

Full Governors Meeting

7th January 2026 at Queen Elizabeth Grammar School

Item and Description	Notes
<p>1. Welcome, apologies and quorum</p> <ul style="list-style-type: none"> a. Introductions and welcome b. Confirm membership of the Full Academy Board c. Receive and agree whether to accept apologies d. Confirm whether the meeting is quorate e. Confirm resignations or term of office end f. Consider and ratify other changes g. Declaration of Interests and/or Conflict of Interests 	<p>Attendees: Peter Croft, David Marchant, Natasha Marshall, Sarah McGrath, Joe McGraw, Owen Price-Jones, Chris Pyle, Maggie Robson.</p> <p>MR – Welcome everyone and Happy New Year.</p> <p>Apologies: None.</p> <p>Quorate: Yes.</p> <p>Resignations: None and no other changes.</p> <p>Declarations/conflicts of interest with anything on the agenda: No.</p>
<p>2. Approve – Previous Full Academy Board Minutes</p>	<p>Factual amendments noted.</p> <p><i>All agreed and on the understanding that those changes will be completed. BJ to publish on the school website.</i></p>
<p>3. Policy Update</p> <ul style="list-style-type: none"> • Pupil Premium Strategy Plan and Review • Exams Access Arrangements • Admissions • Children With Health Needs Who Cannot Attend School • Malpractice • NEA • Special Educational Needs 	<p>DSM – Because there's a lot of policies and not really any substantive changes, we've tried to track changes where possible, to try and make life so much easier for everybody, so I hope it's appreciated.</p> <p>MR – Yes, it is.</p> <p>JM - Thank you, David. I did note that.</p> <p>Pupil Premium Strategy Plan and Review</p> <p>OPJ - I don't understand what a Piaget based approach is. I don't think it is a well-known phrase. I don't really understand what that means - page 2. Is that someone's approach to something?</p> <p>DSM – It is a person. What I'm going to say now is I think what PRC said last year, which is this was written as a three-year statement of intent. We're at the end of that three years and what we need to do is write a new statement of intent for what we're doing for the next three years. We will put this as an action for PRC.</p> <p><i>All agreed.</i></p> <p>OPJ – In the activities for this academic year, on page 5, there is a bit that says from January 2024 an extra class will be timetabled for year 11 in Maths and English – I don't understand as this isn't happening. Are we saying this has happened/ is currently happening?</p> <p>DSM – That happened last year didn't it, PRC?</p> <p>OPJ - There was one time when that happened, but it's not something that is ongoing or has been ongoing or has happened more than once.</p>

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	<p>PRC - Yes, it happened the year before and this is the problem with the three-year plan, it gets messy. In the nuance of the detail.</p> <p>DSM – It happened this academic year in that PRC and I both picked up a support group. So, I think that part needs adjusting before it's published on the website.</p> <p>OPJ - I'm just unclear where/ why there's a blank space - page 6. There are a few things in it that I'm not sure are currently happening. I understand that it's a three-year document now, but if we're saying that they're things that we're doing, like for example, on page six, we're saying that we run a staffed study space in an ICT room to support all PP students from year 7 to year 11.</p> <p>DSM - Obviously, part of this is all about the notional spend - I do know that there is equivalent activity, whether that's in the library supervision, which is open to PP students, whether that's in the SEND space, whether that's the pastoral managers. So, I'm comfortable with it being in there, that there's an equivalent provision. But I do take the point and I think we need to take a view on whether we have to set a three-year plan PRC or whether we can set a one-year plan going forward. I think we're tying ourselves up in knots of setting a three-year plan, then saying actually after one or two years it's not as relevant as we thought it was.</p> <p>SM - It sounds like this has been in place for a while. You don't really own it/it doesn't feel like you're committed to it. I think the thing to do is review it and probably shorter term, so that there are actions that are actually taking place because it feels a bit like it's removed from what's happening in practise, which sometimes happens, doesn't it, with plans like this.</p> <p>DSM – Absolutely and I think that the bit that was really highlighted for me is the looking back document, which obviously is the statutory one. But actually, we've not brought to this group the plan for this academic year or the years beyond and that I think is the thing that's making me more anxious than the recording of what's happened in the past, so we will bring that to the next meeting.</p> <p>SM - You mentioned Ofsted earlier. Obviously, this is absolutely key moving forward in terms of how we're going to be judged. So, it's going to have a renewed focus, isn't it? It's going to become much more current.</p> <p>DSM – Absolutely. We will amend based on the feedback here and then publish it as is, but the key action really is to come back to this group at the next meeting with a plan for this year.</p> <p>MR – Ok, thank you.</p> <p><i>All agreed.</i></p> <p>Exams Access Arrangements</p> <p>MR - Just SENDCO and SENCO inconsistency.</p>
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	<p>DSM – Yes, noted.</p> <p><i>All agreed approval taking into consideration the change highlighted by MR. BJ to change then ensure this document is formatted and published on the school website.</i></p> <p>Admissions</p> <p>DSM – The dates have been updated. Following on from the last meeting, I spoke with Future Stories again. What we would like to do in what I'm exploring with them, is going ahead with the closed response English paper, the Multi Choice English paper, but also the key stage two content paper, the one that we all thought was the most interesting paper - in that what it tested seemed to be the most inclusive in terms of what we're looking for. We're not really looking at pursuing the creative writing paper at the moment. Though I think we can review that at a later point if we wanted to. There are things to still be negotiated such as whether we join a consortium which may have an impact on registration dates. Therefore, if we're all happy to approve the policy, I would like it approved please with the caveat that the last date to register needs confirming and amending prior to publication. NOTE: The entrance test date does not get published in here. I have to publish this policy by the 31st January and I have to let the LA have a copy, so it will be resolved in the next week or two. But is everyone happy to approve it on the basis that the date is still up for revision, subject to contracts and anything else?</p> <p><i>All agreed.</i></p> <p>DSM - Thank you very much. I'm really pleased that we're moving forward with the Reading School (Future Stories) test, because I think that will be a real game changer for the children coming into the school.</p> <p><i>All agreed approval taking into consideration the points from DSM. DSM/BJ to update accordingly and ensure this document is published on the school website by the end of January.</i></p> <p>Children With Health Needs Who Cannot Attend School</p> <p>DSM – No substantive changes on this one.</p> <p>MR - What would the circumstances be where the local authority has to step in and provide the work? Why would it normally be the case that the school couldn't?</p> <p>DSM - That's a really interesting question. There is a hospital school provision based out of the PRU in Barrow. They have something like 12 children on roll who access something like 2.5 hours tuition a week. In previous LAs I've worked in, a child could break their leg, not be able to access school and be in a hospital setting or something – they would access work through this provision because they can get face to face tuition in there because they're in the school. I think more commonly what you're talking about is children who are struggling to access from a health and well-being point of view as much as anything else. It's not just sending work home, it's completely adapting the work, looking at different</p>
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	<p>qualifications/courses - those sorts of things are where it's more likely, but obviously it still falls under health conditions.</p> <p>MR – Ok, thank you.</p> <p>OPJ - On page 5, there's a part which says staff are responsible for ensuring they are aware of the signs, symptoms and triggers of common life-threatening medical conditions and that made me go, I don't know what that means and what I'm expected to know or not know. I just think it's a little bit unclear as to what exactly we're saying, staff need to know.</p> <p>DSM - Yeah, I take the point. I interpret that as what any adult with common sense would do in terms of recognising that a student is having some sort of episode or collapsing on the floor etc. I don't see that as anything really specific unless it's included in a healthcare plan which is shared with teachers ahead of time (for the children they are working with).</p> <p>OPJ - Could we possibly change it to something along the lines of ensuring that staff know what to do in the case of a medical emergency?</p> <p>DSM – Yes, I'm happy with that.</p> <p><i>All agreed happy to approve on that basis. BJ to update accordingly and ensure this document is published on the school website.</i></p> <p>Malpractice</p> <p>DSM - The reason the exam policies don't all include tracked changes is because some of them we're embedded in one big policy and we're supposed to have separate policies for each for the JCQ.</p> <p>PRC - Yes, they are updated each year then the JCQ regulations are updated.</p> <p>DSM - They've just been split out from one exams policy, which is what we previously had.</p> <p>PRC – Yes and these all come from the service we subscribe to called the exams office, which is the organisation which supports the exam officers all over the country with policy creation, adherence and training.</p> <p>OPJ - On page 3, inside the introduction, there's a part that says candidate malpractice, and then there's a paragraph. Then it says centre staff malpractice and there's some information about that. Then there's a bold part that says centre malpractice, and there's nothing underneath that. I'm not sure if there's something missing or if it's just that there isn't anything particularly to write down. Then the next one is a heading that says suspected malpractice.</p> <p>DSM – PRC to check what is on the exam's office. The first two that are there, candidate malpractice and centre staff malpractice, are about individuals and the behaviour of individuals. Malpractice is almost always deemed as suspected until you then collect evidence if that makes sense. It</p>
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	<p>feels like that's referring to the centre overall and doing a clarification unless PRC is going to tell me something different.</p> <p>OPJ - On the next page about preventing malpractice. I understand that these are all the parts about the training that we have in place. The only thing from my perspective, and as a maths teacher, there's nothing in there that I'm aware of in terms of showing people how to turn on the exam mode on the A-Level calculators, which they really have to know how to do. It's not obvious, and each one's slightly different, and I don't know if it's worth it/ or we need that legally, but it would definitely make me, feel better if I knew that the people invigilating the exams were aware of how to do that and how to check it.</p> <p>PRC - Good points, I know in practice today there was a maths exam and that was discussed and it was executed because the invigilators had to do this as part of their training. But I'll have to check on where it fits into regulations and guidance.</p> <p>DSM – The issue is that section is about JCQ documents. There is probably not one that is specifically putting them in exam modes, but it will be as part of the instructions for conducting the maths exams, in the pack for doing it. There will be a set of instructions and guidance. The challenge is, it doesn't automatically come with mocks, so it's remembering to do it with the mocks, isn't it?</p> <p>SM - I would agree with OPJ really on page 3, it looks like there should be some content after that subtitle of centre malpractice. But then my other thing is that it says the malpractice and maladministration and states clearly that they're distinct but related concepts, but there's nothing in it around maladministration, it just talks about malpractice.</p> <p>DSM - I think what we need to do, PRC, is just clarify those questions and then either say it is what it is or come back with a revised policy, which then we can have 3 of you just ratify electronically before publishing.</p> <p>PRC - In answer to your question. So, it does say the policy uses the word malpractice to cover both malpractice and maladministration.</p> <p>SM – OK, I've probably missed that.</p> <p>PRC - One of the problems is it is actually unknown which one it is at the time of logging it. You recognise as an issue, but it doesn't always come out straight away, if it's maladministration or malpractice. Which is why I think that line is in there. But I will clarify.</p> <p>SM - From my experience with awarding bodies, they would expect us to define the difference between the two and which one we're looking at because they are different.</p> <p>DSM – Yes, I would agree, I agree with both statements because I have had it where you investigate and then through the process of investigation, you work out whether there's intent or whether it's accidental and that can be the distinction. There's also things which are legitimate and very obvious from the moment you discover the maladministration, particularly when a</p>
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	<p>member of staff comes forward and says I'm really sorry, I've made a mistake. We'll clarify and recirculate.</p> <p>SM – It maybe just needs something in it that makes that distinction of the difference between the two, because it says they're different but doesn't say how or why, and then just refers to it all under one umbrella.</p> <p>DSM - Let's get us some answers here.</p> <p>NEA</p> <p>DSM – Straight off the exam's office again.</p> <p><i>All agreed happy to approve. BJ to ensure this document is published on the school website.</i></p> <p>Special Educational Needs</p> <p>DSM - So, this is the SEND part two. SEND part one is the trust level document that sets out the aims and visions of the trust. So, it's for information rather than review. But we do need to follow up with SEND part one, which will be forwarded. It is a very different feel of document and I actually think it's quite hard to look at without the SEND part one where it sets out the aims and objectives. Can I suggest that we take questions on it now, but that I send the whole document out so that you've got the full picture?</p> <p>MR – Yes, it's got the same SENDCO/SENCO inconsistencies throughout, which needs clarifying. I think we'll wait and look at part one then.</p> <p>DSM - And if we need to, if there's sufficient questions that come back, then we'll bring it back to the next meeting, which is of course only in about 4 or 5-weeks' time. So, it's not like we're going to be pushing it into the long grass. So that's fine, thank you.</p>
<p>4. ADP Updates</p>	<p>DSM - You will notice that there is probably more red and amber on it than I would like. Some of that is quite specific around staffing changes and challenges that we've had. We've had challenges from a senior team point of view and people have been stepping in and picking up lots of things. We've got a new careers leader but she has needed training as it's not something she has come with the experience of. We don't have an operations manager at the moment we've appointed, but they can't start until late February/early March. So, we're running without an OPS manager for two months, which has had a knock on for facilities. I've obviously tried to give a narrative, and in some cases, I think the narrative makes sense and in other cases you'll probably want to ask about.</p> <p>JM – On item 8, develop the safeguarding review meetings. If I'm reading it correctly, it's saying the local authority did a safeguarding audit in November. Have we got any feedback on how that went?</p> <p>DSM - We have, can I ask you to hold that one for the safeguarding item on the agenda? That's why NM has joined us today. She's going to give feedback, but it was positive.</p>

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JM - That's great. The other one was item 10; I think it's just the way it's written - the raise in attendance. I think it says something like our staffing or our attendance is expected to fall. Is that because we haven't got staff in place so therefore our attendance data isn't going to be as accurate or are you expecting attendance rates to increase?

DSM - I think there's two parts to that answer. One of which is to do with staffing capacity issues. We've been running with at least one person down in the school office, which has meant our attendance officer has been picking up lots of other jobs as well. She is fantastic at picking up the phone to parents, doing home visits, identifying early which kids are starting to go wayward. You know who's absent on a Monday, who's absent on a Friday and getting in early. She has been quite open in saying to myself, NM (who line manages) and the senior team that she doesn't feel able to do as much as she would normally do because she has been trying to pick up everyone else's job to keep everything from falling apart. We did have another member of the office team start yesterday, that role won't pick up everything but will pick up a lot of the work that AC has been doing - so that's progress. Our attendance last term for about a month fell off a cliff because, nationally as well, children were ill. I get the attendance report every day and last term, most days, for about a month, we had over 100 children off school, so that's 10% of our children off school (with that awful flu virus). On our worst day, we are normally at 7% off and it's normally no more than 5%. It was quite substantial. Many of those children, when you looked at their current attendance rate, it was 98, 99, 100%. AC has been pulled in lots of directions and she is the person who would know which children have never had a day's illness/ are genuine but have suddenly fallen to 80% attendance. Or if it is a child we need to watch and need to put interventions in place. This was our weakest point, we weren't able to do as much as we would normally like to do, so it's a risk. I've not put this in red because compared to national and where we are, we're still in a healthy place but attendance is not at our usual high standard.

JM – Thank you David.

SM - On number 13, which is around your pastoral, obviously there's been a delay in that and you're looking at a January reset. Is that on track because if it's been resource dependent, is that now in place? Within leadership and management.

DSM – Yes. We were probably a little bit guilty of biting off a bit more than we can chew. So, we've spent a lot of time articulating in previous meetings, having a real focus on quality of teaching and learning, we've put in place non-negotiables. We've visited hundreds of lessons over the last term to QA that what we're expecting to happen is happening and the quality of what we're seeing has been improving consistently. Doing that in PD as well has been a challenge and the other part of that is because all those lessons happen at one point in time on a Friday morning. We've just not prioritised that time and space, so it is something that is on our radar to really make sure we don't miss this half term as part of that holistic QA package.

SM – Thank you.

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NM - I think we'd set some really high expectations of ourselves in September. I was a little bit overly ambitious about how much we wanted to get done. But I think one of the things in terms of the meetings that are happening on a Friday morning now with the heads of year is a new approach that we've taken to sort the middle leadership time. So instead of attending the same meetings as the heads of department, they have dedicated weekly time now where they meet with PRC and JEL. The following feels more aligned; QA, expectations and monitoring. As we move forward, I'd quite like to formalise that a bit more, but having a regular touch point, I think it's really helped to look at what the expectations are and discuss/ share best practise. Although it may not be in the form that we wanted, I think there are things happening to move towards. We've obviously got some changes coming up to staffing with maternity leaves etc. I think that will give us a good chance to reset some of those expectations as well, so hopefully we will be back on track with that one.

DSM - One of the things I repeatedly say with the school development plan is I would far rather set an ambitious school development plan and have some amber and red on it than set something that is not ambitious and it will be green. I think it's far healthier that we're trying to do too much and not quite achieving it all than, you know, not being ambitious enough and making sure it's all green. So, I trust that you can all see that there is lots of good work going on and that as governors, you're happy that we're still moving in the right direction. It's frustrating sometimes filling these in and ambering them, but also, I don't want to be unrealistic about where we are either, and the fact that you feedback so supportively fills me with confidence that I don't need to do what I know has happened in other organisations I've worked in, which is where lots of wool has been pulled over governors' eyes and that's not how I like to operate.

SM - I totally agree, it should be ambitious and within the remit of board. Anything that's red is there for us to question, I suppose - that's kind of the purpose.

DSM - Absolutely. Thank you, Sarah, and I really appreciate it as well and the way it's done. So, thank you.

MR - On one of your ambers, line 33 - when you were looking at growth in the sixth form and did an earlier open evening and so on, it's made no difference? Have you any idea why you're not attracting more from outside into the sixth form?

DSM - It is always a challenge. We've never attracted large numbers from outside QEGS.

NM - I think one of the things that we have been taking part in is the post 16 provision review that the local authority is doing. It has been quite interesting working with the other schools and the colleges and the other providers to basically look at; Why are students making the decisions they are? Why are they choosing to go to certain places? I don't think we can get away from the fact that our entry requirements are higher than a lot of the surrounding schools and I think that is a factor but there are lots of other factors including transport. We are a sixth form that just offers A-Levels, how do we compete with settings that are offering vocational things

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alongside A-Levels where you've got people who are making the decision that actually they want to; go and do something that's more practical, do BTECs, go straight into apprenticeships. We know the landscape is changing in terms of what could potentially be offered in AAQs and all of the different changes that might come in. We are working to try and look again at the trends of why they're making the decisions that they're making.

DSM - I think it's worth adding two other things to that, because one of the things I was really vocal about was this local authority forum was setup to look at sixth forms. Transport is such a major factor for us and we know that we had a number of applicants from Appleby and Kirby Stephen last year for various reasons, but very few of those children came because they can't actually get here. We also know that a significant number of our children who come on the train for five years from Carlisle to us but then balance a shorter journey for Sixth Form. So, there are all those factors at play as well. But the main way we're going to keep the sixth form numbers high is retaining our own. I've always said part of that's tied to key stage 4 attainment. But we did last year, any child who met the requirements for their courses did end up being offered a place. So even though the entry requirements are high, if they got their 6s for the subjects they wanted to do they were offered a place, and many did take it. There will obviously be some in the middle where they didn't feel it was in reach and then didn't come. But it's tricky.

OPJ - I thought at the time that the sixth form open evening was really early. Did you think it was more successful and worked better having it earlier? Was there something that I didn't see? Was there a reason for it being earlier that actually has made more sense?

DSM - This sort of time last year we were meeting around restructuring, redundancies and things like that without a full picture of actually what our curriculum needs were for the next year. So, one of the reasons why we've pulled the sixth form earlier is because we were getting those in after we had done GCSE options. By the end of the month, certainly by half term, we'll be able to predict the number of classes that we'll need and then know for definite what the staffing needs are and what we need to recruit for September. NM what did you think about the timing for the kids, I guess more than the logistical strategic timing?

NM - I think part of the decision has come from going to the northern grammar schools head of sixth form cluster. It's a slightly different context as they're working against the big colleges that are more Leeds way, which skews a little bit of what the discussions are. We wanted to do it as a bit of an aspirational thing in terms of the run up to their mocks, so... this is what you're working for/towards, if you want to come here - hopefully it would incentivise them a bit in terms of their aspirations towards their mocks.

SM - How many open evenings do you have? It goes back to what you were just saying about touch points really. Do you also have taster days? Do they get invited in for other activities etc?

NM – At the moment we have one open evening that students come to, we then have opportunities for externals to have tours. We interview all the internals in the sense that they have a meeting with a member of the sixth

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	<p>form team or a member of the senior leadership team. It's not an interview and it doesn't affect the application, but we talk about their choices/ what they want to go on to do. Next, "is this a good fit? We'd love to have you back here - good choices/on track?" The externals then get invited for an external evening to come and meet with either a member of the SLT or member of the sixth form team. They come in; we chat through any questions about the sixth form. We also offered a school tour in the same way that we do with lower school. It wasn't really taken up. We also discussed, but we just couldn't make it work for this year, the concept of having a taster day in December - especially the subjects that might be new to A-Level. Our year elevens could join in as well. We would run it after the mocks, it just didn't work with like the level of planning that would need to go into making that successful this year. Then they would come in for their induction day in July, which at the moment, is where they come in and they go to the lessons of the subjects that they'd put down. They could then get set up with expectations for over the holidays. If maths would like to set them some work for over the summer, they can do, they can make those expectations really clear. Then they've got some bridging/prep work – this is where we would like to get to.</p> <p>SM - Yes, what you've just described there is what I would see as being better. I think those taster sessions are key like you said, particularly if it's subjects that are new to them, but also it just gives them a feel for what they're coming to do. I think that summer project work as well is really valuable because it just sets the tone/level of expectation. I do think the entry criteria is part of the reason that externals are put off, because it's challenging. I don't know whether this is even doable or in any way practical, but is there anything you can do around results day for those kids that go through the GCSEs thinking they won't get the grades to get in and then they come out at the end of results day and they've done really well - almost a clearing system/ get in touch/ we've still got places. Why do we want to grow the numbers? Is it financial? Is it so we can improve, widen the curriculum? What's the purpose of it?</p> <p>DSM - Both are options that we want to do. We've budgeted on 120 children for the last few years. We've been around 115/117 approx. Ideally, we want 125/130. It is not a massive amount more. It's not like we're trying to grow massively, but we'll talk about curriculum model and go on to that because I would need to talk about sixth form with it. But at the moment we are running too many classes that really are not at a viable level, that have 8-13 kids in them. If we could run them all at 15 to 20, we'd be really viable. But actually, we're going to have to make some tough choices around classes with low numbers or does the average have to be 20?</p> <p>SM - Sustainability, then, rather than growth.</p> <p>DSM – Yes, for the area we have a massive rate of something like 20-22 courses we offer at A-Level which is huge for where we're at. But in the past, we made choices like running 2 geography groups when they've only been 16 or 17 kids doing it, so half a dozen don't leave us. We can't do this anymore and I will come onto this.</p>
	<p>DSM – It's an interesting one, isn't it? I think it might be nice to, in time, put something in the newsletter about the role of the governing body and what</p>

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<p>5. How can we as Governor’s advocate for our schools e.g.</p> <ul style="list-style-type: none"> • Governor section on Newsletter • Social media • Involvement with community events • Grants – support with bids • Recognition for our staff – Governor certificates / letters of thanks • Wellbeing champion 	<p>people do. It could be nice in time to do like staff profiles/ roles/skills. Fundamentally one of the other things we want to do is try and recruit more governors in time, and I've written to the Chamber of Commerce and tried to put it out that way, and I've not heard of anyone expressing an interest.</p> <p>JM - I get it, it is such a busy environment, and it's added on to someone's day job, so it is difficult. But it's an opportunity, isn't it? We're all on social media in different ways that we could all share/showcase.</p> <p>SM - I think probably all of us that are on the board would be happy to advocate more, it is just a time thing, but if asked, absolutely, I'd be more than happy to attend events to do any kind of profiles.</p> <p>DSM – Absolutely and I'm very well aware that in the role that both you do and CP does, there are obvious conflicts of interest that I wouldn't want to put you in a position either, but mostly manageable.</p> <p>OPJ - One of the examples that I really liked was the recognition for staff when people have done things, which you do regularly in briefings – could we do this also? But not that many staff know necessarily who all the governors are and it might feel a little odd.</p> <p>DSM - There are so many people doing so much fantastic work above and beyond. How on earth can I pull out any individual when one week it might be someone, but someone else has done 10 things the previous week. It's a lovely problem to have. I struggle with how you then equate things then and you don't make someone inadvertently feel like they've been missed.</p> <p>SM – We have a system that we use where we ask colleagues to nominate colleagues rather than it coming from us. We get however many a month and we pick four each month that get recognition and it's nice for it to have come from their colleagues.</p> <p>DSM – We don't do that, but I think that's a very good idea.</p> <p>MR - I think we're all aware and we will try to be advocates as much as possible.</p>
<p>6. LGB skills Audit / training</p>	<p>DSM – We need to pull this altogether, but we have a couple of people outstanding – SM, OPJ please can you complete/share. SM also, while we're online, I think there's one training item that's outstanding and maybe radicalization.</p> <p>SM – Apologies I thought I was up to date; I will come back on these things.</p> <p>MR – Thank you, we will return to this.</p>
<p>7. Curriculum Including discussion of Global Studies (Citizenship/RE)</p>	<p><i>The updated proposed curriculum model was presented and the group talked through the tough economic climate/financial challenges for the future.</i></p>

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DSM presented the new global studies proposal following in depth conversations with the Head of RE. This angle would provide important information and knowledge to our students and allow them to consider topics that are explicitly being talk about in the world.

OPJ - I just wondered what the plan would be for personal development in I guess key stage 4? I know global studies is global studies, but it's effectively a citizenship GCSE. What do you envisage personal development being used for?

DSM - So we've had quite a lot of conversations about that, including do we take PD out completely or look at delivering it differently. We're not going to do that because particularly moving sixth form to a 5-block model we need all 50 periods. We can't put PD in on top of that easily and key stage 3 again without taking a subject out of the curriculum. We've talked about making Friday a normal day and moving PD back in. But actually, what we want to do is see it as a bit of an opportunity where at the moment the PD element is driven by what we're expected to cover etc. So, we need to do some mapping on that. But potentially we could also look at it in terms of I'm going to say study skills. I think potentially this leads us to a bit of a deficit model in terms of thought of, oh, we're going to teach kids how to revise and this and the other, but actually what we could be doing is some pre A-Level work with them – e.g. how do we use JSTOR? How do we use research? Can we do something on how to use AI effectively? TBC is the answer. We need to plan it holistically and map this out in detail but a lot of thought/consideration has gone into getting to this stage.

Governors were very supportive of the proposals The current model needs to change for the sustainability of the future.

SM - I would wholeheartedly support this. I think the relevance for students is way above what they're getting from studying RE and that's not a personal view, that's just thinking about the world, their futures, what they're going out to do. I think it would be much more relevant for them.

Also, I think there is a difference between that and personal development. Like you say, you need to map out, you don't want duplication. But what that probably does is opens up the personal development to look at the things that actually sit outside of citizenship, what the kids need to know about, whether it's around safety, the local risks, whatever that is.

JM – Equally supportive. You do have to make the tough decisions but I think you're going about that in a really constructive way, which I think will hopefully come across well with staff as well and remove any fear factor they might have. I really do like the sound of the global studies programme. I think it modernises it and brings it together more. But you're still capturing the key elements that you need to do as well.

CP – Similarly, yes, I agree very much with what Joe said about global studies and I think you can get that right. I think it's exciting and it's forward-looking and sounds it as it should be, which I think that's nice.

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	<p>CP – What will staff think and how will this feel culturally?</p> <p>OPJ – In my head this is my question as I think some staff will have strong feelings about this but it will depend on how it is explained to them.</p> <p>NM – These are not decisions that have been taken lightly.</p> <p>MR - I think you've got wholehearted support really for doing what you have to do in very difficult circumstances and parts of it sound quite exciting, so I'm look forward to seeing how it develops, but I also wish you luck for tomorrow as you share this with staff, because some things will be controversial.</p> <p>DSM – I take all of these points and challenges on board and will think a lot more around this with the teams internally. Thank you all so much it is really good to hear your views on this.</p>
<p>8. Safeguarding</p>	<p>DSM – This section is to give governors an update, first of all on what the state of safeguarding is. <i>NM talked through the numbers in detail for; operation encompass, children open to child protection plans or child in need plans, early helps open, safety plans, referrals to social care, police referrals, prevent referral, post looked after, registered young carers etc.</i></p> <p>DSM - What I am going to add at this point, Natasha, because you raised this on the inset day with staff is although those numbers seem quite low, we have something like 162 open safeguarding alert files on cpoms. One of the massive improvements in the safeguarding processes at the school over the last 18 months or so since NM has taken it on, is absolutely following up on these, recording actions and then closing them as soon as they are in a position to be closed.</p> <p>This is 15% of our student population, it's a significant workload and it's a significant piece of activity in the school. Even if those that then meet threshold for other actions is relatively low for us in comparison to other settings. So, I want to make sure governors have a full picture of what that is like.</p> <p>NM – Every Friday morning I see a report for everything still open. The heads of year get that every Friday morning with the expectation that they go through and check what's going on. Then I will go through and I will make sure that I know why they're open and they still need to be open. So, some of them can be things like if they've been searching for things flagged on the monitoring and filtering systems and we're just a bit cautious that we want to make sure that we've monitored and gone back and reflected that nothing like that has come up since and then it can be closed off. Some of it can be attendance concerns that are still logged on there and we're monitoring why attendance is the way that it is, or actions that we need to follow up with the local authority. There's a wide range of things that are on there that would be considered quite low level, but I think they are important that we keep them there as low level because that's what's preventing them from becoming higher level because we are intervening.</p>

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On INSET day in September, we did some work around the local content and I went through the changes to keeping children safe in education. We were expecting bigger changes this year, which came very late with no big changes. So, the expectation is that next year we will end up with more significant changes in that. Off the back of that staff either had to complete their level 1 or their level 2 safeguarding training that was assigned to them on flick and then they also had to do the training to show that they had read keeping children safe in education part 1.

W&F have launched their new safeguarding partnership. As part of this, they ran a day for DSLs to go to, alongside people from the police, the local authority, other different groups within the safeguarding hub. They presented and went through things to do with AI, how processes work within the safeguarding hub, the early help process, online abuse and exploitation, the criminal exploitation team, domestic abuse - the LA was there and public health.

We've also been using the Bulletin to do a bit more drip feeding, with safeguarding things. So, each week there's just a bit of a reminder about a safeguarding concern. Since September, there's been stuff to do with online safety child exploitation, the monitoring and filtering processes for the school, child on child abuse, early health assessments, sharing of needs and semi needs, prevent attendance, forced marriage, all those kinds of things that have been there as well.

Our early help officer from the local authority comes into school. She's been doing a bit more training with some of the heads of year, so they come to those meetings now so they can talk to her about early help and the decisions that have been made. That's also led to lots of the early helps being closed.

At the end of last year, we had our audit from the local authority. A part of that DSL day W&F have an education safeguarding advisor and she volunteered that she would come and do a free audit. She came in and she went through and looked at things like our record keeping. I keep a separate central record of all the referrals that we've made, the follow up on them, who's leading on them, the early helps that we have open, notes about any arrangements that we need for parents' evenings - If we've got parents with court orders, there's a separate list. She was quite impressed we'd kept that as a separate list and that we were following up if we'd made referrals, we weren't just waiting for people to come back to us. She also checked our SCR and the processes that we use for the SCR, and she was happy with everything that was happening with that and it was being audited.

There were 2 areas which she had questions about which were a physical book to record positive handling in and also clarifying who had access to the record of low-level concerns about staff. Both of these things have already been followed up and for example we have checked and we do not have to keep a physical book as we log these on CPOMS.

I am still waiting for the final report which I can share with this group. She came out with it happy with what we were doing. She was pleased with the

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	<p>record keeping. She was pleased with what we could talk about, the attendance procedures etc.</p> <p>MR – Well done.</p> <p>DSM – Absolutely, well done. Many of you have a safeguarding background in some way shape or form so will know there are no substantive concerns at all. We are really tweaking around the edges to make sure we are belt and braces.</p> <p>MR - Thank you NM and well done again. Yeah, it is. It's encouraging to know that the safeguarding is actually in good hands.</p>
<p>9. Chair’s Advisory Meeting – feedback</p>	<p>MR - It is very quick because it's something that the trust has started this year where the chairs of the schools within the trust meet up. This was the first meeting, with 3 attendees and basically, it's to share information about what's going well in the school and any concerns that you have. I heard all about the new fencing and the boundary issues at St Bees and how inclusive Settlebeck is. I shared all the wonderful things that have happened in QEGS. I did also raise concerns about staffing and finance. I hope people don't mind but also questioned the role of LGBs in the trust structure. It's things like hearing about staffing after the event because the decision is made at a trust level and if you look at all of the policies, that is something that we as governors, should be involved in. So, they did listen and said they'd had the same feedback from another school, apparently. So hopefully in future we might not hear about things second hand. Hopefully these meetings will be better attended in future.</p> <p>DSM – Thank you Maggie.</p> <p>MR – Even the agenda for governors is created by the trust.</p> <p>DSM - That is supposed to be supportive, particularly for the heads of the small primaries. I probably make more tweaks to it than any other head because we're in a different position and we talk about things that we want to add as well. But the expectation is we still cover everything – we just add more.</p>
<p>10. Ratify actions taken since the last meeting</p>	<p>N/A</p>
<p>11. Note – correspondence to The Chair</p>	<p>N/A</p>
<p>12. Confirm – actions/information from this meeting</p>	<p>The main actions from this meeting are all the revisions really to those policies and some to be circulated.</p> <p>We will do the skills audit at the next meeting and we'll do the premises and health and safety at the next meeting.</p>
<p>13. Dates</p> <p style="margin-left: 20px;">a. Next LGB meetings – As agreed:</p> <ul style="list-style-type: none"> • 4th February – In person at QEGS, 12.30pm 	<p>DSM – Are we all happy meeting in person on 4th February at QEGS for the next meeting? What is easier for you? I note it may be easier for people on Teams.</p> <p>SM – I will confirm after the meeting.</p>

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<ul style="list-style-type: none">• 18th March – Teams meeting, time tbc• 20th May – In person at QEGS, 12.30pm• 1st July – Teams meeting, time tbc	<p>OPJ – I’m in school that day anyway.</p> <p><i>All others ok.</i></p> <p>DSM – Thank you.</p> <p>MR – Thank you everyone.</p>
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