



Quality of Education and Safeguarding (QES) Committee Minutes

January 2026

Order	School	Date	Time
1	Sires Hill Primary Academy (SHPA)	Tues 27 th January 2026	09:45 – 11:00
2	Didcot Primary Academy (DPA)	Tues 27 th January 2026	11.00 – 12:15
3	Twickenham Primary Academy (TPA)	Thurs 29 th January 2026	09:45 – 11:00
4	Wantage Primary Academy (WPA)	Thurs 29 th January 2026	11:00 – 12:15

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 [Appendix A – Summary of consolidated Action Points](#)

 [Appendix B – Governor Termly Focus Area](#)



1.Sires Hill Primary Academy (SHPA)

Held via Microsoft Teams on Tuesday 27 January 2025, 09:45 – 11:00

Meeting commenced at 09:45 a.m. via Microsoft Teams

Attendance

Name / Role	Position	Attendance
Duncan Millard (DM)	Board Director – QES Co-Chair	Present
Jodie Croft (JC)	CEO / Board Director	Present
Leah Basilone (LB)	Deputy CEO (DCEO)	Present
Alison Ashcroft (AA)	Executive Principal – DPA & SHPA	Present
Emmy Taylor (ET)	Acting Staff Governor (SHPA) – Maternity cover	Present
Jameer Emamally (JE)	Parent Governor (SHPA)	Present
Hana Hamilton (HH)	Clerk (Governance & Communications Officer)	Present
Nicola Poole (NP)	Board Director & QES Observer	Present

Absent / Apologies

Name / Role	Position	Attendance
N/A	N/A	N/A

1. Approval of Teams transcript, welcome and apologies for absence

The meeting opened with a welcome from the CEO, who confirmed that all members had received the agenda and supporting documents in advance.

APPROVED: Use of Teams transcription.

2. Identification of Any Other Business (AOB)

The Chair invited members to raise any items for discussion under Any Other Business. No additional items were proposed.

3. Declarations of Interest and Register of Business & Pecuniary Interests

Members were invited to declare any actual or potential conflicts of interest relating to the agenda.

No additional declarations were made beyond those already recorded on the Trust's Register of Business and Pecuniary Interests. The Clerk confirmed that the register remains up to date and compliant.

4. Approval of Previous QES Committee Minutes and Matters Arising

Report introduced by: Clerk

The Committee reviewed the approved QES Committee minutes from October 2025. Members confirmed that the minutes accurately reflected the discussions and decisions taken.

The Clerk confirmed that all actions arising from the previous meeting had either been completed or were included within the current agenda cycle.

Members noted that the minutes had been uploaded to GovernorHub in line with Trust procedures.

- APPROVED:** October 2025 QES Committee minutes approved as an accurate record.
- ACTION:** Upload approved minutes to the OLT website and GovernorHub.

5. Demographic Context, SEND and Safeguarding Report

Report introduced by: Principal

The Principal provided a detailed and contextual overview of the current demographic profile of Sires Hill Primary Academy.

Pupil numbers continue to grow steadily in line with projections. Class organisation remains compliant with statutory ratios; however, the Principal highlighted that early years staffing continues to require particularly careful management due to ratio requirements combined with increasing complexity of pupil need.

SEND was discussed in depth. The proportion of pupils requiring additional support has increased, with a number of pupils currently at SEN Support and a small number awaiting outcomes of Education, Health and Care Plan (EHCP) assessments. Leaders expressed frustration with Local Authority processing times, noting that delays are impacting the timeliness of support and placing additional pressure on school staff.

The Committee noted that provision mapping is reviewed regularly and that the SENCO works closely with class teachers to adapt provision responsively. External agency engagement remains strong, although waiting times for specialist input continue to lengthen.

Safeguarding arrangements were confirmed as fully compliant. Leaders reported that:

- All staff have completed statutory safeguarding training, including annual KCSiE updates
- DSL refresher training is up to date
- The Single Central Record has been checked and remains fully compliant
- DSL supervision logs are maintained and reviewed as part of Trust safeguarding assurance

Governance Question / Challenge:

How is the increasing complexity of SEND need impacting staff capacity and day-to-day classroom practice?

Response / Assurance Provided:

The Principal explained that adaptive teaching strategies are embedded across all classrooms, with SENCO oversight supporting planning and intervention. Targeted support is built into daily timetables rather than added on, and support staff have received focused CPD to strengthen inclusive practice. The DCEO provided assurance that SEND capacity and demand are monitored Trust-wide and escalated where pressures increase.

The DCEO stressed the importance of maintaining clear and robust chronologies, particularly where thresholds for escalation are not met by external agencies. Members discussed the challenge of managing safeguarding demand when escalation routes are slow or inconsistent.

Safeguarding dashboard data was reviewed, confirming:

Governance Question / Challenge:

Were any recurring themes or areas for concern identified through safeguarding audits or recent case reviews?

Response / Assurance Provided:

The DCEO confirmed that no systemic issues were identified. Minor administrative refinements had been made to strengthen the clarity of chronologies, but safeguarding culture and practice were described as strong and consistent.

APPROVED: Demographic context, SEND position, safeguarding arrangements, and compliance accepted.

ACTION: CEO to escalate Local Authority delays relating to EHCP processing and safeguarding thresholds through established partnership channels.

6. Analysis of Autumn Term Progress and Attainment

Report introduced by: Principal

The Principal presented a comprehensive analysis of Autumn term progress and attainment data. Members noted that, as a small and growing school, cohort sizes remain small and therefore headline percentages require careful interpretation alongside qualitative evidence and professional judgement.

Early Years data shows strong progress from baseline, particularly in communication and language and early number development. Phonics remains a clear strength, with consistent fidelity to the chosen programme across Reception and Year 1. Staff confidence in delivery was noted to be high, supported by Trust moderation and shared practice with Didcot Primary Academy.

In Key Stage 1, outcomes in reading and mathematics continue to exceed Trust benchmarks. Writing was identified as a relative development area; however, internal assessments show improving sentence construction, stamina, and application of phonics within independent writing.

Progress for pupils with SEND and those receiving additional support was discussed in detail. Leaders confirmed that progress trajectories are generally positive, although progress is less linear for a small number of pupils with complex needs. Interventions are reviewed regularly and adjusted promptly if impact is not sufficient.

Governance Question / Challenge:

How is the school ensuring that writing improvement is embedded consistently without placing additional pressure on staff workload?

Response / Assurance Provided:

The Principal confirmed that writing development focuses on a small number of high-impact strategies rather than multiple initiatives. Daily sentence-level work, shared planning, and Trust moderation reduce duplication and support consistency. The DCEO added assurance that workload impact is monitored as part of Trust school improvement visits.

Attendance and persistent absence were also reviewed. Overall attendance remains strong. Slightly higher absence in early years was contextualised as linked to non-statutory nursery attendance and seasonal illness.

Governance Question / Challenge:

What actions are in place to support parental understanding of attendance expectations, particularly in early years?

Response / Assurance Provided:

The Principal outlined ongoing communication with families, including direct conversations, written correspondence, and meetings to reinforce expectations and support readiness for statutory schooling.

APPROVED: Autumn term progress and attainment data reviewed and accepted with appropriate contextual understanding.

7. Digital Safety Report

Report introduced by: CEO

The CEO presented the Digital Safety Report. Filtering and monitoring systems are fully operational and embedded within the school's safeguarding framework. Alerts are reviewed promptly and proportionately.

One low-level incident relating to inappropriate content access was discussed. Leaders confirmed that the incident was identified quickly, logged appropriately, investigated, and resolved in line with Trust protocols.

Staff training on digital safety and acceptable use is complete. Pupils have participated in age-appropriate digital safety learning through assemblies and curriculum content.

Governance Question / Challenge:

How does the school ensure consistency in digital safety practice and response across staff teams?

Response / Assurance Provided:

The CEO confirmed that Trust-wide guidance, shared training, and standardised incident logging ensure consistency. The DCEO added that digital safety is reviewed as part of routine safeguarding audits.

✅ **APPROVED:** Digital safety compliance and monitoring arrangements accepted.

8. DCEO Verbal Update

Report introduced by: Deputy CEO (DCEO)

The DCEO provided a detailed verbal update following recent support and challenge visits. Strengths highlighted included leadership clarity, a positive school culture, and consistently strong teaching, particularly in early reading and mathematics.

Safeguarding practice was described as robust, with clear accountability and timely response to concerns.

Leadership capacity within a small but growing school was discussed, including the importance of sustainability as pupil numbers increase.

Governance Question / Challenge:

How is leadership capacity being supported to remain sustainable over time?

Response / Assurance Provided:

The DCEO confirmed that leadership workload and capacity are reviewed termly. Succession planning and phased leadership development are embedded within Trust strategy, with support deployed proactively rather than reactively. The CEO emphasised that this approach is intended to secure long-term stability rather than respond to crisis.

A confidential discussion took place regarding leadership resilience and future planning.

✅ **APPROVED:** DCEO update received and assurances noted.

9. Staff and Parent Governor Feedback

The Staff Governor shared insight relating to curriculum and communication from a staff perspective. It was explained that communication systems are embedded, consistent, and intentionally multi-channel to ensure accessibility across the parent body.

Communication routes referenced included:

- Regular newsletters
- Class-level communications
- Direct parent contact where required
- Informal conversations at drop-off and pick-up
- Use of school communication platforms

The Staff Governor reflected that staff experience communication as proactive rather than reactive, with information shared in advance wherever possible. It was noted that recent parent surveys indicated that the majority of families feel well informed, and that where communication gaps are identified, adjustments are made.

Emmy also described the importance of ensuring communication does not become “broadcast only”, highlighting that staff actively respond to queries and adapt communication methods for families who may not engage through standard channels.

Governance Question / Challenge:

How is parental understanding checked, rather than assumed, particularly where information is shared digitally?

Response / Assurance Provided:

Leaders confirmed that parental understanding is triangulated through:

- Survey feedback
- Reduction in repeated queries
- Direct parent conversations
- Monitoring of informal complaints or concerns

The Parent Governor shared feedback gathered through discussion with parents and lived experience of the school community.

The school was as welcoming and supportive, with leadership presence visible and approachable. A theme raised related to clarity around routes for concerns. It was noted that parents value early, informal resolution and feel reassured when responses come directly from leadership.

Behaviour was discussed positively, with expectations described as clear and consistently applied. Where incidents occur, communication is described as timely and constructive.

Attendance was referenced in the context of parental understanding, with acknowledgement that the school balances firmness around expectations with sensitivity to individual family circumstances.

Governance Question / Challenge:

Is the distinction between informal concerns, safeguarding concerns, and formal complaints sufficiently visible and accessible to all parents?

Response / Assurance Provided:

Leaders confirmed that complaints and safeguarding routes are signposted through induction, policy publication, and ongoing communication. It was emphasised that most concerns are resolved informally and promptly, reducing escalation.

10. Diversity, Inclusion and Staff Survey Feedback

Report introduced by: CEO

The CEO summarised Trust-level Diversity and Inclusion feedback and staff survey findings. SHPA results indicate a positive staff culture, with strong indicators relating to wellbeing, inclusion, and professional support.

Areas for continued focus include maintaining open communication during periods of growth and ensuring staff voice informs Trust decision-making.

Governance Question / Challenge:

How are staff survey findings being translated into meaningful action at school level?

Response / Assurance Provided:

The Principal confirmed that survey outcomes are shared with staff and inform leadership priorities. The DCEO confirmed that Trust-wide themes are monitored to ensure consistency of response.

11. Any Other Business

No additional matters were raised.

12. Confidentiality of Meeting Documents

In accordance with the Academy Trust Handbook 2025 (sections 1.50–1.51), the Committee agreed the confidential status of documents considered.

Meeting closed at 11:00 a.m



Didcot
PRIMARY ACADEMY

2. Didcot Primary Academy (DPA)

Held via Microsoft Teams on Tuesday 27 January 2026, 11:00 – 12:15

Meeting commenced at 11:00 a.m. via Microsoft Teams.

Attendance

Name / Role	Position	Attendance
Duncan Millard (DM)	Board Director – QES Co-Chair	Present
Jodie Croft (JC)	CEO / Board Director	Present
Leah Basilone (LB)	Deputy CEO (DCEO)	Present
Alison Ashcroft (AA)	Executive Principal – DPA & SHPA	Present
Lianne Vickers (LV)	Staff Governor (DPA)	Present
Shannon Fenlon Knights (SFK)	Parent Governor (DPA)	Present
Hana Hamilton (HH)	Clerk (Governance & Communications Officer)	Present
Nicola Poole (NP)	Board Director & QES Observer	Present

Absent / Apologies

Name / Role	Position	Attendance
N/A	N/A	N/A

1. Approval of Teams transcript, welcome and apologies for absence

The meeting opened with a welcome from the CEO, who confirmed that all members had received the agenda and supporting documents in advance.

APPROVED: Use of Teams transcription.

2. Identification of Any Other Business (AOB)

The Chair invited members to raise any additional items for discussion under Any Other Business. No further items were proposed.

3. Declarations of Interest and Register of Business & Pecuniary Interests

Members were invited to declare any actual or potential conflicts of interest in relation to the agenda.

No additional declarations were made beyond those already recorded on the Trust's Register of Business and Pecuniary Interests. The Clerk confirmed that the register remains current and compliant.

4. Approval of Previous QES Committee Minutes and Matters Arising

Report introduced by: Clerk

The Committee reviewed the approved QES Committee minutes from October 2025. Members confirmed that the minutes accurately reflected the discussions held and decisions taken.

The Clerk confirmed that actions arising from the previous meeting had either been completed or were captured within the current agenda cycle.

Members noted that the approved minutes had been made available via GovernorHub in line with Trust protocols.

APPROVED: October 2025 QES Committee minutes approved as an accurate record.

ACTION: Upload approved minutes to the OLT website and GovernorHub.

5. Demographic Context, SEND and Safeguarding Report

Report introduced by: Principal

The Principal provided a detailed overview of the current demographic profile of Didcot Primary Academy. The school remains fully subscribed, with sustained demand for places across most year groups. Pupil mobility remains low, which supports stability in cohort tracking and curriculum delivery.

SEND data was discussed in depth. Leaders highlighted that while headline SEND figures are broadly in line with national averages, the complexity of need within the cohort continues to increase. A growing number of pupils require significant pastoral and behavioural support in addition to academic intervention.

The Committee noted that SEND provision is closely monitored, with regular review of intervention impact and strong collaboration between the SENCO, class teachers, and external agencies. However, leaders expressed concern regarding delays in Local Authority processes and the increasing administrative burden placed on schools.

Safeguarding arrangements were confirmed as robust and compliant. Leaders reported that:

- All statutory safeguarding training is complete and up to date
- DSL supervision arrangements are in place
- The Single Central Record has been checked and is fully compliant

 **[CONFIDENTIAL ITEM]**

The Committee received a detailed safeguarding update. It was noted that thresholds for escalation are not always met by statutory partners, requiring schools to maintain high levels of oversight for extended periods.

Trust leaders confirmed that safeguarding data is collated at Trust level to support challenge and dialogue with Local Authority partners.

Governance Question / Challenge:

How is safeguarding workload managed effectively within a large and busy school environment?

Response / Assurance Provided:

The Principal confirmed that safeguarding responsibility is shared across a trained DSL team, with clear delegation and oversight. The DCEO provided assurance that safeguarding capacity is reviewed termly through Trust monitoring processes.

APPROVED: Demographic context, SEND profile, and safeguarding arrangements reviewed and accepted.

ACTION: CEO to continue escalation of safeguarding threshold consistency and Local Authority capacity issues through Trust partnership channels.

6. Analysis of Autumn Term Progress and Attainment

Report introduced by: Principal

The Principal presented Autumn term attainment and progress data across all key stages. The Committee noted that validated end-of-year outcomes place Didcot Primary Academy above national averages in reading, writing, and mathematics, with particular strength in combined outcomes at Key Stage 2.

Autumn term assessment information indicates that pupils remain broadly on track to meet end-of-year expectations. Leaders emphasised the importance of sustaining progress while maintaining curriculum depth and avoiding unnecessary pressure on staff and pupils.

Progress for pupils with SEND and those receiving additional support was discussed in detail. Leaders confirmed that interventions are carefully targeted and reviewed regularly, with impact measured using both quantitative data and professional judgement.

Attendance data was reviewed. Overall attendance remains strong, with persistent absence monitored closely through early intervention and pastoral support.

Governance Question / Challenge:

What strategies are in place to sustain strong writing outcomes while managing staff workload?

Response / Assurance Provided:

The Principal outlined consistent teaching approaches, shared planning, and Trust-wide moderation as key drivers. The DCEO confirmed that workload implications are considered as part of Trust review visits.

Governance Question / Challenge:

How are attendance strategies adapted to support vulnerable pupils without increasing staff burden?

Response / Assurance Provided:

Leaders confirmed that pastoral teams lead attendance interventions, allowing teachers to focus on teaching and learning.

APPROVED: Autumn term progress, attainment, and attendance data reviewed and accepted.

ACTION: Principal to provide a termly update on writing development and attendance trends to the next QES meeting.

7. Digital Safety Report

Report introduced by: CEO

The CEO presented the Digital Safety Report. Filtering and monitoring systems are fully operational and embedded within the school's safeguarding framework. Alerts are reviewed consistently and proportionately.

A small number of low-level alerts were discussed, all of which were resolved promptly in line with Trust procedures. No patterns of concern were identified.

Staff training on digital safety and acceptable use is complete, and pupils continue to receive age-appropriate digital safety education through curriculum content and assemblies.

Governance Question / Challenge:

How is consistency of response to digital safety alerts ensured across staff teams?

Response / Assurance Provided:

The CEO confirmed that Trust-wide protocols, shared training, and standardised incident logging provide consistency. The DCEO added that digital safety forms part of routine safeguarding audits.

APPROVED: Digital safety compliance and monitoring arrangements accepted.

8. DCEO Verbal Update

Report introduced by: Deputy CEO (DCEO)

The DCEO provided a detailed verbal update following recent Trust monitoring visits. Strengths identified included high-quality teaching, strong curriculum leadership, and a calm and purposeful learning environment.

Leadership capacity and sustainability were discussed, particularly in the context of school size and complexity.

Governance Question / Challenge:

How is leadership sustainability being secured over the longer term?

Response / Assurance Provided:

The DCEO confirmed that leadership capacity is reviewed regularly, with succession planning and targeted support embedded within Trust strategy. The CEO emphasised that leadership sustainability remains a Trust priority.

APPROVED: DCEO update received and assurances noted.

ACTION: DCEO to provide an update on leadership sustainability and succession planning at the next QES meeting.

9. Staff and Parent Governor Feedback

Report introduced by: Chair

The Parent Governor shared feedback focused on **curriculum and communication**, reporting that communication felt consistent and proactive, and that parents value the school's visibility and availability. It was explained that the school is active in keeping families informed and that parent understanding of school activity is strengthened through regular communication routines.

The Parent Governor referenced the value of being able to clarify questions quickly and noted that communication feels "open", reducing escalation and misunderstandings.

Governance Question / Challenge:

How is parental understanding checked (rather than assumed), particularly for curriculum changes or behaviour system changes?

Response / Assurance Provided:

Leaders confirmed that communications are tested through feedback loops, parent conversations, and monitoring of recurring questions/themes. It was noted that parental understanding is also inferred through reduction in repeated concerns and smoother resolution of queries at class/phase level.

The Staff Governor provided a detailed account focused on **behaviour and attendance**, highlighting the practical lived experience of staff implementing current systems.

It was explained that:

- Behaviour remains "in a good place" overall.
- A key recent operational focus is strengthening staff consistency around incident recording and follow-up, including effective use of CPOMS for behaviour-related patterns.

- There is an emphasis on improving the flow between classroom response, pastoral/nurture response, and leadership oversight so that staff feel supported and children experience consistency.

The Staff Governor also referenced attendance-related realities, including the complexity of individual pupil context, and reinforced that staff recognise the link between attendance, safeguarding, and inclusion decisions (including reduced timetables where used).

Governance Question / Challenge:

What is the school's assurance that staff are supported to manage behaviour workload sustainably, and that recording expectations are proportionate?

Response / Assurance Provided:

Leaders confirmed that the school is refining processes so recording is meaningful rather than bureaucratic, and that leaders monitor workload impact. It was noted that behaviour systems are being embedded through coaching and clear expectations, and that leadership response aims to reduce repeat incidents through early targeted support rather than repeated reactive sanction.

Ongoing / standard practice (for assurance, not action):

- Communication routines remain embedded and are supplemented by feedback loops and parent conversation.
- Behaviour oversight and attendance monitoring remain continuous and are linked to safeguarding and inclusion decision-making.

10. Diversity, Inclusion and Staff Survey Feedback

Report introduced by: CEO

The CEO summarised Trust-level Diversity and Inclusion feedback and staff survey findings. Didcot Primary Academy staff report a positive culture, strong professional support, and high levels of morale.

Areas for continued focus include sustaining wellbeing during periods of operational pressure and ensuring staff voice continues to inform Trust-level decision-making.

Governance Question / Challenge:

How are staff survey findings translated into school-level action?

Response / Assurance Provided:

The Principal confirmed that survey outcomes inform SDP priorities. The DCEO added that Trust-wide themes are monitored to ensure consistency of response.

11. Any Other Business

No additional matters were raised.



12. Confidentiality of Meeting Documents

In accordance with the Academy Trust Handbook 2025 (sections 1.50–1.51), the Committee agreed the confidential status of documents considered.

Meeting closed at 12:15 p.m.



3. Twickenham Primary Academy (TPA)

Held via Microsoft Teams on Thursday 29 January 2025, 09:45 – 11:00

Meeting commenced at 09:45 a.m. via Microsoft Teams.

Attendance

Name / Role	Position	Attendance
Jenelle Ross-McIntyre (JRM)	Board Director – Chair (for this meeting)	Present
Jodie Croft (JC)	CEO / Board Director	Present
Leah Basilone (LB)	Deputy CEO (DCEO)	Present
Erin Moscardini (EM)	Principal – TPA	Present
Kirstie Maricourt (KM)	Staff Governor (TPA)	Present
Rupi Thiara (RT)	Parent Governor (TPA)	Present
Hana Hamilton (HH)	Clerk (Governance & Communications Officer)	Present

Absent / Apologies

Name / Role	Position	Attendance
N/A	N/A	N/A

1. Approval of Teams transcript, welcome and apologies for absence

The meeting opened with a welcome from the CEO, who confirmed that all members had received the agenda and supporting documents in advance.

APPROVED: Use of Teams transcription.

2. Identification of Any Other Business (AOB)

The Chair invited members to identify any items for discussion under Any Other Business. No additional items were raised.

3. Declarations of Interest and Register of Business & Pecuniary Interests

Members were invited to declare any actual or potential conflicts of interest relating to the agenda.

No additional declarations were made beyond those already recorded on the Trust's Register of Business and Pecuniary Interests. The Clerk confirmed that the register remains current and compliant.

4. Approval of Previous QES Committee Minutes and Matters Arising

Report introduced by: Clerk

The Committee reviewed the approved QES Committee minutes from October 2025. Members confirmed that the minutes accurately reflected the discussions and decisions taken.

The Clerk confirmed that all actions arising from the previous meeting had been completed or were captured within the current agenda cycle.

Members noted that the approved minutes had been published via GovernorHub in line with Trust procedures.

- APPROVED:** October 2025 QES Committee minutes approved as an accurate record.
- ACTION:** Upload approved minutes to the OLT website and GovernorHub.

5. Demographic Context, Attendance and Safeguarding Report

Report introduced by: Principal

The Principal provided a detailed demographic overview of Twickenham Primary Academy. Members noted that pupil mobility remains a significant feature of the school's context, with both mid-year admissions and leavers impacting cohort stability.

Reception cohort size was discussed in detail. Leaders confirmed that this academic year represents the final double-form intake before transitioning to single-form entry. This decision was taken strategically to ensure financial sustainability and staffing viability in the context of falling local birth rates. Members noted that applications for the forthcoming September intake are currently oversubscribed, providing reassurance regarding future demand.

SEND context was explored extensively. While headline SEND data aligns broadly with national averages, leaders emphasised that the *lived experience* within the school reflects a much higher level of complex and "noisy" need, particularly around autism and SEMH

profiles. Leaders outlined a range of adaptive strategies in place, including staggered starts, flexible routines, sensory regulation approaches, and specialist input. The Committee acknowledged the significant operational impact of this level of need.

Attendance data was reviewed. Overall attendance remains above national averages, with persistent absence marginally below national figures. Leaders explained that absence patterns largely relate to SEND, medical needs, and family circumstances rather than disengagement. The role of the Education Welfare Officer and targeted family engagement was highlighted.

Safeguarding practice was reviewed in depth. Leaders reported:

- No exclusions to date this academic year
- A successful unplanned evacuation demonstrating strong preparedness
- A planned fire drill and forthcoming lockdown drill, with clear communication planned for families
- A small number of pupils subject to Child in Need and Child Protection plans
- Strong multi-agency working, despite increasing demand

A detailed safeguarding discussion followed. Trust leaders emphasised the increasing safeguarding burden placed on schools and the cumulative impact on DSL capacity and wellbeing.

Governance Question / Challenge:

How is the Trust supporting DSL wellbeing and safeguarding capacity given the increasing complexity and intensity of cases at TPA?

Response / Assurance Provided:

The CEO confirmed that DSL supervision is supported within school budgets and through informal Trust support. The Trust confirmed that Principals have autonomy to spend funds on formal supervision as required. The DCEO confirmed that safeguarding capacity and DSL wellbeing are reviewed as part of Trust monitoring.

APPROVED: Demographic context, attendance position, and safeguarding arrangements reviewed and accepted.

ACTION: None

6. Analysis of Autumn Term Progress and Attainment

Report introduced by: Principal

The Principal presented Autumn term attainment and progress data, contextualised against Richmond borough expectations, Trust comparators, and national benchmarks. Leaders emphasised the importance of interpreting data through an inclusion lens in line with the revised Ofsted framework.

Year 6 outcomes were discussed in detail. Writing was identified as an area below target; however, leaders outlined a clear and coherent improvement strategy already in place, including strengthened modelling, curriculum sequencing, and targeted support for pupils close to expected and greater depth standards. Leaders reported that early indications show improving progress.

Progress for disadvantaged pupils and pupils with SEND was discussed in depth. Leaders confirmed that while cohort sizes are small, progress from starting points remains the key measure of impact. High aspirations for all pupils remain central to the school's approach.

Governance Question / Challenge:

How is the school balancing high academic ambition with staff wellbeing and pupil emotional health?

Response / Assurance Provided:

The Principal confirmed that improvement strategies focus on quality-first teaching rather than additional initiatives. Workload is considered explicitly, and pupil wellbeing is supported through pastoral and emotional regulation provision. The DCEO confirmed that this balance is monitored during Trust visits.

APPROVED: Autumn term progress and attainment data reviewed with appropriate contextual understanding.

ACTION: Principal to provide a focused update on Year 6 writing progress at the next QES meeting.

7. Digital Safety Report

Report introduced by: CEO

The CEO presented the Digital Safety Report. Internet filtering and monitoring systems are fully operational and compliant. Recent monitoring alerts were discussed, including alerts triggered by staff news feeds rather than pupil activity.

Members were reassured that alerts are reviewed proportionately and that no patterns of concern have been identified.

Staff training on acceptable use and digital safety is complete. Pupils receive age-appropriate digital safety education through assemblies and curriculum integration.

Governance Question / Challenge:

How are false positives within monitoring systems managed to avoid unnecessary escalation?

Response / Assurance Provided:

Trust leaders confirmed that all alerts are reviewed using professional judgement and contextual information, ensuring proportionate responses.

APPROVED: Digital safety compliance and monitoring arrangements accepted.

ACTION: Continue routine digital safety monitoring.

8. DCEO Verbal Update

Report introduced by: Deputy CEO (DCEO)

The DCEO provided a detailed verbal update following recent support and challenge visits. Strengths identified included curriculum clarity in upper Key Stage 2, improving consistency of routines, and positive behaviour and attitudes across the school.

Areas for development were also discussed, including curriculum consistency in Year 4 and ensuring parity following staff absence or cover arrangements.

Leadership capacity and sustainability were discussed in the context of the forthcoming reduction in form of entry.

APPROVED: DCEO update received and assurances noted..

9. Staff and Parent Governor Feedback

Report introduced by: Chair

The Committee received detailed Staff Governor feedback, highlighting strong pastoral provision, pupil wellbeing, and positive staff culture. Specific references were made to ELSA support, mental health interventions, and enrichment opportunities.

Parent Governor feedback was also discussed, confirming confidence in safeguarding and leadership, alongside opportunities to strengthen communication with families around behaviour expectations and routines.

Governance Question / Challenge:

How is pupil voice used to inform wellbeing and behaviour strategy?

Response / Assurance Provided:

Leaders confirmed that pupil surveys, assemblies, and targeted interventions inform ongoing refinement of provision.

10. Diversity, Inclusion and Staff Survey Feedback

Report introduced by: CEO

The CEO summarised Trust-wide Diversity and Inclusion work and staff survey findings. TPA staff report high levels of pride, safety, and professional support.

Workload pressures and staffing reductions were acknowledged as national challenges. Leaders outlined actions in place to support wellbeing, including free staff lunches, workload reduction measures, and revised appraisal processes focused on career aspirations.

Governance Question /Challenge:

How are career development and progression pathways being communicated to staff?

Response / Assurance Provided:

Trust leaders confirmed that revised appraisal processes and development conversations provide structured opportunities for career planning.

11. Any Other Business

No additional matters were raised.

12. Confidentiality of Meeting Documents

In line with the Academy Trust Handbook 2025 (sections 1.50–1.51), the Committee agreed the confidential status of documents considered.

Meeting closed at 11:00 a.m.



4.Wantage Primary Academy (WPA)

Held via Microsoft Teams on Thursday 27 January 2026, 11:00 – 12:15

Meeting commenced at 11:00 a.m. via Microsoft Teams.

Attendance

Name / Role	Position	Attendance
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Jodie Croft (JC)	CEO / Board Director	Present
Leah Basilone (LB)	Deputy CEO (DCEO)	Present
Hannah Robinson (HR)	Principal – WPA	Present
Aindri Palipane (AP)	Staff Governor (WPA)	Present
Tara Passfield (TP)	Parent Governor (WPA)	Present
Hana Hamilton (HH)	Clerk (Governance & Communications Officer)	Present

Absent / Apologies

Name / Role	Position	Attendance
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5. Demographic Context, Attendance and Safeguarding Report

Report introduced by: Principal

The Principal provided a detailed and candid overview of Wantage Primary Academy's demographic context. Members noted that WPA operates within a significantly more complex safeguarding and social care landscape than other Trust schools, largely driven by high levels of housing mobility and family instability.

Leaders explained that the school routinely engages with a high number of Team Around the Family (TAF) meetings, Early Help cases, Child in Need (CIN), and Child Protection (CP) plans. It was noted that the safeguarding workload increasingly mirrors frontline social care activity, with schools holding cases for extended periods due to limited external agency capacity.

Attendance data was discussed in detail. Persistent absence has reduced significantly compared to the previous academic year and now sits below national averages once

reduced timetables are contextualised appropriately. Leaders explained the statutory process for reduced timetables, confirming that:

- All reduced timetables are time-limited
- Approved by parents
- Regularly reviewed
- Used explicitly as a safeguarding and inclusion measure

Members noted that when pupils on reduced timetables are excluded from headline data, overall attendance improves substantially, providing a more accurate representation of whole-school attendance.

A detailed safeguarding discussion followed.

Trust leaders acknowledged the extraordinary safeguarding demand placed on WPA and the emotional and operational burden on DSLs and senior leaders.

Governance Question / Challenge:

How sustainable is the current safeguarding workload for school leaders and DSLs at WPA?

Response / Assurance Provided:

Trust leaders acknowledged that the level of safeguarding demand is not sustainable long-term without continued Trust oversight and escalation. Assurance was provided that DSL supervision is supported and that safeguarding capacity and wellbeing remain under active Trust review.

APPROVED: Demographic context, attendance position, reduced timetable rationale, and safeguarding arrangements reviewed and accepted.

6. Analysis of Autumn Term Progress and Attainment

Report introduced by: Principal

The Committee reviewed Autumn term progress and attainment data. Leaders emphasised the importance of interpreting headline data through the lens of cohort complexity and starting points.

Year 6 outcomes were discussed in detail. Leaders highlighted strong improvements in writing despite the cohort's highly complex profile. Members noted that many pupils are working significantly below age-related expectations due to historic gaps, high mobility, and complex SEND and SEMH needs.

Progress from starting points was consistently emphasised as the primary measure of impact. Leaders provided assurance that all pupils are making progress appropriate to their context and that high aspirations remain in place.

Governance Question / Challenge:

How will the school ensure that progress measures are clearly articulated to external stakeholders, including inspectors?

Response / Assurance Provided:

Leaders confirmed that narrative context accompanies all data submissions and that inclusion, progress, and curriculum intent are prioritised in line with the revised Ofsted framework.

✓ **APPROVED:** Autumn term progress and attainment data reviewed with appropriate contextual understanding.

7. Digital Safety Report

Report introduced by: CEO

The CEO confirmed that internet filtering and monitoring systems are fully operational. Monthly system checks are embedded, with reports reviewed at Trust level and presented termly to the Committee.

Recent alerts relating to weapon-related terminology were discussed. Leaders confirmed that these alerts were linked to news content rather than pupil behaviour and were reviewed and closed appropriately.

Governance Question / Challenge:

How is assurance maintained that digital safety systems remain effective over time?

Response / Assurance Provided:

The CEO confirmed that ongoing monthly checks, Trust-wide reporting, and escalation protocols provide continued assurance.

✓ **APPROVED:** Digital safety compliance and monitoring arrangements accepted.

8. DCEO Verbal Update

Report introduced by: Deputy CEO (DCEO)

The DCEO provided a detailed verbal update following recent support and challenge activity. Strengths highlighted included:

- Strong curriculum sequencing
- Calm and consistent behaviour culture
- Clear routines and expectations

Nurture provision was discussed in detail. Leaders confirmed that the provision has recently been restructured, with staffing changes and additional training implemented to improve impact.

A confidential discussion took place regarding staffing deployment and the restructure of nurture provision.

Governance Question / Challenge:

How will the impact of changes to nurture provision be evaluated?

Response / Assurance Provided:

The DCEO confirmed that follow-up visits, pupil tracking, and behaviour data will be used to monitor impact over time.

APPROVED: DCEO update received and noted.

ACTION: DCEO to report back on the impact of nurture provision changes at the next QES meeting.

9. Staff and Parent Governor Feedback

Report introduced by: Chair

The Committee received comprehensive Parent Governor feedback. Themes included:

- Strong confidence in safeguarding and leadership
- Positive communication and accessibility of school leaders
- The need to manage parental expectations and clarify appropriate routes for concerns

Staff Governor feedback highlighted:

- Strong staff culture and morale
- Effective leadership support
- Recognition of workload pressures linked to complex pupil need

Governance Question / Challenge:

How will parental expectation management be strengthened?

Response / Assurance Provided:

Leaders confirmed that clearer communication materials are being developed to outline roles, responsibilities, and escalation routes.

ACTION: Principal to publish clarified parental communication guidance.

10. Diversity, Inclusion and Staff Survey Feedback

Report introduced by: CEO

The CEO summarised Trust-wide Diversity and Inclusion work and staff survey findings. WPA staff report high levels of pride and commitment to the school despite challenging circumstances.

Leaders acknowledged workload and behaviour pressures and outlined Trust actions to support wellbeing, CPD, and staff development.

Governance Question / Challenge:

How will CPD and career development opportunities be made more visible to staff?

Response / Assurance Provided:

Leaders confirmed improved CPD logging and clearer communication of development pathways.

11. Any Other Business

No additional matters were raised.

12. Confidentiality of Meeting Documents

In line with the Academy Trust Handbook 2025 (sections 1.50–1.51), the Committee agreed the confidential status of documents considered.

Meeting closed at 12:15 p.m.

Disclaimer – Microsoft Teams Meeting Transcript

These meetings were held via Microsoft Teams. The automatic transcription function was enabled solely to assist in the accurate production of draft minutes. The transcript is not the formal record of proceedings. Approved minutes, once confirmed by the Board, constitute the only official record. Transcripts are stored securely and deleted following formal approval of the minutes. By attending, participants acknowledged and consented to the use of transcription for governance purposes.

Appendix A – Summary of consolidated Action Points

(Covers QES Committee Meetings held 27–29 January 2026 for SHPA, DPA, TPA, and WPA)



Action Point Number	Owner	Minute Item	Action	Deadline
1	Clerk	All Schools – Item 4	Upload approved QES Committee minutes to OLT website and GovernorHub.	Following approval
2	CEO	SHPA & DPA – Item 5	Escalate Local Authority EHCP delays and safeguarding threshold inconsistencies through Trust partnership channels and provide impact summary.	Next QES
3	CEO & DCEO	TPA – Item 5	Review and formalise Trust-wide DSL supervision arrangements and confirm support model.	Next QES
4	Principal (SHPA)	SHPA – Item 6	Provide concise update on writing progress and intervention impact.	Next QES
5	DCEO	SHPA – Item 8	Provide leadership capacity and succession planning update (strategic overview).	Next QES
6	Principal (DPA)	DPA – Item 6	Provide short update on writing development trajectory and attendance trends.	Next QES
7	DCEO	DPA – Item 8	Provide update on leadership sustainability and succession planning.	Next QES
8	Principal (TPA)	TPA – Item 6	Provide focused Year 6 writing progress update.	Next QES
9	DCEO	TPA – Item 8	Provide high-level update on leadership planning during structural change.	Next QES
10	DCEO	WPA – Item 8	Report on measurable impact of nurture provision restructure, including behaviour and attendance indicators.	Next QES
11	Principal (WPA)	WPA – Item 9	Publish clarified parental communication guidance outlining roles, routes for concerns, and escalation processes.	Before next QES

Document Reference Disclaimer

All documents and reports referred to within these minutes were circulated to members via GovernorHub in line with the corresponding agenda and published in advance of the meeting. Each minute item recorded herein directly corresponds to the relevant numbered agenda item for that meeting. Supporting papers are retained on GovernorHub as part of the official governance record in accordance with Omnia Learning Trust protocols.

Appendix B – Staff & Parent Governor Termly Focus Areas (2025–2026)

This appendix records the agreed termly thematic focus allocation for Staff and Parent Governors, ensuring structured stakeholder voice is systematically embedded within QES Committee oversight and challenge.

<u>Name</u>	<u>Role</u>	<u>Autumn Term</u> (reporting into QES Jan 2026)	<u>Spring Term</u> (reporting into QES April 2026)	<u>Summer Term</u> (reporting into QES on July 2026)
DPA				
Shannon Fenlon Knights	Parent Governor	Curriculum and Communication	Personal Development	CPD and Staff Development
Lianne Vickers	Staff Governor	Behaviour and Attendance	Safeguarding	Teaching and Learning
SHPA				
Jameer Emamally	Parent Governor	CPD & Staff Development	Personal Development	Behaviour and Attendance
Emmy Taylor	Acting Staff Governor	Curriculum and Communication	Safeguarding	Teaching and Learning
TPA				
Rupi Thiara	Parent Governor	Safeguarding	Curriculum and Communication	CPD and Staff Development
Kirstie Maricourt	Staff Governor	Behaviour and Attendance	Personal Development	Teaching and Learning
WPA				
Tara Passfield	Parent Governor	Curriculum and Communication	Personal Development	CPD and Staff Development
Aindri Palipane	Staff Governor	Safeguarding	Behaviour and Attendance	Teaching and Learning