 9pm? Note: The H&S and Safeguarding actions will be added to the next agenda.</p> <p><i>All agreed. BJ to update the invite.</i></p>