



Quality of Education and Safeguarding (QES) Committee Minutes

APRIL 2026

Order	School	Date	Time
1	Sires Hill Primary Academy (SHPA)	Tues 28 th April 2026	09:45 – 11:00
2	Didcot Primary Academy (DPA)	Tues 28 th April 2026	11.00 – 12:15
3	Twickenham Primary Academy (TPA)	Thurs 30 th April 2026	09:45 – 11:00
4	Wantage Primary Academy (WPA)	Thurs 29 th April 2026	11:00 – 12:15

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1.Sires Hill Primary Academy (SHPA)

Held via Microsoft Teams on Tuesday 28 April 2026, 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

Absent / Apologies

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

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

Report introduced by: Chair

The Chair welcomed all attendees to the meeting and confirmed that the meeting was quorate throughout.

The Committee acknowledged that Microsoft Teams transcription had been enabled solely to support the accurate drafting of minutes

✅ **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: Chair

The Committee reviewed the **January 2026** SHPA QES Committee minutes.

The Chair confirmed that actions arising from the previous meeting had either been completed or incorporated within substantive agenda discussions. The Committee noted that safeguarding, SEND and behaviour remained recurring themes across monitoring activity and school improvement oversight.

☒ **APPROVED:** January 2026 SHPA QES minutes approved.

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

5. Demographic Context, SEND and Safeguarding Report

Report introduced by: Executive Principal

The Executive Principal presented the demographic and safeguarding overview for SHPA and provided contextual information regarding the continued operational growth of the school.

The Committee noted that pupil numbers continue to increase in line with projected growth and that the school continues to expand year-on-year as additional cohorts open. Alongside this growth, SEND complexity has continued to rise, with increasing numbers of pupils presenting with SEMH, communication and emotional regulation needs at earlier stages.

Attendance was reported to remain broadly positive overall, although leaders explained that small cohort sizes continue to create fluctuations within percentage-based measures. The Committee heard that attendance concerns are frequently linked to SEND, EBSA and emotional regulation needs rather than disengagement from school and therefore require careful contextual interpretation.

The Executive Principal advised that safeguarding work continues to increase both in complexity and volume, with safeguarding concerns increasingly overlapping with SEND, SEMH, emotional wellbeing and wider family vulnerability. The Committee heard that this reflects a broader national picture across schools and that safeguarding intervention is becoming increasingly resource intensive.

A detailed discussion took place regarding safeguarding thresholds and the operational pressures increasingly experienced by school safeguarding teams.

The Committee acknowledged the increasing emotional burden associated with safeguarding leadership and recognised the importance of maintaining strong safeguarding supervision, leadership wellbeing and sustainable support structures as the school continues to expand.

☒ **APPROVED:** Safeguarding report received and scrutinised with assurance.

☐ **ACTION:** Continue monitoring safeguarding workload, referral thresholds and safeguarding supervision arrangements in response to increasing safeguarding complexity and operational demand.

☐ **ACTION:** Continue targeted attendance intervention and contextual monitoring for vulnerable pupils, including pupils with SEND, EBSA, medical need and safeguarding-linked absence.

6. Analysis of Spring Term Progress and Attainment

Report introduced by: Executive Principal

The Executive Principal presented the spring term progress and attainment overview and reflected positively on the continued development of teaching, routines and curriculum structures across the school.

The Committee heard that attainment and progress continue to strengthen as the school matures and that classroom routines and learning behaviours are becoming increasingly embedded across cohorts. Leaders advised that curriculum expectations are now significantly more secure than in previous years and that consistency across provision continues to improve.

Adaptive teaching remained a significant focus within discussion due to the increasing complexity of SEND and SEMH need across the school. The Committee heard that leaders continue working closely with staff to strengthen adaptive provision, curriculum sequencing, classroom consistency and support for pupils with complex needs.

The Executive Principal advised that small cohort sizes continue to influence attainment analysis significantly and therefore require careful contextual interpretation. Despite this, pupils continue to make positive progress from their starting points and early indicators across core subject areas remain encouraging.

Director Question / Challenge

Directors challenged how leaders ensure quality and consistency continue strengthening whilst simultaneously managing rapid school growth and increasing pupil complexity.

Response / Assurance Provided

The Executive Principal advised that leadership oversight has strengthened considerably and that curriculum structures are now much more embedded across the school. The DCEO further explained that monitoring systems are becoming increasingly refined and responsive, enabling leaders to identify inconsistency more rapidly and intervene earlier where support is required.

The Committee heard that staff confidence within routines and expectations has increased significantly and that clearer systems are supporting greater consistency across classrooms.

The Committee acknowledged the continued positive trajectory of the school and recognised the increasing maturity of provision and leadership systems across multiple areas.

✅ **APPROVED:** Progress and attainment data received and scrutinised.

7. Digital Safety Report

Report introduced by: CEO

The CEO provided a verbal update regarding digital safety, filtering and cyber security arrangements.

The Committee noted that filtering and monitoring systems continue to operate effectively and that no cyber incidents or significant online safeguarding concerns had been identified since the previous review cycle.

The CEO advised that national expectations regarding cyber security and digital safeguarding continue to evolve rapidly and that the Trust therefore continues to review systems proactively in line with emerging guidance and operational risk.

The Committee acknowledged the importance of maintaining robust cyber security oversight given increasing operational dependency upon digital systems across education.

✅ **APPROVED:** Digital safety update received and noted.

8. DCEO Verbal Update - SDP Review and School Improvement Monitoring

Report introduced by: DCEO

The DCEO presented the spring SDP monitoring and school improvement review update.

The Committee heard that monitoring activity had focused heavily upon curriculum consistency, adaptive teaching, SEND provision, classroom environments, leadership oversight and behaviour expectations.

Leaders advised that classroom routines are becoming increasingly embedded across the school and that learning environments continue to feel more purposeful and structured.

The DCEO explained that adaptive teaching remains an ongoing development priority as leaders continue refining how provision is adapted effectively for pupils presenting with

increasingly complex needs. Support staff deployment also remains under regular review to ensure resources are utilised effectively.

The Committee was advised that leadership teams remain reflective and responsive regarding areas requiring further development and that improvement planning now demonstrates increasing maturity and operational stability.

Director Question / Challenge

Directors challenged how leaders ensure systems remain sustainable as the school continues to grow and operational complexity increases further.

Response / Assurance Provided

The DCEO advised that leadership systems continue evolving alongside school growth and that operational structures are reviewed routinely to ensure scalability. Leaders confirmed that Trust-level support remains closely aligned to emerging priorities and risks.

The Executive Principal further advised that staff confidence within routines and systems has strengthened considerably, leadership visibility has increased across the school and clearer expectations have supported greater consistency across classrooms.

The Committee acknowledged the significant progress made since the school's opening phase and recognised the increasingly stable operational picture now emerging.

✓ **APPROVED:** DCEO monitoring update and SDP review received with assurance.

9. Staff and Parent Governor Feedback

Staff Governor Feedback

Focus Area: Safeguarding

Report introduced by: Acting Staff Governor

The Acting Staff Governor provided feedback regarding operational experience across the school and reflected positively on the continued development of the school environment, safeguarding culture and staff support systems.

The Committee heard that staff continue to feel well supported by leaders and that communication across teams remains open and visible. The Acting Staff Governor advised that safeguarding awareness remains highly embedded across the school and that staff demonstrate strong commitment towards supporting pupils with increasingly complex SEMH and emotional regulation needs.

The Acting Staff Governor further reflected that, despite the increasing complexity of pupil need and operational demands associated with a growing school, staff morale remains positive overall and collaborative working across teams continues to strengthen.

The Committee discussed the increasing emotional and operational complexity associated with supporting pupils presenting with SEMH needs, emotional regulation difficulties, communication needs and safeguarding vulnerability. The importance of maintaining staff wellbeing, leadership visibility and sustainable staffing structures as the school continues to grow was acknowledged.

Parent Governor Feedback

Focus Area: Personal Development

Report introduced by: Parent Governor

The Parent Governor presented feedback arising from review of publicly available school information, including the school website and wider parent-facing communication materials linked to pupil wellbeing, enrichment and personal development.

The Committee noted that published information reflected a strong emphasis upon pupil wellbeing, pastoral support, school values, enrichment opportunities and wider personal development provision. Positive visibility of safeguarding messaging, wellbeing support and inclusive ethos across parent-facing communication was also noted.

A wider governance discussion then took place regarding governor monitoring activity and the importance of ensuring governor reporting demonstrates strategic scrutiny and triangulation of evidence (including meetings with school staff), evaluation of impact and alignment to Trust governance expectations where appropriate.

Director Question / Challenge

Directors challenged how governors are supported to ensure monitoring activity remains sufficiently strategic and evidence-informed.

The Chair emphasised the importance of governor monitoring activity demonstrating strategic focus, meaningful oversight and clear governance evaluation rather than descriptive observation alone.

Response / Assurance Provided

The DCEO confirmed that governors are provided with structured monitoring templates, onboarding guidance and access to NGA and CST governance materials. It was acknowledged that continued refinement to governor support arrangements would further strengthen consistency and confidence across governance activity.

The Committee agreed that governance development work continues positively and constructively across local governance structures.

☒ **APPROVED:** Governor feedback reports received and noted.

☐ **ACTION:** Continue strengthening governor monitoring arrangements to ensure reports demonstrate strategic scrutiny, triangulation of evidence, evaluation of impact and alignment with Trust governance expectations.

10. Review of Trust Survey Feedback – Parent Survey

Report introduced by: DCEO

The DCEO presented the SHPA parent survey outcomes and comparative trends.

The Committee noted that response rates had increased compared to previous survey cycles and that parental feedback remained broadly positive overall. Communication continued to emerge as the most significant recurring theme across responses.

The Committee discussed the importance of contextualising survey findings appropriately given increasing response volumes, increasing parental expectations nationally and wider societal pressures impacting schools.

The CEO advised that communication themes are now consistent across all Trust schools and that parent expectations regarding responsiveness and school support continue to increase significantly. The Committee heard that complaint complexity and escalation levels are also increasing nationally.

The Committee discussed how many concerns arise less from dissatisfaction and more from clarity, understanding, expectation management and perceptions regarding support available through schools.

Director Question / Challenge

Directors challenged how schools can continue strengthening communication and parental engagement whilst maintaining realistic professional boundaries and operational sustainability.

Response / Assurance Provided

The CEO advised that the Trust has reviewed and strengthened its home-school communication policy framework and is implementing clearer communication pathways, improved expectation-setting and more consistent escalation arrangements across schools.

The Committee discussed the increasing complexity surrounding SEND expectations, communication response times, social media commentary and parental comparison between schools and pupils.

The Committee agreed that survey outcomes remain positive overall and that strengthening communication clarity remains a key strategic priority across the Trust.

☒ **APPROVED:** Parent survey findings received and scrutinised.

☐ **ACTION:** Continue implementation and review of the revised Home School Communication Policy framework to strengthen communication clarity, expectation management and consistency across Trust schools.

11. Safeguarding Audit

Report introduced by: Chair

The Committee noted that this item was not applicable at this stage of the QES cycle.

12. Any Other Business (AOB)

No additional matters were raised.

13. Confidentiality of Meeting Documents and Discussions

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 10:45 a.m



2. Didcot Primary Academy (DPA)

Held via Microsoft Teams on Tuesday 28 April 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

Absent / Apologies

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

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

The Chair welcomed all attendees to the DPA section of the meeting and confirmed that the meeting remained quorate throughout.

The Committee acknowledged that Microsoft Teams transcription had been enabled solely to support the accurate drafting of minutes

✅ **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.

The Executive Principal advised that a brief update would be provided under AOB regarding the delayed tree sculpture installation project.

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

No additional declarations of pecuniary, business or hospitality interests were declared in relation to agenda items. The Committee confirmed that the Register of Interests remained current.

4. Approval of Previous QES Committee Minutes and Matters Arising

Report introduced by: Clerk

The Committee reviewed the January 2026 DPA QES Committee minutes.

The Chair confirmed that matters arising had either been completed or were incorporated within substantive agenda discussions. The Committee noted that safeguarding complexity, SEND demand and attendance remained recurring themes throughout monitoring activity and leadership oversight.

☒ **APPROVED:** January 2026 DPA QES minutes approved.

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

5. Demographic Context, SEND and Safeguarding Report

Report introduced by: Executive Principal

The Executive Principal presented the demographic and safeguarding overview for DPA.

The Committee heard that the school remains at full capacity with pupil numbers remaining stable overall. Leaders advised that SEND complexity continues to increase significantly, particularly in relation to SEMH, emotional regulation and communication needs.

Attendance was reported to remain strong overall and significantly above national averages. However, the Committee heard that several persistent absence cases relate directly to:

- EBSA;
- medical need;
- safeguarding vulnerability;
- and pupils with EHCPs.

The Executive Principal explained that attendance figures require careful contextual interpretation due to the increasing complexity of need across a small number of highly vulnerable pupils.

The Committee heard that leaders continue to work intensively with families, external agencies and pupils to maintain engagement with education wherever possible.

A detailed safeguarding discussion took place regarding increasing safeguarding demand and the operational burden now carried by schools.

The Executive Principal advised that safeguarding concerns continue to increase in both

The Committee discussed the emotional and operational implications this creates for DSLs and leadership teams.

Director Question / Challenge

Directors challenged how safeguarding leaders are supported to manage increasing complexity, emotional burden and operational pressure.

Response / Assurance Provided

Leaders confirmed that safeguarding remains a daily leadership priority and that safeguarding discussions and case reviews continue routinely across leadership structures. Weekly safeguarding supervision and peer challenge arrangements remain embedded and leaders advised that DSL wellbeing continues to remain an important consideration.

The Committee heard that staff confidence in escalating concerns remains strong and that safeguarding culture across DPA continues to demonstrate increasing maturity and professional curiosity.

The Committee acknowledged the significant safeguarding burden now routinely managed by schools and recognised the increasing gap between educational responsibilities and wider societal need.

☒ **APPROVED:** Safeguarding report received and scrutinised with assurance.

☐ **ACTION:** Continue monitoring safeguarding workload, referral thresholds and safeguarding supervision arrangements in response to increasing safeguarding complexity and operational demand.

☐ **ACTION:** Continue targeted attendance intervention and contextual monitoring for vulnerable pupils, including pupils with SEND, EBSA, medical need and safeguarding-linked absence.

6. Analysis of Autumn Term Progress and Attainment

Report introduced by: Executive Principal

The Executive Principal presented the spring term progress and attainment overview.

The Committee heard that Reception outcomes remain particularly strong and that phonics outcomes continue to track positively. Leaders advised that attainment and progress across reading, writing and mathematics remain encouraging overall.

The Committee noted that curriculum structures, classroom routines and teaching expectations are now increasingly embedded across the school and that consistency of provision continues to strengthen.

Leaders advised that adaptive teaching and SEND provision remain key development priorities due to increasing complexity of pupil need. The Committee heard that leaders continue working closely with staff to strengthen:

- adaptive provision;
- deployment of support staff;
- curriculum sequencing;
- and classroom consistency.

The Executive Principal explained that disadvantaged percentages within some cohorts continue to reflect very small pupil numbers and therefore require careful contextual interpretation.

Director Question / Challenge

Directors challenged whether the current spring position represented one of the strongest operational and academic positions achieved by the school to date.

Response / Assurance Provided

The Executive Principal advised that the current position reflects increasing maturity across leadership systems, curriculum structures and teaching consistency. The DCEO further explained that increasingly embedded systems are enabling leaders to identify inconsistency more rapidly and intervene earlier where required.

The Committee heard that improved consistency across classrooms has created greater capacity for staff to focus upon relationships, adaptive practice and individual pupil support.

The Committee acknowledged the strong trajectory of the school and recognised the increasing operational maturity now evident across multiple areas.

 **APPROVED:** Progress and attainment data received and scrutinised.

7. Digital Safety Report

Report introduced by: CEO

The CEO provided a verbal update regarding digital safety, filtering and cyber security arrangements.

The Committee noted that filtering and monitoring systems continue to operate effectively and that no cyber incidents or significant online safeguarding concerns had been identified since the previous review cycle.

The CEO advised that the Trust continues reviewing systems proactively in line with evolving national expectations surrounding cyber security and digital safeguarding.

The Committee acknowledged the importance of maintaining robust cyber security oversight given increasing operational dependency upon digital systems across education.

✓ **APPROVED:** Digital safety update received and noted.

8. DCEO Verbal Update – SDP Review and School Improvement Monitoring

Report introduced by: DCEO

The DCEO presented the spring SDP monitoring and school improvement review update.

The Committee heard that monitoring activity had focused heavily upon:

- EYFS provision;
- phonics;
- adaptive teaching;
- SEND provision;
- deployment of LSAs;
- curriculum consistency;
- and behaviour expectations.

Leaders advised that Reception provision remains particularly strong and that phonics grouping arrangements have strengthened considerably since previous review cycles.

The DCEO reflected positively on the increasingly calm and purposeful learning environments observed throughout the school and advised that classroom routines and expectations now feel significantly more embedded.

The Committee heard that leaders continue refining adaptive teaching approaches and support staff deployment to ensure provision remains responsive to increasingly complex pupil need.

Director Question / Challenge

Directors challenged how leaders ensure isolated inconsistency is identified rapidly and addressed effectively.

Response / Assurance Provided

The DCEO advised that increasingly embedded systems now make inconsistency more visible and allow leaders to intervene rapidly where support or challenge is required. Leaders confirmed that coaching, accountability and monitoring systems continue to strengthen consistency across provision.

The Committee acknowledged the increasingly mature operational picture now emerging across DPA and recognised the responsiveness of leadership systems.

✓ **APPROVED:** DCEO monitoring update and SDP review received with assurance.

9. Staff and Parent Governor Feedback

Report introduced by: Chair**Staff Governor Feedback****Focus Area: Safeguarding****Report introduced by: Staff Governor**

The Staff Governor presented feedback linked to safeguarding systems, staff awareness and operational safeguarding culture across the school.

The Committee heard that safeguarding remains highly visible across staff teams and that safeguarding processes are well understood operationally. Positive feedback regarding safeguarding culture and leadership visibility had also been received through discussions with external trainees and staff.

The Staff Governor advised that staff continue to feel well supported by leaders and that safeguarding training remains robust and regularly reinforced. The Committee heard that pupil voice and safeguarding concerns are followed up consistently and that safeguarding remains embedded within daily practice across the school.

The Committee discussed the increasing complexity of safeguarding need and the emotional demands placed upon staff supporting vulnerable pupils and families.

Parent Governor Feedback**Focus Area: Personal Development****Report introduced by: Parent Governor**

The Parent Governor presented feedback linked to pupil wellbeing, enrichment opportunities and wider personal development provision across the school.

The Committee heard that pastoral support structures remain highly visible throughout the school and that pupils continue to access a broad range of enrichment and wider development opportunities.

Positive feedback was provided regarding:

- pupil wellbeing support;
- staff awareness of mental health and wellbeing;
- accessibility of wider opportunities;
- and the inclusive ethos of the school community.

A wider governance discussion then took place regarding governor monitoring activity and the importance of ensuring monitoring reports continue demonstrating strategic oversight, evaluation of impact and alignment to Trust governance expectations.

Director Question / Challenge

Directors challenged how governors are supported to ensure monitoring activity remains sufficiently strategic and evidence-informed.

Response / Assurance Provided

The DCEO confirmed that governors continue to receive structured monitoring templates, onboarding guidance and access to NGA and CST governance materials. The Committee heard that governance development work remains ongoing and continues strengthening confidence and consistency across monitoring activity.

The Committee agreed that governor contributions continue to provide valuable oversight and assurance across local governance activity.

☒ **APPROVED:** Governor feedback reports received and noted.

☐ **ACTION:** Continue strengthening governor monitoring arrangements to ensure reports demonstrate strategic scrutiny, evaluation of impact and alignment with Trust governance expectations.

10. Review of Trust Survey Feedback – Parent Survey

Report introduced by: DCEO

The DCEO presented the DPA parent survey outcomes and comparative trends.

The Committee noted that response rates had increased significantly compared to previous survey cycles and that overall parental feedback remained positive. Communication continued to emerge as the most significant recurring theme across responses.

The CEO advised that communication themes are now consistent across all Trust schools and that parental expectations regarding responsiveness and school support continue to increase nationally.

The Committee discussed how many parental concerns arise less from dissatisfaction and more from:

- clarity;
- understanding;
- communication consistency;
- and expectations surrounding school support.

The Committee heard that SEND, behaviour and inclusion matters continue to generate increasing levels of parental complexity and correspondence nationally.

Director Question / Challenge

Directors challenged how schools can continue strengthening communication and parental engagement whilst maintaining realistic professional boundaries and operational sustainability.

Response / Assurance Provided

The CEO advised that the Trust has reviewed and strengthened its home-school communication policy framework and is implementing clearer communication pathways and more consistent expectation-setting arrangements across schools.

The Committee discussed the increasing influence of social media commentary and parental comparison between schools and pupils, alongside increasing complexity surrounding SEND expectations and complaint escalation.

The Committee agreed that parent survey outcomes remain positive overall and that strengthening communication clarity remains a key strategic priority across the Trust.

✅ **APPROVED:** Parent survey findings received and scrutinised.

❑ **ACTION:** Continue implementation and review of the revised Home School Communication Policy framework to strengthen communication clarity, expectation management and consistency across Trust schools.

11. Safeguarding Audit

Report introduced by: Chair

The Committee noted that this item was not applicable at this stage of the QES cycle.

12. Any Other Business

The Executive Principal provided a brief update regarding the delayed tree sculpture installation project.

The Committee heard that installation is now progressing following prolonged external delays and that the final piece is intended to reflect the diversity and inclusivity of the school community.

The Committee welcomed the update.

13. Confidentiality of Meeting Documents and Discussions

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 30 April 2026, 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	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 Chair welcomed all attendees to the TPA section of the meeting and confirmed that the meeting remained quorate throughout.

The Committee acknowledged that Microsoft Teams transcription had been enabled solely to support the accurate drafting of minutes

☒ **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 confirmed that the previous minutes had been reviewed and approved with no further amendments raised.

No matters arising were identified outside substantive agenda discussions.

- ☒ **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 presented the demographic and safeguarding overview for TPA and confirmed that there had been no significant demographic changes since the previous review cycle. The Committee heard that pupil mobility remained relatively stable, with leavers generally associated with wider family relocation outside London rather than dissatisfaction with the school itself.

The Principal advised that SEND percentages remained comparatively low statistically; however, the school continues to support a high proportion of pupils presenting with significant levels of need. Leaders explained that this requires substantial investment in staff development, adaptive practice and engagement with borough-led high-needs training provision.

A detailed discussion then took place regarding attendance and persistent absence trends. The Principal explained that, although persistent absence figures initially appeared elevated within some cohorts, contextual analysis demonstrated that the majority of cases related to highly individualised and complex circumstances rather than systemic attendance concerns.

The Committee heard that several families are currently experiencing exceptionally challenging medical circumstances, including multiple parents undergoing cancer treatment. Leaders explained that these situations have significantly impacted attendance for some pupils due to caring responsibilities, emotional distress, treatment appointments and wider family disruption. The Principal advised that attendance intervention therefore requires highly sensitive and contextualised approaches rather than purely procedural escalation.

The Committee noted that the school continues implementing bespoke attendance plans for vulnerable pupils and families, including:

- alternative provision arrangements;
- breakfast club support;
- attendance panels;
- and targeted family engagement strategies.

The Committee further heard that the school's Education Welfare Officer is currently absent on long-term sick leave and that interim arrangements are being managed directly through weekly leadership oversight whilst discussions continue with the Local Authority regarding replacement support.

Director Question / Challenge

Directors challenged whether the recent increase in persistent absence reflected a broader change in attendance patterns compared with previous years.

Response / Assurance Provided

The Principal confirmed that contextual circumstances this year have been significantly more complex than usual and that safeguarding-linked family vulnerabilities have directly contributed to attendance fluctuations. Leaders advised that attendance patterns are being monitored extremely closely and that FFT and cohort-level analysis continues to inform targeted intervention planning.

The DCEO additionally noted that attendance for pupils with EHCPs remained significantly stronger than comparative London averages, reflecting the effectiveness of support structures and school engagement strategies for vulnerable pupils.

A detailed safeguarding discussion took place regarding safeguarding workload, referral thresholds and increasing operational pressure upon DSL teams.

The CEO advised that Trust-wide parental feedback has identified wider inconsistencies nationally regarding expectations surrounding school communication and safeguarding response times. The Committee heard that a revised Home School Communication Policy had therefore recently been implemented across the Trust to clarify:

- communication expectations;
- response timelines;
- distinctions between friendship concerns and bullying;
- and appropriate escalation pathways for parents.

The Committee acknowledged the increasing complexity surrounding safeguarding, family support and communication expectations nationally and recognised the substantial safeguarding burden now routinely carried by schools.

☒ **APPROVED:** Safeguarding report received and scrutinised with assurance.

☐ **ACTION:** Continue monitoring safeguarding workload, referral thresholds and safeguarding supervision arrangements in response to increasing safeguarding complexity and operational demand.

☐ **ACTION:** Continue targeted attendance intervention and contextual monitoring for vulnerable pupils, including pupils with SEND, EBSA, medical need and safeguarding-linked absence.

6. Analysis of Autumn Term Progress and Attainment

Report introduced by: Principal

The Principal presented the spring progress and attainment overview and highlighted several areas of strong improvement across the school.

The Committee heard that Reception GLD data currently appeared artificially low within Insight due to intentionally cautious internal moderation processes. Leaders explained that Reception staff had deliberately identified pupils conservatively in order to strengthen intervention tracking and sharpen leadership oversight of writing development. The Principal confirmed that the current operational picture was significantly more positive than headline percentages initially suggested.

The Committee heard that writing remained the primary development area within Reception, particularly linked to pupils with significant speech and language needs and children joining the school with limited prior educational experience. Leaders explained that daily monitoring, targeted intervention and close SLT oversight were currently in place to secure final progress towards GLD targets.

Phonics outcomes were reported to be particularly strong, with leaders reflecting positively upon:

- improved implementation consistency;
- increased phonics coaching;
- targeted intervention support;
- and frequent monitoring activity.

The Committee heard that Year 6 progress remained encouraging overall and that pupils had demonstrated particularly strong gains across writing through increasingly consistent curriculum implementation and structured editing approaches. Leaders advised that classroom routines, curriculum consistency and adaptive support continue strengthening progressively across the school.

A detailed discussion also took place regarding disadvantaged outcomes and the increasing overlap between disadvantage and SEND need. Leaders explained that cohort-level

disadvantaged data requires careful contextual interpretation due to the complexity of individual pupil profiles and the prevalence of multiple vulnerabilities within some cohorts.

Director Question / Challenge

Directors challenged how leaders ensure that disadvantaged pupils and pupils with SEND continue receiving sufficiently targeted support to close attainment gaps over time.

Response / Assurance Provided

The Principal confirmed that teachers and leaders maintain highly detailed oversight of individual disadvantaged pupils and that targeted interventions are deployed daily, particularly within phonics and reading support. Leaders advised that all Year 2 pupils who did not previously pass phonics screening remain on track to pass within current assessments, demonstrating strong progress from starting points.

The CEO further reflected on the increasingly complex national inclusion landscape and acknowledged that traditional attainment measures no longer fully capture the breadth of pupil need now routinely supported within mainstream schools. The Committee discussed the importance of considering pupil progress, starting points and inclusion alongside headline attainment metrics.

The Committee acknowledged the strong trajectory of improvement across the school and recognised the increasing maturity now evident across curriculum implementation and pupil support structures.

☒ **APPROVED:** Progress and attainment data received and scrutinised.

☐ **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 confirmed that all filtering, monitoring and cyber security checks had been completed successfully and that no cyber incidents or online safeguarding concerns had been identified since the previous review cycle.

The Committee heard that the Trust continues proactively monitoring cyber security arrangements and filtering systems to ensure children remain as safe as possible within the digital environment.

☒ **APPROVED:** Digital safety compliance and monitoring arrangements received and noted.

☐ **ACTION:** Continue routine digital safety monitoring.

8. DCEO Verbal Update

Report introduced by: Deputy DCEO

The DCEO presented the spring SDP monitoring update and summarised findings from recent monitoring activity across the school.

The Committee heard that monitoring had focused heavily upon:

- Year 6 intervention provision;
- Year 4 teaching practice;
- Year 1 transitions and routines;
- phonics implementation;
- and wider behaviour and conduct expectations across the school.

The DCEO reflected positively on:

- calm and purposeful classroom environments;
- strong phonics practice;
- responsive staff coaching;
- and improving consistency within behaviour and transitions.

The Committee heard that leadership responsiveness and coaching systems had strengthened significantly and that operational improvements were increasingly embedded throughout the school.

The CEO additionally praised the visible improvements in conduct, behaviour and school culture and reflected positively on the calm and welcoming atmosphere observed during recent visits.

The Principal further shared external feedback recently received from the Richmond school improvement partner, who had highlighted:

- calm transitions;
- positive conduct;
- purposeful classrooms;
- and the strong sense of safety and warmth evident throughout the school environment.

The Committee discussed the increasing importance of maintaining psychologically safe learning environments where pupils feel secure, supported and ready to learn.

The Committee also noted that Year 5 and Year 6 targets had recently been adjusted within the SDP due to significant contextual changes within cohorts, including new pupils joining the school with high levels of SEND and SEMH need, alongside significant medical diagnoses impacting individual pupils. Leaders explained that revised targets now more accurately reflected the operational reality of the cohorts whilst still maintaining strong ambition and challenge.

✓ **APPROVED:** DCEO monitoring update and SDP review received with assurance.

9. Staff and Parent Governor Feedback

Report introduced by: Staff Governor

Staff Governor Feedback

Focus Area: Personal Development and Resilience

The Committee received feedback regarding personal development, emotional resilience and wider pastoral support structures across the school.

The Committee heard that ELSA provision continues to have significant impact across the school, particularly for pupils requiring emotional support, friendship intervention and structured pastoral guidance. Leaders reflected positively on the benefits of small-group intervention work and the increasing value of dedicated pastoral support capacity for both pupils and classroom staff.

The Committee discussed the increasing emotional complexity experienced by many pupils post-COVID and the importance of supporting social confidence, emotional regulation and friendship development alongside academic progress.

The CEO noted that the evolving national inclusion agenda increasingly requires schools to develop stronger internal support networks and therapeutic provision models. Leaders discussed possible future expansion of SEMH and intervention capacity across the school, including additional ELSA training and further targeted intervention provision.

Parent Governor Feedback

Focus Area: Curriculum and Communication

Report introduced by: Parent Governor

The Parent Governor presented feedback arising from pupil voice discussions focused upon curriculum experience, engagement and wider personal development opportunities.

The Committee heard that pupils spoke positively about:

- friendships;
- enjoyment of learning;
- interactive lessons;
- enrichment opportunities;
- and collaborative classroom experiences.

Pupils particularly valued:

- practical activities;
- role play;
- discussion-based learning;
- trips and visits;

- and opportunities for creativity and performance.

The Committee discussed pupil feedback regarding curriculum enrichment, diversity and wider cultural experiences. Pupils had expressed enthusiasm for learning more about different cultures, religions and traditions through interactive experiences and visits where possible. Leaders reflected positively on the curiosity and inclusivity demonstrated within pupil discussions.

A wider governance discussion then took place regarding:

- operational constraints surrounding educational visits;
- staffing implications;
- safeguarding requirements;
- and the increasing complexity associated with organising enrichment activity safely and inclusively.

The Committee also discussed pupil reflections regarding:

- clubs provision;
- emotional wellbeing;
- opportunities for pupil leadership;
- and interactive learning approaches.

Leaders acknowledged the value of pupil voice and reflected positively on the maturity, thoughtfulness and engagement demonstrated by pupils throughout discussions.

Director Question / Challenge

Directors challenged how schools continue balancing ambitious enrichment opportunities and responsive curriculum development with operational realities surrounding staffing, safeguarding and funding.

Response / Assurance Provided

Leaders confirmed that curriculum enrichment, pupil voice and wider development opportunities remain central priorities across the school. The Committee heard that many enrichment and performance opportunities are already embedded across the curriculum, including productions, role-play approaches, educational visits and wider creative provision.

The Principal additionally advised that leaders remain open to exploring further opportunities for pupil leadership and curriculum engagement where operationally viable and appropriately supervised.

The Committee agreed that the discussion provided strategic insight into pupil experience and wider school culture.

✅ **APPROVED:** Governor feedback reports received and noted.

10. Review of Trust Survey Feedback – Parent Survey

Report introduced by: DCEO

The DCEO presented the TPA parent survey outcomes and comparative trends.

The Committee noted that parent response rates had increased significantly compared to previous survey cycles. Overall parental feedback remained positive, particularly in relation to:

- pupils feeling safe;
- pupils feeling happy;
- and parents recommending the school to others.

The Committee heard that the most significant recurring themes across responses related to:

- communication;
- behaviour;
- parental expectations;
- and SEND support.

The CEO reflected extensively on the increasingly challenging national landscape for schools and discussed the widening gap between parental expectations and the operational capacity currently available within education settings. The Committee heard that schools are increasingly expected to provide extensive personalised support across safeguarding, SEND, wellbeing and family intervention alongside core educational delivery.

The Committee discussed:

- increasing complaint complexity;
- rising expectations surrounding personalisation;
- safeguarding pressures;
- and the growing operational burden now routinely carried by schools nationally.

The CEO advised that the Trust continues working proactively to strengthen communication clarity, expectation management and parental engagement whilst maintaining sustainable operational systems across schools.

The Committee acknowledged the exceptionally challenging environment currently faced by schools nationally and recognised the considerable efforts being undertaken by leaders and staff across the Trust.

☒ **APPROVED:** Parent survey findings received and scrutinised.

☐ **ACTION:** Continue implementation and review of the revised Home School Communication Policy framework to strengthen communication clarity, expectation management and consistency across Trust schools.

11. Safeguarding Audit

Report introduced by: Principal

The Committee noted that the safeguarding audit process had already been commissioned and scheduled for the summer term. The Principal confirmed that preparatory safeguarding meetings were already underway ahead of the formal audit process. Findings will be shared with the committee during the next cycle.

12. Any Other Business

No additional matters were raised.

13. Confidentiality of Meeting Documents and Discussions

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 30 April 2026, 11:00 – 12:15****Meeting commenced at 11:00 a.m. via Microsoft Teams.****Attendance**

Name / Role	Position	Attendance
Jenelle Ross-McIntyre (JRM)	Board Director – Chair	Present
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
N/A	N/A	N/A

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

The Chair welcomed attendees to the WPA section of the meeting and confirmed that the meeting remained quorate throughout.

The Committee acknowledged that Microsoft Teams transcription had been enabled solely to support the accurate drafting of minutes.

☒ **APPROVED:** Use of Teams transcription.

2. Identification of Any Other Business (AOB)

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

The Committee reviewed the previous WPA QES Committee minutes and confirmed that matters arising had either been completed or incorporated into substantive agenda discussions.

- ☒ **APPROVED: February 2026** QES Committee minutes approved as an accurate record.
- ☐ **ACTION:** Upload approved minutes to the OLT website and GovernorHub.

5. Demographic Context and Safeguarding Report – WPA

Report introduced by: Principal

The Principal presented the demographic, attendance and safeguarding overview for WPA and reflected on the continuing complexity of pupil need across the school community.

The Committee heard that the school continues supporting:

- a relatively high proportion of pupils with EAL;
- increasing numbers of pupils with SEND;
- and a significant cohort of pupils presenting with increasingly complex and higher-level needs.

Leaders advised that many pupils arriving into school do not necessarily present with needs immediately reflected within headline demographic percentages and that schools are increasingly required to think creatively regarding provision, classroom adaptation and wider pastoral support.

The Principal additionally reflected on the continuing pattern of in-year admissions across the school and explained that, whilst reception numbers were now full and oversubscribed for the following academic year, the school still experiences a substantial number of pupils joining throughout the year, including immediately prior to key assessment periods such as phonics screening and SATs.

The Committee heard that leaders have become increasingly skilled at rapidly assessing new pupils, identifying gaps and implementing targeted intervention support quickly to maintain the school's "keep up, not catch up" approach.

A detailed attendance discussion took place regarding the significant improvements secured across the current academic year. The Principal advised that:

- persistent absence had reduced from 23.3% at the same point the previous year to 12.4%;
- overall absence had also reduced considerably;
- and corrected attendance figures were even stronger once reduced timetables were accounted for.

Leaders attributed the improvement primarily to:

- targeted attendance work led by Holly Cripps and the leadership team;
- strengthened relationships with families;
- soft-start provision;
- nurture approaches;
- transition support;
- and increasingly effective partnership working with external agencies.

The Committee heard that reduced timetables continue to affect attendance data significantly for a small number of pupils with highly complex need.

The Principal also confirmed that:

- a recent fire drill had been completed successfully;
- the school's recent health and safety audit had produced very positive outcomes;
- and only a small number of actions remained outstanding, all of which were already being addressed.

Leaders reflected positively on the impact of nurture provision and behaviour support systems, explaining that:

- fixed-term exclusions had reduced;
- classroom regulation had improved;
- transitions into school had become calmer;
- and staff training undertaken over the previous two years had significantly strengthened staff confidence in managing behaviour and emotional regulation needs.

A detailed safeguarding discussion took place regarding the increasing safeguarding burden now routinely carried by schools.

The Committee heard that:

- safeguarding need continues increasing both in volume and complexity;
- leaders regularly attend Team Around the Family (TAF) meetings;
- schools are increasingly acting as the primary coordinating service for vulnerable families;
- and external agency thresholds continue rising significantly.

The DCEO specifically highlighted the scale of safeguarding workload currently undertaken by schools and noted that many safeguarding functions now resemble full-time social work responsibilities being absorbed by school staff without corresponding increases in capacity or funding.

The Principal advised that leaders are frequently required to:

- coordinate agency involvement;
- escalate concerns repeatedly;
- maintain safeguarding momentum;
- and continue intervention activity even where statutory thresholds for external support are not met.

Director Question / Challenge

Directors challenged how schools continue sustaining safeguarding provision and attendance intervention amidst increasing complexity of need and rising external thresholds for support.

Response / Assurance Provided

Leaders confirmed that safeguarding systems remain robust and highly proactive and that staff continue working relentlessly to maintain support for vulnerable pupils and families despite increasing operational pressure.

The Principal further advised that:

- nurture provision;
- emotionally responsive transition arrangements;
- attendance intervention;
- and detailed safeguarding recording systems were all contributing positively to improved pupil regulation, attendance and behaviour outcomes across the school.

The Committee acknowledged the extraordinary safeguarding demands currently placed upon schools nationally and recognised the substantial work being undertaken by WPA leaders and staff to maintain high levels of support for pupils and families.

✅ **APPROVED:** Safeguarding and demographic report received and scrutinised with assurance.

☐ **ACTION:** Continue monitoring safeguarding workload, referral thresholds and safeguarding supervision arrangements in response to increasing safeguarding complexity and operational demand.

☐ **ACTION:** Continue targeted attendance intervention and contextual monitoring for vulnerable pupils, including pupils with SEND, EBSA, medical need and safeguarding-linked absence.

6. Progress and Attainment Data – WPA

Report introduced by: Principal

The Principal presented the latest attainment and progress overview and reflected positively on the school's current trajectory across multiple year groups.

The Committee heard that:

- phonics outcomes were currently projected at approximately 92.5%;
- multiplication check outcomes had improved significantly compared with the previous year;
- and reception children remained on track to achieve the school's GLD target of 72%.

Leaders explained that multiplication outcomes had been a particular focus following concerns identified during the previous academic year and that rapid intervention work and increased fluency practice had produced substantial improvement.

The Committee heard that approximately 72% of pupils were currently projected to achieve full marks within multiplication checks, representing a significant improvement from the previous year's outcomes.

A wider discussion took place regarding the limitations of national accountability measures and the increasing disconnect between statutory assessment expectations and the complexity of need now present within mainstream primary schools.

The CEO reflected that age-related expectations do not always capture:

- emotional progress;
- SEND development;
- regulation progress;
- or wider personal development achievements made by pupils.

The Principal discussed the challenge of evidencing progress for pupils with significant cognition and learning needs and provided a detailed example of a pupil who had progressed from severe emotional dysregulation to independently discussing emotional responses and conflict resolution strategies. Leaders noted that such progress remains highly significant despite not being fully reflected within statutory attainment measures.

The Committee also discussed:

- emotional literacy;

- the use of Boxall profiling;
- SEMH intervention;
- and the growing importance of measuring wider developmental progress alongside academic attainment.

Leaders reflected positively on early years provision and noted particularly strong progress amongst boys within the reception cohort. The DCEO additionally highlighted the ambition and high expectations consistently evident across early years provision and praised the quality of pupil language development observed during review activity.

The Committee heard that the OCC Early Years Adviser had recently visited the school and had been highly complimentary regarding both pupil progress and the ambition evident within classroom provision.

Director Question / Challenge

Directors challenged how leaders continue balancing ambitious academic expectations with increasingly complex SEND, SEMH and safeguarding needs across cohorts.

Response / Assurance Provided

Leaders confirmed that high expectations remain central to the school's culture whilst provision continues adapting responsively to pupil need.

The Principal advised that:

- adaptive teaching;
- emotional literacy support;
- nurture provision;
- and detailed intervention planning
continue enabling pupils to make strong progress from individual starting points, even where statutory attainment measures do not fully capture that progress.

The Committee recognised the increasingly complex educational landscape now faced by schools and acknowledged the strong provision and ambitious culture continuing to be maintained across WPA.

☒ **APPROVED:** Progress and attainment report received and scrutinised.

7. Digital Safety Reports – WPA

Report introduced by: CEO

The CEO provided a verbal update regarding digital safety, filtering and monitoring arrangements across WPA.

The Committee heard that:

- all cyber security checks;
- filtering systems;

- monitoring processes;
- and web safety reviews
had been completed successfully during April and that all systems remained compliant and operationally secure.

Leaders additionally reflected on the Trust's ongoing work towards the 2030 DfE Digital Standards.

✅ **APPROVED:** Digital safety report received and noted.

8. Verbal Update from DCEO – SDP Review and School Improvement Monitoring

Report introduced by: DCEO

The DCEO presented the latest school improvement monitoring update following recent review activity across WPA.

The Committee heard that monitoring activity had included:

- classroom visits;
- book scrutiny;
- pupil voice;
- staff discussion;
- learning walks;
- and curriculum review activity
across all phases from EYFS to Year 6.

The DCEO noted that 23 new pupils had joined the school between January and the end of spring term and reflected on the considerable operational challenge this created, particularly where pupils arrive with:

- SEND needs;
- EHCPs;
- SEMH difficulties;
- or negative prior school experiences.

Leaders advised that increasing work had taken place around:

- SEMH consultation;
- transition planning;
- adaptive teaching;
- and personalised induction arrangements
to ensure pupils settle rapidly and successfully into school life.

The Committee heard that:

- classroom routines remained calm and purposeful;
- expectations were highly consistent;
- support staff deployment was effective;
- and learning behaviours were increasingly embedded across the school.

The DCEO particularly praised:

- the consistency observed across classrooms;
- the quality of adaptive provision;
- strong pupil articulation;
- and the increasingly embedded learning culture across the school.

Leaders additionally reflected positively on nurture provision and described highly effective transition routines, including “toast and talk” approaches supporting pupils to regulate and settle successfully following breaktimes.

Areas identified for continued development included:

- oracy development;
- reducing over-scaffolding;
- strengthening challenge;
- and maintaining consistency within Year 5 following multiple new pupil admissions.

The Principal additionally shared feedback gathered from recently admitted pupils regarding how quickly they had assimilated into “the DPA way,” including reflections upon:

- kindness;
- calm classrooms;
- teacher support;
- and school culture.

Director Question / Challenge

Directors challenged how leaders ensure consistency and strong provision remain embedded amidst continuing high levels of in-year admissions.

Response / Assurance Provided

Leaders confirmed that:

- consistent routines;
- clear expectations;
- strong pastoral systems;
- and adaptive teaching approaches continue enabling pupils to integrate successfully and rapidly into school life.

The Committee acknowledged the increasingly strong operational consistency evident across the school.

✅ **APPROVED:** DCEO monitoring update and SDP review received with assurance.

9. Staff and Parent Governor Feedback

Staff Governor Feedback

Focus Area: Behaviour and Attendance

Report introduced by: Staff Governor

The Staff Governor presented a detailed review of attendance and behaviour trends across the school, including comparative analysis against national attendance figures.

The Committee heard that:

- attendance rates had improved considerably throughout the academic year;
- persistent absence had reduced significantly;
- and the gap between school and national attendance figures had narrowed substantially.

Leaders advised that:

- pupil premium pupils;
- SEND pupils;
- and specific Year 6 pupils
continue presenting the greatest attendance challenges, primarily linked to:
- anxiety;
- emotionally based school avoidance;
- family circumstances;
- and reduced timetables.

The Committee heard that soft-start provision, nurture intervention and personalised attendance support had contributed significantly to improved attendance outcomes.

The Staff Governor additionally reflected on:

- professional development regarding anxiety and emotionally based school avoidance;
- increasing prevalence of childhood anxiety nationally;
- and planned mental health approaches being introduced during the following academic year.

Director Question / Challenge

Directors challenged whether current attendance intervention systems were proving effective despite the complexity of individual family circumstances.

Response / Assurance Provided

Leaders confirmed that attendance systems remain highly responsive and collaborative and that intervention work is tailored individually to pupil and family need.

The Committee acknowledged that, whilst some family circumstances significantly limit the impact schools can achieve independently, leaders continue working proactively and rigorously to maintain support for vulnerable pupils.

✅ **APPROVED:** Staff Governor report received and scrutinised.

Parent Governor Feedback

Focus Area: Personal Development

Report introduced by: Parent Governor

The Parent Governor presented findings linked to personal development provision for both pupils and staff across WPA.

The Committee heard that personal development opportunities across the school include:

- PSHE provision through the Jigsaw programme;
- emotional wellbeing support;
- resilience and friendship education;
- leadership opportunities;
- citizenship;
- educational visits;
- enrichment activities;
- pupil voice groups;
- school council;
- eco-council;
- play leaders;
- friendship ambassadors;
- and wider community engagement.

The report additionally highlighted:

- extensive CPD opportunities for staff;
- collaborative professional development;
- safeguarding and SEND training;

- leadership development;
- coaching and mentoring;
- and curriculum development support.

The Parent Governor concluded that WPA provides a broad and structured approach to personal development for both pupils and staff and reflected positively on the scale of wider enrichment and pastoral opportunities available across the school.

A wider governance discussion took place regarding:

- communication with parents;
- public understanding of school provision;
- and the challenge of effectively communicating the breadth of work undertaken by schools.

The Parent Governor reflected that many parents are often unaware of the scale of wider provision and support operating behind the scenes across the school community.

Leaders discussed possible approaches for sharing:

- governance headlines;
- school highlights;
- parent-friendly summaries;
- and examples of wider school activity more visibly with parents in future.

Director Question / Challenge

Directors challenged how schools balance transparency and communication with operational capacity and increasing parental expectation.

Response / Assurance Provided

Leaders confirmed that communication continues to represent a significant strategic priority and that Trust-wide work remains ongoing regarding:

- communication expectations;
- governance visibility;
- parent engagement;
- and clearer communication systems.

The Committee agreed that the Parent Governor report provided valuable insight into wider personal development provision and school culture across WPA.

✅ APPROVED: Governor feedback reports received and noted.

10. Review of Trust Survey Feedback – WPA

Report introduced by: DCEO

The DCEO presented the WPA parent survey outcomes and wider Trust trends.

The Committee heard that survey outcomes across Trust schools were generally lower than previous years, reflecting a wider national picture linked to:

- increasing parental expectation;
- increasing complexity of need;
- and capacity pressures within schools.

Positive feedback themes included:

- children feeling happy and safe;
- positive school culture;
- and pastoral support.

The most significant recurring themes related to:

- communication;
- SEND support;
- behaviour;
- and parental understanding of wider school systems and processes.

The CEO reflected extensively on:

- increasing complaints nationally;
- rising parental anxiety;
- increasing use of AI-generated complaints;
- escalating complaint complexity;
- and the challenge schools now face balancing relationship-building with increasingly formalised complaint processes.

A detailed governance discussion took place regarding:

- changing parental behaviour following COVID;
- emotionally based parental anxiety;
- communication response expectations;
- and the increasing operational burden created through prolonged complaint correspondence.

The Committee heard that the recently updated Home School Communication Policy had been developed specifically to:

- strengthen communication clarity;

- define expectations;
- support relationship-building;
- and create more sustainable communication systems across Trust schools.

The Committee acknowledged the increasingly challenging environment currently faced by schools nationally and recognised the significant pressures now routinely placed upon school leaders and staff.

☒ **APPROVED:** Parent survey findings received and scrutinised.

☐ **ACTION:** Continue implementation and review of the revised Home School Communication Policy framework to strengthen communication clarity, expectation management and consistency across Trust schools.

11. Safeguarding Audit

Report introduced by: Principal

The Principal confirmed that the school's next external safeguarding audit had been scheduled for September 2026.

The Committee additionally noted that:

- a recent health and safety audit had already been completed successfully;
- and the school had previously undertaken an internal safeguarding audit during the preceding academic year.

The Committee noted the update.

12. AOB

Report introduced by: Chair

A brief discussion took place regarding parking and safety concerns linked to an ice cream van regularly parking within the cycle lane area outside the school site.

The Committee heard that concerns had been raised by members of the school community regarding road safety and parking arrangements during busy collection periods.

Leaders agreed appropriate follow-up would take place with relevant local contacts where required.

13. Confidentiality of Meeting Documents and Discussions

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 28-30 April 2026 for SHPA, DPA, TPA, and WPA)

Action Point Number	Owner	Agenda/ Minute Item	Action	Deadline
1	Clerk	SHPA – Item 4	Upload approved SHPA QES minutes to the OLT website and GovernorHub.	Before next QES cycle
2	Clerk	DPA – Item 4	Upload approved DPA QES minutes to the OLT website and GovernorHub.	Before next QES cycle
3	Clerk	TPA – Item 4	Upload approved TPA QES minutes to the OLT website and GovernorHub.	Before next QES cycle
4	Clerk	WPA – Item 4	Upload approved WPA QES minutes to the OLT website and GovernorHub.	Before next QES cycle
5	Principal (TPA)	TPA – Item 6	Provide a focused update regarding Year 6 writing progress and intervention impact at the next QES Committee meeting.	Next QES meeting
6	Trust Leadership Team	SHPA – Item 9	Continue strengthening governor monitoring arrangements to ensure reports demonstrate strategic scrutiny, triangulation of evidence, evaluation of impact and alignment with Trust governance expectations.	Ongoing
7	Trust Leadership Team	DPA – Item 9	Continue strengthening governor monitoring arrangements to ensure reports demonstrate strategic scrutiny, evaluation	Ongoing

Action Point Number	Owner	Agenda/ Minute Item	Action	Deadline
			of impact and alignment with Trust governance expectations.	
8	Trust Leadership Team	All Schools – Item 10	Continue implementation and review of the revised Home School Communication Policy framework to strengthen communication clarity, expectation management and consistency across Trust schools.	Ongoing
9	School Leaders / DSLs	All Schools – Item 5	Continue monitoring safeguarding workload, referral thresholds and safeguarding supervision arrangements in response to increasing safeguarding complexity and operational demand.	Ongoing
10	School Leaders	All Schools – Item 5	Continue targeted attendance intervention and contextual monitoring for vulnerable pupils, including pupils with SEND, EBSA, medical need and safeguarding-linked absence.	Ongoing

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.

Name	Role	Autumn Term (reporting into QES Jan 2026)	Spring Term (reporting into QES April 2026)	Summer Term (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