

Minutes of the OLT Quality of Education & Safeguarding Committee Meeting Held virtually on Tuesday 29th April 2025 for DPA, SHPA, TPA and WPA

Section A

- Part 1: SHPA (10.00 – 11.00)
- Part 2: DPA (11.00 - 12.00)

Section B

- Part 1: TPA (13.00 - 14.00)
- Part 2: WPA (14.00 to 15.00)

Invitees	Role	Term of Office Ends	Attendance
QES Committee Members (Voting)			
1. Daniel Barry (DB)	Parent Governor at WPA	26/09/2025	Present (Section B, Part 2)
2. Kyla Butterworth (KB)	Staff Governor at SHPA and Vice-Principal of SHPA	30/06/2028	Present (Section A, Part 1)
3. Jodie Croft (JC)	OLT CEO and Board Director	Ex-officio	Present (All)
4. Jameer Emamally (JE)	Parent Governor at SHPA	30/09/2028	<i>Absent</i> (Section A, Part 1)
5. Dena Gill (DG)	Parent Governor at DPA	17/10/2025	Present (Section A, Part 2)
6. Kirstie Maricourt (KM)	Staff Governor at TPA	12/10/2027	Present (Section B, Part 1))
7. Duncan Millard (DM)	OLT Board Director & OLT Consultant Leadership Coach – Joint Chair	13/05/2028	Present (Section A)
8. Aindri Palipane (AP)	Staff Governor at WPA	14/10/2028	Present (Section B, Part 2)
9. Jenelle Ross-Mc Intyre (JRM)	OLT Board Director – Joint Chair	11/11/2028	Present (Section B)
10. Rupi Thiara (RT)	Parent Governor at TPA	12/10/2027	Present (Section B, Part 1)
11. Lianne Vickers (LV)	Staff Governor at DPA	31/12/2024	Present (Section A Part 2)
OLT Staff (Non-voting)			
Alison Ashcroft (AA)	Executive Principal at DPA & SHPA		Present (Section A)
Leah Basilone (LB)	Principal at WPA		Present (All)
Sarah Bellingham (SB)	OLT Governance & Compliance Officer		Present (All)
Erin Moscardini (EM)	Principal at TPA		Present (Section B, Part 1)
Hannah Robinson (HR)	Principal at WPA		Present (Section B, Part 2)

Minutes

A. PART 1 – SHPA

1. Welcome & Identify AOB or Confidential Items

1.1 JE had sent his apologies due to illness. Part 1 was declared quorate.

1.2 No confidential items were declared for the agenda.

1.3 As initial AOB, DM provided views on the suggested Committee Chair meeting summary form supplied by SB and would respond with any changes after the meeting. SB would update the template as needed and add completed sheets to the subsequent Board meeting.

ACTION – DM/SB

2. Declare any conflicts of interest with agenda items and/or updates to the OLT Register of Business and Pecuniary Interests, & declare receipt of hospitality

2.1 There had been no receipt of hospitality.

2.2 There were no conflicts of interest declared with the agenda items.

3. Receive and approve previous QES Committee minutes of 23rd January 2025 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 23rd January 2025 were approved unanimously by the Committee. SB would ask the Chair to sign them and would upload the approved version to the OLT website, as well as upload the record of attendance at this meeting. **ACTION – SB**

3.2 The actions from that meeting were confirmed as completed.

4. Review demographic context and Safeguarding Report

4.1 AA shared the SHPA context dashboard on screen. Since she had shared it with the Committee, the numbers had changed again. Now there were 84 children on the roll, with changes mostly seen in EYFS. There were 27 pupils in Reception. A total of 10 children were in the two-year old space. Year 1 was at 17 still. More children were expected to join soon and numbers looked positive for September 2025. The school was expecting to be full in Reception class and all offers made to date had been accepted.

4.2 AA flagged that per new government policy, all two-year olds of working parents would soon be entitled to 30 free hours of nursery. This would impact the number of full-time places offered by DPA, which was under review with AA and LB in relation to the September 2025 entry.

4.3 Q: Would SHPA have to offer 30-hour places?

A: No, but it was important to be cautious in terms of staffing, given the staff to pupils ratio requirements, the cost, and the risk of parents not accepting places offered.

4.4 Plans were being made for an updated outdoor play area and playground markings had already been refreshed, which the children were enjoying.

4.5 SEND pupils numbers were up. There was one EHCP due back and one due to go in soon, both for children starting in Reception in September. There were no free school meal children, but there were two looked-after pupils who would go on that list.

4.6 Absence rates had come down (based on the 19 children in the relevant categories for this assessment). Safeguarding numbers were still low. AA referred to the data in the report and flagged the types of cases currently being monitored.

4.7 Q: What was a PEP?

A: This was a Personal Education Plan for those in the looked after space or 'children we care for' to use the current language. The PP funding for these pupils did not go into the PP 'pot' but instead was held by the local authority who agreed with the school the specific use it would be put to for the child's direct benefit. If a child was formally adopted, the funding then went into the general PP funding.

5. Analyse Spring term progress and attainment data, key cohorts, and progress towards targets

Internal Summer Data Dashboard

5.1 The Reception data was discussed, to include GLD progress. Reading was on track and it was just in PSED where there were some areas of weakness.

5.2 Q: Did AA think the Reception class would hit target?

A: Yes, but it was important to note that there were two new children: one was more able, one less confident and had experienced frequent absence from a previous classroom teacher. Staff were working on catch-up at present, especially in phonics. The lack of consistency was the issue to date for her and lots of interventions were in place.

5.3 Year 1 was doing very well and had scored 100% in the practice test in phonics at 32+. There were still two children who on the day might wobble, but the overview could change if any new pupil joined the cohort. One group were well ahead, the next group down were at expected, and the next down were just about at expected. So there were no major concerns. The pupils were particularly good readers in this year group. That was also down to the phonics training provided for the staff. The consistency was very effective for promoting the pupils' progress.

5.4 The analysis tab showed a break down for Reception of the 17 areas of GLD, and it broke down the percentage and number of children progressing per category, e.g. gender, SEN, disadvantaged. It was helpful data for identifying trends, although no trends were present here.

5.5 Q: Had this analysis tab taken much work to produce?

A: The Insight software had generated this, so it was possibly 10 minutes work per school. This data could be requested at any time.

5.6 The Committee agreed that these were such impressive results for SHPA and offered its thanks to AA and her staff for their commitment, hard work and enthusiasm. It was noted that it could be helpful for the school to share this progress with the parents. There was also fantastic consistency across SHPA and DPA which allowed for joint meetings and collaboration on process and monitoring.

6. DCEO Update on matters to include outcome of informal and support & challenge visits to the schools and a review of progress against the SDP

6.1 LB referred to the detail in her written report covering her latest formal scheduled visit to the school on 4th March 2025. There had been lots of activity both before and after this visit to include a follow-up visit the previous Thursday, during which LB had already observed progress from the visit recorded in the report.

6.2 LB spoke to her report, covering areas of focus, strengths noted, areas for development and agreed next steps. She asked the Committee if it had any questions.

6.3 The Committee agreed that it was helpful to have LB 'externally' validating the quality of the provision. There was a fantastic quality of provision looking at the information provided.

6.4 Q: Was the impressive data here in part a reflection perhaps of the school not yet having many pupils on roll with more complex needs, as was being seen at the other schools?

A: Staff did know that this would increase and that it was normal to have high and varied levels of need across a cohort. The team were being proactive in wider discussions and information sharing about the current children with additional needs. At least one child would have an EHCP by September with one more coming soon after. Both involved quite high levels of needs, perhaps a different curriculum needed at times.

SDP

6.5 LB had nothing to add to the items already shared and RAG rated in the SDP shared with the Committee. There was nothing to raise of any concern and staff were very engaged with the development points, which was creating a positive and effective culture as the school grew.

6.6 The Committee had no questions here.

7. Staff and parent governor verbal feedback on Spring term focus area

Staff Governor (Kyla Butterworth): Personal Development

7.1 KB referred to the report she had prepared, which was in the folder and had been circulated in advance. She summarised what she had looked at and the conversations held.

7.2 Resources of note included the peripatetic music lessons for the pupils which were particularly impactful and noted by parents. The provision of after school clubs would continue to be a focus area to include the wide range to activities at the Friday Club which were being designed to support areas being developed during the school day. Ways to seek feedback from pupils and parents was also a growing focus area. The school was developing many links with community groups to help pupils understand more about their environment as they got older.

7.3 JC and DM thanked KB for her comprehensive report.

7.4 Q: Could KB provide a summary of the staff development offer?

A: This was very comprehensive and well planned. It was helpful to be part of the Trust structure. Staff were visibly looking at next steps for training and development because so much was available. Tweaks were being looked at for the support staff provision.

Parent Governor (Jameer Emamally): Safeguarding

7.5 JE had submitted his report but had not engaged with the school directly as yet. He would be encouraged do that before the next meeting. **ACTION – SB/LB**

8. Review feedback from Trust on Parent Survey results

8.1 JC referred to the summary document circulated which showed an overview of the outcomes on a Trust-wide basis. There had been lots of improvement.

8.2 JC noted that 95% of parents across the Trust would recommend their child's school to others which was an increase from the previous year. Over 90% of parents reported that pupils felt happy and safe, and that behaviour at the school was very good. There had been no trends observed and nothing of concern on any theme to pick out. It was also key to note that no responses had been repeated this year from the previous year. These were really positive outcomes.

8.3 Q: Had AA spotted any themes at SHPA?

A: Only 27 parents had responded at SHPA. Some had not been engaging as well with the information provided regularly by the school. Some inconsistency could be seen across individual parent responses. There had been a handful of comments about clubs. AA had sent a response on the survey outcomes to the parents already. The next steps were to keep communicating well and to be clear with parents what was appropriate in terms of curriculum, clubs, and activities for children who were only aged up to Year 1 and who were still very young.

8.4 There had been no option to leave anonymous comments this time, which had encouraged constructive feedback and avoided reporting of historic issues which had been dealt with by the school already.

8.5 The Committee agreed that this should be the approach going forward.

9. Receipt of internal/external* annual safeguarding audit report (*to alternate annually) & review of actions taken

9.1 The internal audit would take place the following term, held by KB and AA together. That would be brought back to the July 2025 meeting. **ACTION – SB/AA**

10. ATH 2024

Agree committee recommendation to trustees as to confidential status of the meeting's documents (excluding the agenda, approved minutes, & approved final version policies, which are for publishing) (Ref: 1.50 – 1.51 ATH 2024)

10.1 The Committee discussed the confidential status of the documents being reviewed at this meeting, to include the internal survey data. It was agreed that other than the agenda, the approved minutes from the previous meeting and any approved final version policies, which would be published on the Trust or school website as appropriate, the remaining documents circulated for this meeting were confidential to the Trust and would not be published.

SECTION A: PART 2 – DPA

1. Welcome & Identify AOB or Confidential Items

1.1 DG joined at 11am and the meeting was declared quorate. LV would join later.

1.2 No confidential items were declared for the agenda.

2. Declare any conflicts of interest with agenda items and/or updates to the OLT Register of Business and Pecuniary Interests, & declare receipt of hospitality

2.1 There had been no receipt of hospitality.

2.2 No conflicts of interest were declared with the agenda items. The only update declared to the entries in the OLT Register of Business and Pecuniary Interests was that DG worked now with the Oxfordshire Safeguarding Children Partnership and had access to databases and court records, potentially seeing data relating to pupils at the schools. **ACTION – SB**

3. Receive and approve previous QES Committee minutes of 23rd January 2025 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 23rd January 2025 were approved unanimously by the Committee. SB would ask the Chair to sign them and would upload the approved version to the OLT website, as well as upload the record of attendance at this meeting.

3.2 The actions from that meeting were confirmed as completed.

4. Review demographic context and Safeguarding Report

4.1 The demographics data was shared on screen by AA. DPA now had 457 pupils on roll, an increase since this report had been prepared. The school was now full or just over in all year groups. Nursery data included part time and full-time pupils.

4.2 Q: Why had the school gone over in some year groups?

A: Parents had gone to appeal and won. This had set an unhelpful precedent.

4.3 Q: Did these children need an EHCP to argue that successfully?

A: From Year 3 upwards there was no legal limit. In younger years the limit was 30 pupils per class. The classrooms had been designed for 30 pupils, for example fitted with 30 pegs on the wall, 30 drawers in the cupboard or similar.

4.4 There were 24 pupils in total with an EHCP, with two more due to be confirmed imminently. A further two more were in progress. This was a very tricky situation to manage. PP numbers were low.

4.5 LV joined at 11.09.

4.6 Absence rates were much lower than national but not as high as hoped. Persistent absence was significantly down, which was positive.

4.7 Safeguarding cases included a seven-year-old new pupil who had not yet been at a school, had not experienced any socialisation, and had complex needs. Detailed and tailored interventions and support were being put in place to include an urgent EHCP application for additional funding for the support he needed.

4.8 Q: Why has he been put in such a large school initially?

A: It was due to him living very close by, within walking distance.

4.9 Q: Had key details from his background been shared?

A: A lot was not yet known by the council or current carers as the situation has developed quite rapidly. Not much was known about the birth parents.

4.10 Fixed term exclusions had increased due to one child. A racial incident concerning one child had been dealt with and had not been repeated. The bullying incident appeared to have now stopped and a programme was in place for the perpetrator, funded by the LA, which was hoped to be transformative for that pupil in his future education and environments.

4.11 Many core group and safeguarding referral meetings were taking place. Seven Operation Encompass notifications had been received. Lots of behaviours were being recorded which meant the figures were very high in the report, but this did not necessarily mean there were concerns. Behaviours could be SEND related but not present safeguarding concerns. The record keeping was important for spotting trends.

4.12 Q: What were Operation Encompass notifications?

A: It meant that the police had been involved in some way, in cases that involved a wider range of issues than domestic violence. Police had not necessarily attended on the scene. It was a notification of an incident or situation at the pupil's home which the school was being made aware of in case it wanted to ask for more information. If repeated incidents were reported, that was a definite flag that something was not right .

4.13 Q: Had any trend emerged in the CPOMS data analysis to date this year?

A: No, but the school had noticed that in Years 3 and 4, the daily mile event had been causing issues, such as low-level niggling between the children. The school had changed how it did that in response. Transition points were also areas to focus on based on the data

tracking, especially for the SEN pupils. The youngest ones found it hard coming back in from outside playtime and struggled with tidy up times.

5. Analyse Spring term progress and attainment data, key cohorts, and progress towards targets

Internal Summer term data dashboard

5.1 This looked worrying at present for Reception but several children had just one or two areas left in which they were just below. That meant they would make target but not more than that. Writing would always be relatively low at this point. The colours showed more detail about the pupils' progress. Each pupil had to achieve all of the areas to achieve GLD.

5.2 In relation to phonics in Year 1 pupils were on track for achieving target in the test. All were well above where they needed to be in the year. Any child not yet there had been receiving 1-2-1 support. Staff were receiving coaching from Read Write Inc trainers.

5.3 The Year 2 figures needed to be viewed in light of some pupils in the cohort who were not yet able to achieve Year 1 phonics, which itself was impacting other areas such as reading and writing.

5.4 All year groups were on track to hit target for reading. Other year groups were all showing positive progress and the school was pleased with how things were going.

5.5 Q: Where was the school with its writing strategy and outcomes?

A: Year 6 was doing extremely well with a high level of greater depth (GD) outcomes.

5.6 Q: What was the target for GD?

A: The target was 8 pupils across the year group.

5.7 Q: How were Year 6 feeling about the SATS?

A: Very positive and they had worked very hard.

5.8 Committee agreed the data looked extremely positive.

6. Verbal update from DCEO including outcome of informal and support & challenge visits as well as review of progress against SDP

6.1 LB had carried out her latest formal scheduled visit on 6th March 2025, however she had also met with AA since then at DPA and at SHPA. She had observed many classes throughout the day on a tight schedule and focus areas had been listed out in LB's the report.

6.2 A good piece of work was underway involving greater depth pupils, with follow-up work on this being shared with staff. Of particular note was that learning was happening all the time for pupils, rather than pupils simply 'doing' for the sake of it. Oracy and other signals were well in use across the school.

6.3 Areas for development were listed. These included how to chunk more and lower cognitive load for children in lessons, minor English and writing points, plus continued attention on the writing framework across all year groups, and the focus on writing books for greater depth pupils or those showing potential for greater depth including the support for how to edit their work. Detailed notes and records were created after each meeting held by LB with AA to aid monitoring of progress between meetings. Observations were very targeted.

6.4 Q: Had this approach been well-received by staff?

A: Yes staff were very receptive at both of AA's schools. This was the culture at each.

Progress against SDP

6.5 In summary:

- SEND children were making great progress.
- Non-negotiables continued to be a focus: ensuring that staff were looking at individual pupils and at pupils' EHCP plans to ensure learning was highly effective for all.
- Oracy was really coming on and was helping the children articulate their learning.
- Subject leadership was developing well.
- Careful tracking of progress in each year group was in place: there was no 'wait and see' culture.

7. Staff and parent governor verbal feedback on Spring term focus area and Questions

Parent Governor (Dena Gill): Safeguarding

7.1 DG had held a very helpful meeting with AA and the school's Family Support Worker (FSW) to discuss safeguarding at the school. This had covered physical safety in terms of items like school gates, school events, sign-ins for visitors, and risk assessments for school trips. DG had also seen that staff safeguarding training was up to date, and she had reviewed the school's safeguarding policy, which had been adapted from the OCC latest version but had been tailored for the school's context.

7.2 DG confirmed that LV was the DSL, with six deputies helping her. Having such a high number of deputies meant that there was always someone at the school dealing with any issues. DG had also discussed CPOMS with AA and was told how the linked tracking spreadsheet was used and also shared in supervision meetings each week. No information was deleted.

7.3 The FSW had helped DG understand how the 'strengths and needs' form in the safeguarding policy was used to progress safeguarding matters in relation to pupils and had explained the impact of parental engagement (or non-engagement) in processes, such as TAF and MASH.

7.4 DG had also been interested to find out how the school staff safeguarded themselves when family/pupil matters became more challenging. FSW carried out home visits, for example, but these were 'doorstep only'.

7.5 Overall, the school was following its safeguarding processes and did everything possible to safeguard its pupils. Everything possible was being complied with and the FSW was a fantastic resource.

7.6 The Committee expressed its thanks to DG for the comprehensive review and findings

7.7 DG would provide the written summary report for the Governor Hub folder. **ACTION – DG/SB**

Staff Governor (Lianne Vickers): Personal Development

7.8 LV summarised her written report to include an explanation of the resources she had looked at and the staff members she had spoken with. The wide range of extra-curricular activities available for pupils were listed out as well noting that there were lots of music and sport included in this offer, plus pupil involvement in a number of projects and community or environment related activities.

7.9 Focus areas for the following year included gaining a better understanding of the PE experience from the pupils' point of view, as well as introducing a walking to school scheme and a 'singing playgrounds' scheme.

7.10 The overall finding was that personal development continued to be a fundamental part of everything that took place at DPA.

7.11 Thanks were expressed to LV for such a comprehensive report, and to her and the school team for such an amazing provision. There appeared to be even more on offer than had been in place at the time of the Ofsted inspection.

8. Review feedback from Trust on Parent Survey Results

8.1 JC referred to the summary document circulated, which showed an overview of the outcomes on a Trust-wide basis. There had been lots of improvement.

8.2 JC noted that 95% of parents across the Trust would recommend their child's school to others, which was an increase from the previous year. Over 90% of parents reported that pupils felt happy and safe, and that behaviour at the school was very good. There had been no trends observed and nothing of concern on any theme to pick out. It was also key to note that no responses had been repeated this year from the previous year. These were really positive outcomes.

8.3 Q: Had AA spotted any trends at school level and what feedback had been given to parents?

A: LB had overseen the feedback process across the schools. Thanks had been expressed to parents for completing survey and feedback had been given on 'what went well' and 'even better if' via the newsletter.

9. Receipt of internal/external* annual safeguarding audit report (*to alternate annually) & review of actions taken

9.1 An external audit would be taking place either later this academic year or early in the autumn term. The school was pushing for this, as the council was now only offering an audit every three years. The school had recently had it Ofsted inspection covering safeguarding however, which was its own external audit.

10. ATH 2024

Agree committee recommendation to trustees as to confidential status of the meeting's documents (excluding the agenda, approved minutes, & approved final version policies, which are for publishing) (Ref: 1.50 – 1.51 ATH 2024)

10.1 The Committee discussed the confidential status of the documents being reviewed at this meeting, to include the internal survey data. It was agreed that other than the agenda, the approved minutes from the previous meeting and any approved final version policies, which would be published on the Trust or school website as appropriate, the remaining documents circulated for this meeting were confidential to the Trust and would not be published.

11. AOB

11.1 AA explained that the Early Years classroom flooring had been updated and now looked much cleaner, along with updated wooden furniture to mirror what was in place at SHPA. Also, 30th June 2025 was the date for the installation of the new additional 'garden' room to provide break out SEND space and additional office space for staff.

11.2 AA, DG, DM, and LV left the meeting at 12.01. LB and JC left at the same time, intending to return for Section B, Part 1 at 13.00.

SECTION B: PART 1 – TPA

1. Welcome & Identify AOB or Confidential Items

1.1 EM, KM and RT joined the meeting at 13.00 with JC, JRM, and LB. This section of the meeting was declared quorate.

1.2 No confidential items were declared for the agenda.

2. Declare any conflicts of interest with agenda items and/or updates to the OLT Register of Business and Pecuniary Interests, & declare receipt of hospitality

2.1 There had been no receipt of hospitality.

2.2 There were no conflicts of interest declared with the agenda items. There were also no updates declared to the entries in the OLT Register of Business and Pecuniary Interests.

3. Receive and approve previous QES Committee minutes of 23rd January 2025 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 23rd January 2025 were approved unanimously by the Committee. SB would ask the Chair to sign them and would upload the approved version to the OLT website, as well as upload the record of attendance at this meeting.

3.2 The actions from that meeting were confirmed as completed.

4. Governor Focus Area: parent governor

Parent Governor (Rupi Thiara): Personal Development

4.1 RT's focus area report was being covered earlier than scheduled within the meeting, as RT needed to leave the meeting early.

4.2 RT mentioned several points from her detailed report to include:

- the resources she had reviewed;
- the staff members she had spoken with;
- her approach of asking what was being done, what impact it was having, what areas for development presented, and how these were being dealt with; and
- her findings on matters to include staff perceptions of inspiring leadership and care from the Principal, diversity in trips and events, leadership roles for pupils, affirmation to pupils of the pupil voice being heard and acted on, inspiring pupils in terms of career choices, more clinical supervision for staff dealing with the most challenging pupils in addition to training, the inclusion of reward based systems for promoting good behaviour, and increasing opportunities to build pupils' resilience in the curriculum areas via more reflective work such as historical diary entries.

4.3 Overall RT had found that the school put so much thought and care into this area and had created such a lot of positive opportunities for pupils.

4.4 RT's emerging questions included asking if:

- parents could hear more about the level of complexity and difference in pupils which the school was catering for to include greater depth;
- there could be a space for more reflective work in lessons of the type carried out in PSHE sessions;
- there could be more room for the pupil voice,
- there could be more pupil leadership positions tapping into pupil wellbeing (e.g. kindness monitor);
- if more could be done to measure the impact of the initiatives in place;
- if there could be more diversity factored into school trips; and
- if more could be done to transition from the current traffic light system to a rewards-based system on behaviour.

4.5 The Committee was very grateful for the work and care taken in RT's report.

4.6 Q: How would the Trust or school be responding to this?

A: This was certainly one for LB, JC and EM to carefully review, to assess what the school could build on. A first step was to factor in RT's findings as part of the planned review of the school behaviour and relationships policies. LB confirmed that she would look at RT's report in detail at a Trust level and school level. **ACTION - LB/EM**

4.7 The Committee agreed that it would be helpful to review how Parent Governor reports are used if Parent Governors make practical suggestions for action and that this approach should be uniform across all schools. **ACTION JC/LB**

4.8 RT left at 13.18.

5. Review demographic context and Safeguarding Report

5.1 There were 393 pupils on the roll at present. There were several children in Year 3 with 'loud' needs, who had not spent much time at school prior to joining at TPA. These were receiving support. Most year groups were full.

5.2 Persistent absence rates were slightly higher, due mainly to pupils' illness the previous term. EM was looking at days' absence during a school year, rather than percentage absence (based on the proportion of absence during a pupil's time on roll at the school), given that many pupils had joined part way through a term.

5.3 EM spoke about fire drills, fixed term exclusions, and a bullying incident (mentioned at the previous meeting). Safeguarding was discussed to include referrals made in certain cases and CPOMS behaviour reports.

5.4 An allegation had been made against a member of staff. This had been referred to the LADO, had been investigated, and had been resolved.

6. Analyse Spring term progress and attainment data, key cohorts, and progress towards targets

Internal Summer term data dashboard

6.1 Writing was the key focus for the summer term, especially in Year 6 and Year 2. Examples of pupils at different stages of attainment were provided with an explanation of the interventions and support in place.

6.2 Some newer pupils in the lower years had not undergone or not yet passed their phonics check and were being given a lot of support to help them progress, with good impact on writing.

6.3 JC provided JRM with an explanation of the data being presented in the dashboard, given that she was so new to the role. This covered the meaning of thresholds such as 'at expected' and 'greater depth' as well as 'GLD'.

6.4 EM spoke about the targets set for each year group for both expected and greater depth, and spoke about progress towards these, flagging where new pupils had joined mid-year, some

without having passed their phonics test in Year 1, which hugely impacted their reading and writing.

6.5 Column G row 19 was key to focus on given the Year 6 SATs exams were about to start. These tests examined pupils' reading, maths, spelling and grammar. The target was 75% at expected and 25% greater depth. The data showed some pupils on the borderline, but overall, the picture was very positive. Writing was the biggest challenge. Lots of support was being provided to individual pupils on a tailored basis. The writing assessment was not scheduled until end of June 2025.

7. Verbal update from DCEO to include outcome of informal and support & challenge visits as well as progress towards targets

7.1 LB explained the cycle of formal and informal visits made by her to each school throughout the academic year. LB had visited TPA on 12th March 2025 on a formal basis and had recorded her findings in a summary report shared with the Committee in the folder.

7.2 Key demographic changes across the classes and year groups had been noted, and staff had been working extremely hard with pupils with complex needs. LB had observed practice across all classes and viewed all of the pupils' books in the school. Staff had been very receptive to feedback.

7.3 Summary focus areas were the non-negotiables, questioning, and 100% engagement in lessons. Strengths included: lesson content well broken down, building up for learning, staff circulating well in lessons, high vocabulary use, and modelling sentence construction. Items for development included ensuring effective talk partners in lessons, inclusive questioning in lessons, and senior leaders holding staff to account for standing at the door each end of the school day.

7.4 LB explained that she looked for parity and consistency across the classes when on a learning walk. Staff had been very receptive to the collaborative approach and to the staff training opportunities in a group format. There was a 'no surprises' approach to CPD and observations.

SDP

7.5 The school development plan had been shared on Governor Hub. Key development points had been set out for the academic year, with actions in a RAG rated format to flag what had been addressed well already and what was still to focus on for the summer term.

7.6 At start of year, the school defined what success looked like for each area. Then it RAG rated throughout the year in terms of progress against the success descriptors.

7.7 EM explained the key focus areas in the summer term, to include a refreshed look on behaviour and relationships.

8. Staff and parent governor verbal feedback on Spring term focus area, with Questions

Staff Governor (Kirstie Maricourt): Curriculum and Communication

8.1 KM referred to her report on Governor Hub. She had spoken with a range of subject leads at the school and had been impressed with the depth of their subject knowledge. She had observed a clear progression of curriculum areas throughout the year. Diversity and heritage was focussed on all the way from EYFS to Year 6. Curriculum links were also improving across subject areas.

8.2 Emerging questions included how the pupil voice was shaping the curriculum, how to link subjects taught at school to real life experiences beyond school to best capture pupils' interest, and how to transition most effectively to the next stage of pupil's education both within primary and into secondary school.

8.3 Q: In terms of the meetings with subject leaders, had KM felt that every subject was being well-managed across the school?

Yes, and what was working especially well was that each subject leader was given an afternoon per term to undertake subject specific development and training on top of what was already being provided throughout the term.

8.4 Q: So, EM was now providing ad hoc lesson cover rather than needing to lead on individual subject areas?

Yes, in the main. She was in the process of allocating every subject to a staff lead but it depended on having teachers willing to take on the subject leadership for that area.

8.5 The Committee thanked KM for her report.

9. Review feedback from Trust on Parent Survey Results

9.1 JC referred to the summary document circulated, which showed an overview of the outcomes on a Trust-wide basis. There had been lots of improvement.

9.2 JC noted that 95% of parents across the Trust would recommend their child's school to others, which was an increase from the previous year. Over 90% of parents reported that pupils felt happy and safe, and that behaviour at the school was very good, which was the same or better than the previous year. There had been no trends observed and nothing of concern on any theme to pick out. It was also key to note that no responses had been repeated this year from the previous year. These were really positive outcomes.

9.3 Q: Had LB or EM fed back to parents about these outcomes and the school response?

A: The school had thanked parents for filing out the survey and had responded on what came out of it. However, EM noted that the parents had already heard the outcome and feedback from Ofsted after their recent inspection.

10. Receipt of internal/external* annual safeguarding audit report (*to alternate annually) & review of actions taken

10.1 An external audit had just been carried out by Achieving for Children. The report had not come in yet.

10.2 The main item for action was for the Trust to review its wording on the annual ongoing disclosure form which its staff were asked to fill out. This would be set out in the report's action list. **ACTION – SB/JC**

11. ATH 2024

Agree committee recommendation to trustees as to confidential status of the meeting's documents (excluding the agenda, approved minutes, & approved final version policies, which are for publishing) (Ref: 1.50 – 1.51 ATH 2024)

9.1 The Committee discussed the confidential status of the documents being reviewed at this meeting, to include the internal survey data. It was agreed that other than the agenda, the approved minutes from the previous meeting and any approved final version policies, which would be published on the Trust or school website as appropriate, the remaining documents circulated for this meeting were confidential to the Trust and would not be published.

12. AOB

10.1 KM and EM left the meeting at 13.59

SECTION B: PART 2 – WPA

1. Welcome & Identify AOB or Confidential Items

1.1 HR, MP, and DB attended the meeting at 14.00. Section B, Part 2 was declared quorate.

1.2 No confidential items were declared for the agenda.

2. Declare any conflicts of interest with agenda items and/or updates to the OLT Register of Business and Pecuniary Interests, & declare receipt of hospitality

2.1 There had been no receipt of hospitality.

2.2 There were no conflicts of interest declared with the agenda items. There were also no updates declared to the entries in the OLT Register of Business and Pecuniary Interests.

3. Receive and approve previous QES Committee minutes of 23rd January 2025 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 23rd January 2025 were approved unanimously by the Committee. SB would ask the Chair to sign them and would upload the approved version to the OLT website, as well as upload the record of attendance at this meeting.

3.2 The actions from that meeting were confirmed as completed.

4. Review demographic context and Safeguarding Report

4.1 There was a diverse picture at WPA. There were still many 'non-home-grown' pupils and new joiners with high levels of additional needs. This was an ongoing challenge.

4.2 In terms of SEN, pupils ranged from those with an EHCP to those on the SEN watch list. Within the next few weeks, it was anticipated that several EHCPs would have been approved, providing extra funding.

4.3 DB arrived at 14.09.

4.4 Persistence absence and attendance was discussed. A number of strategies were in place to help improve this, with rewards and check-ins provided to those who had succeeded in improving attendance. The school was engaging with parents and pupils as much as possible to include offering an eight-week parenting course and offering attendance contracts, which was having a positive impact.

4.5 Q: How much of an impact did family term-time holidays have?

A: There were parents who did this. HR had already sent out two letters this term to all parents about why attendance was so important.

4.6 Q: Did the council in Wantage fine parents for pupils' poor attendance?

A: it did, but only if the absence was more than five consecutive days. Some parents worked around that. The school was currently reviewing its approach to time out of school for recognised religious festivals.

4.7 Q: Did the Trust need a tougher stance on this?

A: JC, HR and LB would look at this in more detail.

4.8 A fire drill and lock-down drill had been carried out in April, which went very well.

4.9 Numbers of fixed term exclusions had been very high this year, with more having been imposed since the previous Committee meeting. It involved the same small number of students showing repeated behaviours. HR was working closely with the local authority, who knew that the school needed a strategy for coping with pupils, for whom the school had already made clear it could not meet needs.

4.10 There continued to be a high number of safeguarding concerns and this was increasingly time-consuming work for staff.

4.11 Staff were all complaint with required training and the school would be fully staffed for September 2025. The school was investing heavily in supporting children with complex needs, who were in the wrong provision at WPA. If the school applied fixed term exclusions it was only part of a strategy to support staff and send a clear message to both the child and family, as well as the local authority, that these types of behaviours could not be accepted into the setting.

4.12 Due to the fact of WPA still being a growing school and the number of places still available, the school was getting a disproportionate number of pupils in during the academic year with increasingly complex needs. However, it was positive that the school had made 57 offers for reception for September 2025. The younger the children joined, the more stable the pupils and the environment would be. Pupil numbers needed to be high to obtain the

maximum amount of funding per class. The school's reserves were being utilised at present to provide the bulk of the extra resources for SEN pupils even those on an EHCP, but the reserves would eventually run out.

4.13 HR noted that she keen to employ a tighter model of parental engagement from Early Years upwards.

5. Analyse Spring term progress and attainment data, key cohorts, and progress towards targets

Internal Summer term data dashboard

5.1 Overall, pupils were on track in all year groups.

5.2 In Reception some pupils had been receiving support with PSED and Communication and Language, and those not on track right now would soon be there. There were also a few children in Year 6 receiving tailored interventions, but it was anticipated that all pupils in that year group would be on track this term.

5.3 Q: How was progress in Phonics?

A: Those children needing support were progressing brilliantly with focussed interventions. New joiners were now a key focus area for the provision of support.

5.4 JC explained that pupils in Reception were only awarded a GLD outcome if they met the threshold in all 17 areas. The analysis sheet in the document showed the number and percentage of pupils either on track for GLD or weak in one or more areas.

5.5 Q: Was it right that 36% of pupils were not going to meet the target for writing?

A: These pupils had already moved on since the report date, and were making good progress with interventions.

5.6 Q: Had HR spotted any trends?

A: It was important to look at what number of children the percentage actually related to: if it was just one or two pupils then that did not indicate a trend or pattern, but if it showed that a higher number of pupils in a certain category were under achieving then that might indicated a trend. The different categories included gender, SEND and disadvantage. No patterns or trends were evident here.

5.7 The Committee expressed its thanks to HR and her team for her steady and high-quality provision amidst many challenges, producing high outcomes for the pupils.

6. Verbal update from DCEO (including outcome of informal and support & challenge visits as well as review of progress against SDP)

6.1 LB had put in place a schedule of formal support and challenge visits each term, alternated with informal visits and follow-up between meetings. LB's latest formal visit had been on 13th March 2025, with notes recorded in her report shared with the Committee.

6.2 LB had focussed particularly on chunking of learning and active engagement in lessons, and lesson structure. She had observed lessons in each year group. She had noted the considerable work going into SEN pupils and the support for PPG families and pupils. There had been a lot of progress in the consistency of practice in lessons, including high quality feedback for all pupils. The CPD provision was being heavily targeted to need.

6.3 Next steps included ensuring effective partner talking in lessons, increasing the use of AFL to give more children their voice, developing the school's oracy approach, developing the nurture provision with the SENDCo and SEND team, and welcoming the new SEN teacher due to start in June 2025.

SDP

6.4 Priorities included:

-*The WPA way*: providing pupils with a greater ability to learn in a different way, continuing to use a wide range of resources. This approach was needed due to the number of children joining in later year groups. One size did not fit all. The school was confidently evolving and was making good use of the Mulberry Bush Outreach provision. A new mental health first aider was due to be recruited on a full-time basis for additional support.

-*Staff CPD*: a huge amount of development was taking place across the leadership team.

-*SEND*: the focus was on SEN pupils having the best engagement in lessons and also was about steady progress for these pupils across the curriculum.

6.5 The Committee agreed that this was the most extreme case of complex needs being met alongside mainstream children across the Trust.

6.6 Q: Was there at any point a quota or limit on the number of children with complex needs coming onto the roll, given that this was mainstream school?

A: The school was clear and honest with the local authority if it found that it would not be able to meet a child's needs. The local authority disregarded this time after time, allocating pupils to the wrong provision for them. The school then was having to adapt its teaching methods and incur significant costs to handle a huge variety of complex needs across many age ranges in the same setting, as well as continue to provide a high-quality education for its mainstream children.

7. Staff and parent governor verbal feedback on Spring term focus area, with Questions

Parent Governor (Daniel Barry): Behaviour and Attendance

7.1 DB's report had been shared in the folder before the meeting.

7.2 He summarised the key points to include his findings about the robustness of the schools behaviour policy, the school's proactivity in addressing behaviour, and the challenge of improving attendance to above the national average.

7.3 The biggest emerging question was how the school put its plans on behaviour and attendance in place when it had children of such varying needs. DB had spoken with parents,

who had reported that they thought the school was being proactive in trying to minimise disruptions and improve behaviours, and had said that they recognised the challenges and impact of new pupils coming in mid-way through school years and in later school years.

7.4 The current strategy for the school was to invest in training and support. However, it was hard to make the current level of investment sustainable. The cost of providing the support needed for pupils with such high levels of need, often on a 1-2-1 basis, was significant and in excess of any EHCP funding received. The school's reserves would eventually run out. Every school was facing this same situation or worse.

7.5 The committee thanked DB for his report.

Staff Governor (Meg Palipane): Personal Development

7.6 MP referred to her written report on personal development.

7.7 The school had seen a huge push in this area for children, especially for new joiners. It helped pupils show their strengths separately from the curriculum. MP explained the resources she had looked at and who she had spoken to, including her conversation with HR about the extra-curricular activities on offer and the trajectory of these, including how these linked with the school's values and curriculum.

7.8 MP provided many examples of what was on offer for pupils. All pupils were encouraged to participate and she explained how these activities were communicated to pupils and families, and what subsidies were on offer for those pupils needing financial support.

7.9 In conclusion the school was highly effective in area of personal development, looking at variety, accessibility, and the impact of encouraging pupils to show and develop skills, school values, confidence and enthusiasm.

7.10 Questions going forward included how the school could use these activities to strengthen relationships between year groups, and between the nursery and local care home residents to boost inter-generational relationships. HR confirmed that this idea of vertical relationships would be extended internally, for example introducing playground buddies where older pupils helped and interacted with younger pupils at play times.

7.11 Another was to book in more exciting rewarding activities/trips on Mondays or just back after holidays to incentivise attendance. Clubs held in school time also helped pupils access these additional activities.

7.10 JC thanked MP for her detailed report.

8. Review feedback from Trust on Parent Survey results

8.1 JC referred to the summary document circulated which showed an overview of the outcomes on a Trust-wide basis. There had been lots of improvement.

8.2 JC noted that 95% of parents across the Trust would recommend their child's school to others which was an increase from the previous year. Over 90% of parents reported that pupils felt happy and safe, and that behaviour at the school was very good. There had been no trends observed and nothing of concern on any theme to pick out. It was also key to note that no responses had been repeated this year from the previous year. These were really positive outcomes.

8.3 At WPA the outcome had been very positive despite the high number of pupils with complex needs. WPA had given feedback to parents already. A copy of this letter was shared on screen and summarised for the Committee. In total 93% of WPA parents had responded which was the highest response rate to date.

9. Receipt of internal/external* annual safeguarding audit report (*to alternate annually) & review of actions taken

This had not yet taken place and was due in the summer term. This would be an external audit, but there was only a requirement for an external one every other year, alternating with an internal one using the same form of questions.

10. ATH 2024

Agree committee recommendation to trustees as to confidential status of the meeting's documents (excluding the agenda, approved minutes, & approved final version policies, which are for publishing) (Ref: 1.50 – 1.51 ATH 2024)

9.1 The Committee discussed the confidential status of the documents being reviewed at this meeting, to include the internal survey data. It was agreed that other than the agenda, the approved minutes from the previous meeting and any approved final version policies, which would be published on the Trust or school website as appropriate, the remaining documents circulated for this meeting were confidential to the Trust and would not be published.

The meeting ended at 14.56

Dates of Committee meetings in 2024-2025:

- Tuesday 8th July 2025 with timings confirmed in the calendar invites

Actions from QES Committee Meeting of 29th April 2025

Section A Part 1 – SHPA	Action 1	Minute 1.3	SB to update the Committee Chairs' update form template and upload QES versions for May Board meeting DONE
	Action 2	Minute 3.1	SB to arrange for the approved previous minutes to be signed and to update the website with the required attendance and agenda information for this meeting. DONE

	Action 3	Minute 7.5	SB to encourage governor contact with school staff and/or school visits physically when address termly focus area for QES Meetings DONE
Section A Part 2- DPA	Action 4	Minute 2.2	SB to update Register of Business Interests with DG's updated entry DONE
	Action 5	Minute 7.7	DG to provide her written focus area report to SB for Governor Hub
Section B Part 1- TPA	Action 6	Minute 4.6	EM/LB to review the recommendations/suggestions in Governor RT's focus area report for this meeting
	Action 7	Minute 4.7	JC/LB to review and agree with the Heads a uniform approach across the schools for how to use Parent Governor reports which contain practical suggestions for action.
	Action 8	Minute 10.2	SB/JC review the wording of the staff annual disclosure form once the external safeguarding report (recommendations) had been received IN PROGRESS (Trust-wide action for completion at the time of the annual review of OLT Safer Recruitment Policy in September 2025 after DfE's publication of KCSiED 2025 – move to agenda item for October 2025 Committee meeting)
Section B Part 2 – WPA	N/A		

Excerpt from OLT Governance Handbook:

Voting and Quorum

Every resolution to be passed at a full Board meeting, or any item requiring approval at a meeting of the Operations Committee or of the Quality of Education and Safeguarding Committee, must be determined by a majority of votes of the voting members of the Board or of the committee, who are present (or represented by proxy) at the meeting. This is also the case if only a quorum is present.

The 'quorum' means the minimum number of voting Board or voting Committee members required to be present at the meeting, which in all cases is three. At the Quality of Education and Safeguarding Committee, and in relation to items requiring approval which are specific to a school, the quorum cannot comprise voting governors who are allocated to a different school. If there is an equal number of votes, the chair (or the person acting as chair) - provided that he or she holds voting rights - has a second (or casting) vote.

Where there is a conflict between the interests of any voting Board or committee member and the interests of the Board or Committee, that person will withdraw from the meeting and will not vote. In a situation where the principles of natural justice require a fair hearing and there is any reasonable

doubt as to a person's ability to act impartially, he/she will also withdraw from the meeting and not vote.

Directors should withdraw from any meeting in which they have a direct or indirect pecuniary interest. These matters will be recorded in the minutes.