

Minutes of the OLT Quality of Education & Safeguarding Committee Meeting
Held virtually via Zoom on Thursday 23rd January 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	Present (Section A, Part 1)
5. Dena Gill (DG)	Parent Governor at DPA	17/10/2025	Present (Section A, Part 2)
6. Chris Lamming (CL)	Staff Governor at DPA	31/12/2024	Present (Section A, Part 2)
7. Kirstie Maricourt (KM)	Staff Governor at TPA	12/10/2027	Present (Section B, Part 1))
8. Duncan Millard (DM)	OLT Board Director & OLT Consultant Leadership Coach – Joint Chair	13/05/2028	Present (Section A)
9. Aindri Palipane (AP)	Staff Governor at WPA	14/10/2028	Present (Section B, Part 2)
10. Jenelle Ross-Mc Intyre (JRM)	OLT Board Director – Joint Chair	11/11/2028	Present (Section B)
11. Rupi Thiara (RT)	Parent Governor at TPA	12/10/2027	Present (Section B, Part 1)
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 Part 1 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.

3. Receive and approve previous QES Committee minutes of 15th October 2024 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 15th October 2024 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 data dashboard on the screen. She highlighted key data to include: numbers on roll, pupil numbers in the nursery including the two-year olds' room and the planned additional staff member to meet ratio requirements, the impact of local housing on pupil numbers, the increasing number of pupils with SEN and parental engagement about that, pupil absence figures and persistent absence, safeguarding and CPOMS, and health and safety including the incident list.

4.2 **Q:** Where there any particular types of needs emerging?

A: Mainly speech, language and communication needs.

4.3 **Q:** Was the school welcoming more interest in nursery places or were numbers capped at the moment?

A: This was something the Office and Finance Manager ('OFM') was keeping a close eye on. The position was slightly complicated as the school needed to ensure the correct staff to pupil ratios especially for the two-year olds when they turned three. The nursery had to ensure a 1:5 ratio for two-year-olds, and for three-year olds, a ratio of 1:8 out of classroom and 1:15 inside the classroom. The OFM was currently carrying out a cost scenario exercise to establish where the break-even point was for recruiting a new member of staff. AA would like to set up a four-year-olds' room, similar to the Reception provision. However the school needed to wait for the correct number of pupils to justify the cost. Overall the nursery provision was going very well and it was a positive picture.

4.4 **Q:** Given the scenario at SHPA with three nursery classes in place eventually, would the school reach a point where it committed to giving nursery children priority for Reception places?

A: AA had spoken about that with the council already. It was not a policy which was necessarily liked by people. Some families travelled far for the nursery provision, so if they were offered automatic Reception places, that would take places away from families living closer to the school. Possibly as the school grew, it might be more realistic. At present, SHPA was still one-form entry. It was defiantly something to think about.

4.5 Q: Looking at the numbers, if the school was taking on more pupils into the nursery, did it need to recruit more staff into the Reception classes as they moved on?

A: Although 33 nursery children were identified in the data, these were split over the morning and afternoon sessions. A maximum of 26 children could join for either a morning or an afternoon. Some children had 30-hours childcare provision, so counted as two places. AA was confident the school was under ratio in terms of staffing. The process for Reception place applications was also totally separate, but it was certainly hoped that the families of the nursery children would apply.

4.6 Q: In terms of the incident list, what were the key categories which came up most?

A: Behaviour, and medical issues for one or two children, particularly new joiners where staff were accounting for any allergies or alerting the renewal of medication such as an EpiPen.

4.7 Q: What was the CPOMS system?

A: This was a secure online system where the school kept a record of any safeguarding concerns it might have, from small points like pupils' whose fingernails were not being cut, bigger issues of a child reporting that he or she had been hurt. The data was reviewed by the safeguarding team, comprising AA, KB and colleague Shelley Bennett. They discussed the safeguarding cases every other week, to ensure these were monitored. CPOMS was also used to record behaviour issues and helped to identify pupils with SEN. There had been nothing significant recorded in that respect to date. It might be that a pupil had been upset in the playground or that a child had found it hard to follow instructions in the classroom. It was a helpful monitoring tool, to assess any behaviours which might become a pattern.

4.8 Q: Could that data be used as a performance indicator?

A: The school did look at trends, and if something specific came up it would be addressed. At DPA, with the older year groups, there might be a pattern of pupils having challenges with the use of WhatsApp on mobile phones. In that case, the year group or the particular children in question would be given a talk and the opportunity to discuss the matter with staff. Or there might be repeated incidents in one area of the playground, and the data might help work out what was happening, so that steps could be taken address and limit the risks.

4.9 To date at SHPA there had been no concerning behaviours. The 33 incidents recorded in the data had all been very minor. CPOMS ensured that staff were very vigilant and showed that they noticed the smaller things, which could sometimes form part of a larger picture or trend. It was about the strong culture of safeguarding in the school. It be more worrying if the numbers were very low or zero, which would indicate that staff were not reporting things they had noticed. KB added that every half term, she circulated a safeguarding quiz or update, to help keep latest safeguarding requirements fresh in people's minds.

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

Internal Autumn Data Dashboard

5.1 AA reminded the Committee that the data only went up to Year 1. There had been a target set of 72% for Reception. It was a mixed cohort, with 44% on-track to achieve 'Good Level of

Development (GLD), but many pupils were being brought down by their progress in Personal Social and Emotional Development (PSED). One of the Early Learning Goals was about solving disputes. The children were still little, and staff had to teach them how to do this. AA was not concerned, because the pupils were tracking well overall. Reading, writing and maths were all fairly high. It was the only year group so far which had needed to be assessed for behaviour and how well they got on with one another. In that respect, boys were a continued focus.

5.2 Year 1 pupils were on track to get 88% in phonics. The boys had done especially well in the latest mocks.

5.3 Q: Looking at the 72% target for Reception at GLD, had that been set based on an assessment of the individual pupils who the school expected to achieve that?

A: Yes; the target had been set in December for the pupils currently in the cohort.

5.4 Q: Why did disadvantaged children have a target of 0%?

A: There was only one child in the whole school who was disadvantaged. The pupil was in Reception and they were not on track to achieve GLD, however a lot of support was being provided.

5.5 Q: Did the school expect the pupil to achieve GLD?

A: It was not clear at this point.

5.6 Q: Would it be useful for the Committee to know the target for disadvantaged pupils and the target for boys separate to girls? By breaking the target down, the Committee might see that the target was lower for disadvantaged pupils than for the mainstream group?

A: LB and AA would look at that in their next meeting; which groups were the ones away from target and which were the ones at or exceeding target, potentially highlighting any which were of concern. **ACTION - LB**

5.7 LB noted that this exercise became much harder the bigger the school became. At DPA for example, there were several pupils on the 'just below/cusp' level. So it was a different picture. Perhaps the target breakdown was a good idea for SHPA in the interim. The schools might also be more finessed about the RAG-rating system in the date, to help give a more accurate picture.

5.8 AA confirmed that in writing, although the boys were lower, perhaps due to fine motor control, the pupils were all very much on-track. The Committee agreed that there were great early indicators from the data.

5.9 LB explained more about how the schools tracked phonics progress, including using mock tests as a predictor for the June outcomes. Many pupils were currently already achieving above and beyond the expected phonics standard.

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 provided information about her latest visit to the school on 9th January 2025, however there had been lots of activity both before and after this visit.

6.2 LB had observed routines in EYFS and Year 1, looked at pupils' books, and met with staff after their observations. Staff had been very receptive to LB's feedback.

6.3 Strengths included:

- The two-year-old room in the nursery provision; pupils were really well settled, with excellent routines in place, as well as lovely relationship building. Overall this was a highly appropriate provision.
- Year 1 Maths; LB had picked up on good use of the modelling and 'I do' stages, as well as the oracy approach, and how all of these were used to support the children's thinking without breaking the pace of the lesson. The teaching was very skilful.
- A range of more general items such as: calm and purposeful movement around the school, effective transitions, adaptations for SEN pupils well in place, and consistency in approach from staff.

6.4 Areas for development included:

- Nursery rhymes; which had been looked at during the previous visit to enhance the clear progression of songs and story-telling. LB had found that the sequencing for the two and three-year-olds was well in progress. This would be monitored for the remainder of the year to check for implementation and effective impact.
- In Year 1, taking care not to break the flow of lessons. It was just about small tweaks, such as having work ready on the tables to help with the transition from modelling to the independent work stages, and the provision of more structure if more complex work was requested.
- Pupils' workbooks: LB had talked with staff about protocols, to include what it was that pupils needed to achieve, and what did or did not need to be evidenced in which book. It was about presenting the evidence of pupils' learning in the right way and in the correct book. That was critical for making accurate assessments of progress against the relevant criteria. Everything was being tightened up.
- A range of more general items, including marking and feedback, with staff continuing to improve and observe protocols for children making their own corrections and working out next steps.

6.5 Q: Was the same timetable in place for Nursery, Reception and Year 1 across SHPA and DPA, or was it bespoke at each school?

A: It was not the same to the minute, but the same components were in. It helped with the joint staff meetings to keep the timetable set up in a similar way. Staff PPA was also carefully structured to be at the same time for particular subjects, to allow for staff collaboration across the schools.

6.6 Q: What was LB's overall perception of the quality of education at the school, in headline form?

A: The staff really wanted continuous improvement. LB had no concerns. Rather, it was about small tweaks each time. Everyone had their finger on the pulse. LB and AA had very open discussions and followed lines of enquiry through to resolution. That helped develop strengths such as pupil oracy, and staff receptiveness as well as ability to improve on key

areas. The clear non-negotiables for the school staff were helping with consistency; these only concerned the absolutely key things that needed to be done by staff in the same way each time.

6.7 Q: Was LB pleased with the provision and the quality of teaching?

A: Yes. However the challenge would be to continue this as the school grew and new staff were taken on. The early staff to join the school needed to be the ambassadors.

6.8 Q: What about teacher recruitment for September?

A: A new teacher had already been appointed to start in September 2025. This was one of the existing members of staff at DPA, who had expressed an interest in moving across. The individual was an experienced Year 2 teacher, who was very familiar with the DPA curriculum provision and protocols. She also knew the staff at SHPA already, which meant that it would be a positive start for everyone. As well as this a new Teaching assistant would be sought for the Reception year group.

SDP

6.9 LB had nothing further to add to the SDP than what was already contained within it. There was nothing to raise of any concern.

6.10 The Committee had no questions here.

FFT Software

6.11 The use of this software was not applicable at SHPA, so the discussion would be more relevant as part of the other schools' agenda.

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

Staff Governor (Kyla Butterworth): CPD and Staff Development

7.1 KB referred to the report she had prepared, which was in the folder and had been circulated in advance.

7.2 KB had spoken with AA and had established that there was a very positive picture. Staff were receptive to feedback and support, especially if they had a desire to enhance skills and experience in a particular area or if there was something to improve on following an appraisal meeting. This fed into the priorities within the SDP, such as funding for phonics and training provided by the English Hub, which one of the LSAs had reported as benefitted from recently.

7.3 KB summarised the training course which she and her colleagues were undergoing at present, to include the non-teaching support staff. The CDP provision would evolve as the school did. The provision was very targeted and meetings were only held if they were impactful. That was a helpful culture which had been embedded.

7.4 JC and DM thanked KB for her detailed and helpful report.

7.5 Q: In time, would the staff governor at SHPA be a member of the staff, who was not on the leadership team? The governor role could be a useful professional development experience for lower level staff, and it could be helpful to hear the staff voice as described by a person who was not at a senior level?

A: AA said that whilst she understood that, the content of the meetings was often confidential in terms of discussions about data, outcomes and staff. Given how small the team was at SHPA, everyone was very 'identifiable'. However this was something to think about as the team grew, and certainly there were options during meetings such as stepping out for particular sections.

Parent Governor (Jameer Emamally): Curriculum and Communication

7.6 JE had started but not yet completed his report due to time constraints. He had not yet spoken with AA but had his questions ready. JE had started by looking at the NGA website and its guidance. He had then followed links from the school website's curriculum pages to various curriculum sources which he had found very informative, especially in the areas of science and maths. It had been encouraging to see how transparent the information on the website had been and how easy this was for parents to access.

7.7 JE had also talked with another of the SHPA parents about curriculum, and she had spoken about researching the curriculum offered by different local schools via the school websites. She had noted that SHPA's curriculum offer was slightly different to the other local primary schools but certainly on a par with them.

8. Review feedback from Trust on Diversity and Inclusion & Staff Survey results

8.1 JC confirmed that the staff survey and staff diversity and inclusion survey took place each autumn term. The Trust had carried out an analysis of the results and had fed that back to the Heads of each school via a detailed report. Those reports and the Trust-wide analysis had been brought to the November Board meeting each year. At the QES Committee, just the Trust wide analysis had been provided in the format of the report sent recently to all staff which included the Trust's responses. This approach maintained confidentiality between the schools linked with everyone's access to the Governor Hub document folder.

8.2 Similar patterns had been observed across the schools. There had been lots of positive and constructive feedback as well as similar feedback requesting improvement to that seen year-on-year previously despite the Trust's best efforts, for example in the area of promotion opportunities.

8.3 Committee members were asked if they had questions or suggestions.

8.4 One challenge was how to get more staff to fill out the survey form. It had not seemed fully representative as only 58 staff members had filled it out across the Trust.

8.5 KB suggested that given staff members were so easily identifiable, but that the survey was intended to be anonymous, it might be worth removing the question asking for staff roles. JC said that although the question did not require an answer from staff, this was definitely worth

considering, given that role identifiers were not used to analyse the data. Potentially the question could stay in but refer to broader categories, such as support staff or teaching staff.

ACTION – SB/JC

8.6 AA added that she held a regular staff ‘Wins and Woes meeting and acted on feedback. Staff knew they could report any matters there and be listed to.

9. 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.

10. AOB/Confidential

10.1 JC commented how well DPA had done to retain its outstanding Ofsted rating, which boded well for SHPA at its next inspection. JC would send the Board the confirmation letter from Ofsted which had been received earlier in the term. **ACTION – JC** The news had already gone out to the parents.

10.2 KB and JE left at 10.58.

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 was due to join in a few minutes.

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. 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 15th October 2024 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 15th October 2024 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

Ofsted

4.1 AA was delighted to confirm that the school had maintained its Outstanding rating following the recent (ungraded) Ofsted inspection. AA had made a short video to share with parents, and played this for the Committee who agreed that this was an excellent result and a fantastic way to share this outcome.

4.2 Q: What had AA been most pleased with in terms of the inspection?

A: The staff had done nothing differently throughout the inspection days. The inspector recognised the strength of consistency across the school at all levels.

4.3 LV joined at 11.06.

4.4 AA explained that the inspector had been the one to choose which children to speak to on each day and had asked each one to sum up what they thought was the best thing about school in one word. Each time, the pupil had identified a teacher or something they enjoyed learning about, which the inspector said was wonderful but also very unusual, given that children often tell him they like playtime. He had also picked up on the fact that although staff have high expectations, this was combined with compassion and kindness. AA was very pleased that this had been recognised.

4.5 Ofsted had not set any areas for improvement, commenting that the leadership team were doing what they needed to already. The inspector also confirmed that DPA was one of the best schools he had even been in. He recognised that the school was on a continuous improvement journey and not afraid to make changes when needed, large or small.

4.6 The Committee expressed its thanks and congratulations to the school staff from both governors and Directors, noting how challenging the Ofsted inspection framework was.

Demographics

4.7 The school was full in all year groups, and had an extra pupil in Year 4, by legal direction.

4.8 There had been another intake into the Nursery this term, as it had not been full in September. These children were now in their own cohort and receiving lots of support.

SEND

4.9 The number of pupils on the SEND register was growing, with a total of 87 pupils in it at this point in time. There were a total of 23 pupils on an EHCP, with four waiting for assessment. By Easter, the number was likely to be at 27.

4.10 AA provided an update on a child with SEN whom she had flagged in the previous Committee meeting. The school had been directed to take him on to the roll despite having complex needs, resulting in the school complaining to the DfE. DPA had since received a detailed response confirming that the council had acted unreasonably, requesting that the child's EHCP be reviewed, and requesting that the council reconsult with DPA. The Educational Psychologist had assessed the child, who was not able to be in a classroom with mainstream pupils. There was currently no alternative provision available for him, so DPA would be applying for additional resources and responding to the revised EHCP content once received following a meeting about that on 7th February 2025. The child's parents were still expressing a strong preference for this child to attend DPA.

Persistence Absence

4.11 Persistent absence had come down dramatically. This was all credit to the school's family support worker Alex Wright, who was doing a tremendous job engaging with parents. General absence rates were also well above national. Year 1 and 2 were the biggest areas of concern apart from Nursery.

Safeguarding & Behaviour

4.12 AA referred to the detailed data in her report, which had been colour coded according to type of need. There was one instance of an ongoing bullying matter which the school was working very hard on; it was complex and had external professionals involved. Regular meetings were taking place to manage this.

4.13 One racist incident had been dealt with very carefully and the family had been spoken to.

4.14 AA provided the Committee with a snapshot from CPOMS. More 'tags' had been added as the school grew; these were an area for the leadership team to decide on based on need. Each school was different.

Exclusions and suspensions

4.15 Fixed-term exclusions had only risen slightly and the numbers reflected different children than shown in the previous data. It was positive that children had not been repeating behaviours since the autumn term.

4.16 Q: Had CPOMS revealed any trends?

A: Neglect and physical chastisement of pupils were trends coming out of the data. The school was finding more and more that social services were not pursuing those types of cases, so it was being managed at school level, which was hard. The family support team did a really great job offering families supportive conversations with different staff members

before outlining the consequences of a lack of improvement. If staff believed a child was in danger, then immediate action would be taken beyond having conversations. Many issues arose in the context of parents were reprimanding children for behaviour at home and the school was increasingly trying to support parents with training and guidance.

4.17 Q: Was the theme of chastisement or reprimanding at home linked with cultural factors?

A: Family culture was a big factor, as well as how the parents were parented themselves.

4.18 Q: Was this a new trend or something that had been bubbling for longer?

A: It was trend that was growing quickly. Possibly it revealed the effectiveness of the PSHE curriculum, that children knew much better what behaviour was not acceptable towards them, and therefore disclosed this to staff. That was perhaps a key factor in why the school was seeing more cases recorded. As topics were covered in these lessons at school, staff would typically see a rise in the number of related discloses by pupils. Despite the sadness in hearing if a child was unhappy, it was very positive that pupils felt able to talk and share.

4.19 Q: Had the data brought up any more trends?

A: Not at this point.

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

Internal Autumn term data dashboard

Reception

5.1 Currently 46% were on track to meet target, with boys' attainment lower than girls at this point in the year. Apart from reading, which was lower than expected, the results were looking very positive, especially in maths. Some of the pupils who were already at expected were predicted to make big strides. A close eye was being kept on boys' progress.

Phonics

5.2 Phonics outcomes were strong in Year 1. Some pupils had scored full marks in their practice test. Boys were performing slightly lower, and boys with SEN were a particular focus. At Year 2 the target had been set at 88% target. Some pupils with additional needs were scoring extremely badly and were unlikely to pass, despite receiving the most support the school could reasonably offer. That was due to the complexity of needs, often outlined in the EHCP, for example a child's physical inability to make the required sounds or form words.

Multiplication Tables Check (MTC)

5.3 This was hard to set a target for, as pupils needed to achieve 100% over 25 timed questions in order to pass. DPA had set a target of 5% above national. Currently, 51% of the cohort had already achieved 25, so they it was well above national and above the scores achieved before Christmas.

Year 2

5.4 This cohort had maintained its high achievements since year 1 and that was improving in many respects. A number of new pupils had joined since the start of term.

Year 6

5.5 Year 6 was doing well with reading. Morning booster sessions were being offered to help with SATs preparation and these were being well attended. Writing outcomes had been low after Covid, but these had risen significantly following big changes to the approach to the writing approach within the curriculum. It felt as if the school had unlocked something which was having a huge impact in terms of the strength of pupils at the expected level. The school was now focusing on progress made by its greater depth (GD) pupils.

5.4 Maths was a real strength of the school. Most pupils were exceeding or meeting targets not only in Year 6 but across all years.

5.5 The Committee thanked AA and her staff for an excellent set of data.

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 visited the school on 13th January as part of her annual cycle of formal support sessions. The latest report had been included in the document folder for this meeting, supplementing the additional reports made between this and the previous Committee meeting.

6.2 AA and LB had observed classes and had followed up from points identified at the previous visit. This had included analysing the EYFS data for autumn 2 and checking the accuracy of the criteria, as well as doing book looks to assess the effectiveness of the marking and feedback.

6.3 Nothing new had needed to be introduced following Ofsted; it was a case of continuing to maintain and improve per the SDP priorities. LB had met with DPA staff members to establish what they thought was successful, or not, and why, to ensure they knew what was needed to have impact within the improvement journey.

6.4 Strengths at DPA listed within LB's report included:

- the consistently high expectations of behaviour;
- the calm and purposeful learning environment;
- the children's ability to articulate their learning well, with evidence of sequenced learning;
- the checks made on the implementation and impact of the non-negotiables relating to 'chunking' learning into smaller pieces; and
- the EYFS provision, which was clearly set up and well planned for.

6.5 Areas for development identified included:

- the success of the 'chunking' in line with the teaching handbook; ensuring staff break down the material and use the 'I do, We do, You do' format in lessons;

- leaders modelling how to break down the learning into the most manageable chunks;
- the continuing focus on oracy including modelling and expectations for the pace and length of partner talk in lessons;
- the support and monitoring of two of the teachers (one on a support plan and one an ECT) to ensure they focus on adapting the planning materials to better take ownership of them;
- the focus on marking and feedback; ensure that time is allocated to pupils to follow up promptly on corrections for maximum impact; and
- the need for more clarity on the required content and format of Reception pupils' books.

6.6 The Committee agreed that LB was taking a forensic approach to the support offered. AA's transparency and receptiveness to the feedback was also extremely helpful.

Progress against SDP

6.7 LB confirmed that there was nothing of note or falling short. Everything flagged in LB's report linked with the priorities in the SDP, such as non-negotiables and oracy.

FFT target tracking

6.8 It had been harder to use this in the current year as there had been no progress measure set during Covid. The school was therefore making better use of its Insight software. The FFT software would come in when there was a clear data point to data point scenario, with suitable progress measures in place as set by the government. The school was using what was impactful and effective for now.

6.9 The Committee agreed that it was positive that this item was under review and would be used in the right way. It was acknowledged that Insight was in use at all the schools and was especially helpful for spotting trends. FFT was better for end of year analysis.

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

Parent Governor (Dena Gill): Attendance and Behaviour

Attendance

7.1 DG had visited the school on 17th January 2025 to ask questions on both of her focus areas. On the day of her visit, attendance had been at 96%, which was very positive. Persistent absence had been 4.3%, which was better than national, and of that 4.3% only 1% was of concern and that was being dealt with.

7.2 DG found out that the school was using Arbor and Insight. The type and the quality of the data which AA was able to export was very detailed and enabled the easy identification of concerns or trends. This data was monitored weekly by AA, who met each month with the Family Support Worker to agree on focus areas and action points based on the data assessment. Actions included conversations with parents, parent contracts and family meetings.

7.3 DG had also looked at the penalty notices issued since September for term-time leave of five consecutive days or more. There had been a decline in the number of term-time leave requests, suggesting that the system was working.

7.4 In terms of emerging questions, DG asked whether the school needed to engage more with families who celebrated religious festivals or similar cultural events, to explain the DfE's and school's attendance expectations and to be clearer about what leave was authorised and not in these instances. AA agreed but said that sometimes the families she wanted to speak with were the ones reluctant to attend the meetings.

Behaviour

7.5 DG said that this was always exceptional. She had seen pupils in all contexts to include assemblies, classes, soft starts and more. Staff interactions with pupils were working very effectively based on her observations. The school had recently held a behaviour and communications meeting which she had thought was a great idea.

7.6 CPOMS was being used within the schools. It provided a vast range of data including timelines for all items. Mentoring systems were in place involving leaders being assigned to support pupils with behaviour.

7.7 There had been one bullying incident, impacting many families. DG had seen that this was a complex situation which was being dealt with appropriately, involving the relevant stakeholders. The school was doing everything it could to support the child and the other children involved.

Staff Governor (Lianne Vickers): Curriculum and Communication

7.8 LV summarised the content of CL's report, which would be uploaded to the document folder after the meeting. She would be responsible for the focus area reports now that she had replaced CL as staff governor.

7.9 CL had met with the other Assistant Principal at the school, to ask her about strengths and areas for development and how these were communicated with parents. The outcomes from that discussion were that there was a broad and ambitious curriculum which methodically built pupils' knowledge from the start of school to the end of Year 6. The discussion also included staff subject leaders, SEN pupil access to the mainstream curriculum. CL's report included reference to the recent Ofsted inspection report for the school.

7.10 Emerging questions included whether parents were engaged with what pupils were learning and did they understand how this built and linked each year.

7.11 DG added that as a parent she found that she always received excellent communications from the school to include on curriculum. In her experience, many parents were really interested to hear what their children were learning about and were keen to help them make progress.

8. Review feedback from Trust on Diversity and Inclusion & Staff Survey Results

8.1 JC confirmed that the staff survey and staff diversity and inclusion survey took place each autumn term. The Trust had carried out an analysis of the results and had fed that back to the Heads of each school via a detailed report. Those reports and the Trust-wide analysis had been brought to the November Board meeting. At the QES Committee, just the Trust wide analysis had been provided in the format of the report sent recently to all staff which included the Trust's responses. This approach maintained confidentiality between the schools linked with everyone's access to the Governor Hub document folder.

8.2 Similar patterns had been observed across the schools. There had been lots of positive and constructive feedback, for example relating to staff wellbeing and workload.

8.3 There had been similar feedback to the previous year requesting improvement, despite the Trust's best efforts in those areas, for example in relation to promotion opportunities, SEN support, numbers of teaching assistants, and freedom to innovate. JC explained what was being done in each area and what the national picture looked like, for example in relation to funding, budgets, and the affordability of teaching assistants.

8.4 Committee members were asked if they had questions or suggestions, noting that each school carried out its own gathering of staff feedback and DPA did this in particular via its 'wins and woes' sessions with staff.

8.5 The Committee had no comments or questions at this point.

9. 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.

10. AOB/Confidential

10.1 AA and LV expressed their thanks to JC and LB for their support to staff during the Ofsted inspection. JC expressed her thanks on behalf of the Trust for the school's hard work and fantastic team atmosphere.

10.2 AA, DG, DM, and LV left the meeting at 11.50. JC and LB 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 with JC, JRM, and LB at 13.05 and 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 15th October 2024 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 15th October 2024 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

Ofsted Outcome

4.1 The outcome from the inspection just before Christmas was that TPA had retained its outstanding rating. This had been EM's first Ofsted inspection as a Principal. The 'ungraded' experience was more supportive than she had expected. Staff had found the experience helpful and supportive as well and had given positive feedback afterwards. The inspector had carried out lots of lesson observations and book looks. She had understood the journey the school was on. EM and the staff were so pleased with the supportive and positive Ofsted feedback. Overall it had been an empowering experience.

4.2 RT added that she was very pleased and proud to have her children at the school.

4.3 JC expressed her sincere thanks to EM and the staff at TPA on behalf of the Trust, which was delighted with the outcome and grateful for the hard work from everyone involved. There had been fantastic parent feedback. It had been a challenging experience in the week just before Christmas but everyone had risen to the challenge. The school was going from strength to strength.

4.4 EM expressed her thanks to LB and JC for their support during the week of the inspection.

Context data

4.5 The data had not changed much since the previous meeting. EM spoke about the gender split, new joiners, EAL pupils, and the high SEN needs. In Year 5, 10% of the pupils either had an EHCP or were applying for one.

4.6 Q: How many pupils were going through an application process for an EHCP?

A: In Year 5, the result would be that ten out of sixty pupils would have an EHCP, once the latest applications had gone through. The support being provided by the educational psychologist was helpful and pupils on the waiting list were being seen.

Attendance

4.7 Attendance was high. The pupils had been enjoying a 'Monopoly-themed' attendance challenge in assemblies. Any class achieving 98% or higher attendance was given the opportunity to roll the dice on the game board to get rewards.

Safeguarding & Behaviour

4.8 The next fire-drill would be taking place soon.

4.9 The school's safeguarding policy was up to date.

4.10 There had been no exclusions but for one child this would be the next step he continued not to comply with the behaviour policy.

4.11 One child had reported bullying. Another child had needed to be physically restrained and a risk assessment had taken place to ensure that risks were minimised if he needing restraining again. Practices were in place to de-escalate the situation in a safe place. The child, in Year 5, was undergoing a needs assessment process. He would likely need an EHCP in senior school.

4.12 There was a lot of safeguarding need at present. The safeguarding meeting that morning identified the biggest need as domestic violence. The team was working closely with the local social worker support team.

4.13 Q: Had any issues come to the school's attention via Operation Encompass?

A: No.

4.14 Q: Were children making disclosures?

A: Not necessarily. Recently there had been an instance of a police referral, a case of a bystander observing activity who was also a DSL at another school, and a case of child whom social services was working with, who was being told that it was alright to tell them and the school what was happening.

4.15 Q: Looking at the CPOMS report had any trends been observed?

A: Key areas to flag were reported bullying and friendship issues, and behaviour related logs.

EM explained that currently the areas of bullying and friendship were combined in one category. She planned to separate these out, given that there were far fewer reports of bullying than friendship related issues. It would be more reflective of what was happening.

4.16 Q: Please explain more about the CPOMS system.

A: EM explained how this was used by staff and the extent of the data stored there, namely all records of any incident witnessed by staff, no matter how small. All staff could access the system and all staff were expected to record observations.

4.17 Q: How often did EM look at CPOMS?

A: EM looked at it every day. It showed the historic monitoring of incidents and the current year's monitoring. Each week a 'deep look' took place.

4.18 Q: Was CPOMS useful for identifying things EM had not previously been aware of?

A: It added colour and detail, for example when going to a core group meeting for a child on a CP plan. It was useful when EM was tracking back on behaviour to find out how long something had been observed, how many children had been involved and whether there were any overlaps in the behaviours demonstrated.

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

Internal Autumn term data dashboard

Phonics

5.1 Outcomes had been very good in December. The hard work carried out since the previous year's outcomes had been effective. In Reception, the phonics work flowed well into Year 1 resulting in swift progress.

5.2 The school had also been working with the local authority on this. One of EM's colleagues had visited a beacon school which used the same phonics programme to gain tips on how to make the best use of it. Ofsted had also praised the school's phonics programme,

Multiplication Tables Check

5.3 Lots of work had been done and the data had been shared with parents.

Reception

5.4 The lowest outcomes were in Reception and were also linked to boys with writing. EM and her colleagues had met to ensure that they were focussed on writing in Reception, including the use of books, the indoor and outdoor environment, and making the writing area a place that children want to use.

5.5 The EYFS 'GLD' (good level of development) threshold applied to children who were age 4 and 5 in reception. The 'expected' target of 72% was the proportion for pupils expected to achieve GLD in reading, writing, and a further 15 areas. The 49% in the spreadsheet were the

pupils still working towards their developmental goals, separate from reading, writing and maths. A gender gap tended to be seen here, but rarely persisted.

5.6 Q: How was the term 'disadvantage' classified in this context?

A: Ofsted's definition was the children who had received free school meals at any stage in their school life. That tended to be what the school looked at as well, including the 'looked after children' (LAC) who were in some form of care.

5.7 EM flagged that she had four children in Reception on a tailored curriculum, as they were not yet ready for mainstream learning. Based on the requirements set by the EHCP and the local authority, these pupils were being provided with more nursery level learning, meaning that they were unlikely to achieve the expected standards.

5.8 Q: Looking at Year 6, the 68% and the gap there, who were these pupils?

A: Maths was the area of highest need. Teachers were doing specific work on developing the confidence and knowledge needed for pupils to meet the required standard by May.

5.9 Q: Did the teachers know what these pupils needed?

A: Yes, and the support being offered was very tailored. Mocks would be taking place before the actual SATs exams in May.

5.10 Q: Were teachers and pupils feeling some pressure or were they calm?

A: Very calm in general. The current Year 6 teachers had taught the same children in Year 5, so knew them very well. They were a really strong cohort for reading and writing coming on well. EM wanted this to be about confidence of mastery for the children and not a pressurised situation. For some children this was about becoming familiar with timed questions, and lot of low stakes quizzes and tests were being arranged to help with this.

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

6.1 LB explained the cycle of formal and informal visits made by her to each school throughout the academic year. LB had visited TPA the previous week and had carried out lesson observations, book looks, as well as discussions with EM and the senior leaders.

6.2 Strengths included:

- no complacency after the Ofsted inspection in December 2024, with leaders clear on what needed to be done as part of the school's improvement journey;
- good behaviour in classrooms;
- good and embedded basic routines;
- modelling in lessons and concise marking in the moment,
- orderly behaviour in Year 6,
- A superb improvement in Year 1's English books; and
- An increase in pupils' stamina and keenness to present work well.

6.3 Areas for development included:

- Year 6 maths, for which interventions were in place;
- Embedded protocols for resources;

- The EYFS action plan for targeting focus areas such as writing, and the just below children supported to make expected;
- Two KS2 teachers being supported with behaviour management; and
- CPD training for adaptive teaching.

SDP

6.4 The school was on track with expected progress, for example in the areas of consistency, behaviour in the classroom and beyond, and tracking every child. More detail was in the report.

FFT software

6.5 This was externally sourced software which projected a score in Year 6 based on the pupil's score for their early learning goals at the end of Reception. Sometimes the software predicted a lot higher than the school would, and it had also changed its baseline. Previously it had used the end of KS1 SATs results. It helped the schools stay aspirational and add value each year.

6.6 It had been harder to use the software this academic year because no progress measure had been set during Covid. The school was therefore making better use of its Insight software. The FFT software would come in when there was a clear data point to data point scenario. LB had spoken with EM about small steps of progress being critical for helping as many children to pass as possible.

Q: Were these targets for T&L purposes, or did these get shared with pupils and parents?

A: The software had not been used to set targets, as the school set its own, and based them on many factors. One of these was to account for the baseline of new children joining the year group later than the date of the assessment. The school always shared with parents whether it thought their child was at expected or at greater depth in their progress towards the SATs. Information and practice test results were shared at parent meetings.

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

Parent Governor (Rupi Thiara): Attendance and Behaviour

7.1 RT had reviewed the recommended documents, had met with EM and two of the teachers, had done a learning walk, and had spoken with parents. She had asked lots of questions.

7.2 She summarised her conclusions:

- There had been impressive efforts to support the great attendance and behaviour.
- There was room in the policies to shift more towards promoting positives rather than naming the negatives, and to personalise some of the content, such as in the attendance policy to help with cascading down and implementation.
- Pupils reported enjoying many aspects of school, however spoke safety and containment; requesting more presence in the playground and more feedback from grown-ups when they reported concerns.
- Pupils also had suggestions for zones of regulation check-ins. They said that whilst they knew how to be good and understood the values, they wanted more flexibility to express themselves and engage, with PSHE being a valued opportunity for that.

- Staff talked about the wonderful leadership, but commented that EM did a lot and that others could take on more, especially to help them build confidence in various areas. They wanted to be empowered to manage more challenging situations.
- Teachers reported some gaps in teacher-parent engagement in the context of supporting children to regulate themselves.
- The 'Monopoly' board game was very popular with pupils and was having a real impact on attendance.

7.3 RT summarised her emerging questions, and the Committee thanked her for the detailed report which had captured lots of information and produced helpful insights. JC and LB would follow-up with EM and review this.

Staff Governor (Kirstie Maricourt): Safeguarding

7.4 KM had looked at safeguarding with a focus on staff awareness of CPOMS procedure. She referred to her report in the folder. She summarised the discussions had with staff members, who were all in contact with the pupils.

7.5 Staff reported confidence in reporting on CPOMS. They received weekly and termly safeguarding updates, containing clear guidance. All staff were committed to ensuring that the children were safe. CPOMS was the central database for logging concerns.

7.6 Emerging questions included how to ensure that all staff had access to CPOMS quickly in the moment. Perhaps a regular test for staff to each log-on at a particular point in the day, so the school could check that everyone could do this. Another suggestion was to create a separate e-mail account, monitored by the safeguarding team, for staff to send messages flagging CPOMS issues or safeguarding concerns, so that these were picked up as quickly as possible, without the risk of them getting mixed in with the many other e-mails circulated during a school day.

7.7 Overall, KM was happy with the robustness of safeguarding at the school.

7.8 The Committee thanked KM for her report.

8. Review feedback from Trust on Diversity and Inclusion & Staff Survey Results

8.1 JC confirmed that the staff survey and staff diversity and inclusion survey took place each autumn term. The Trust had carried out an analysis of the results and had fed that back to the Heads of each school via a detailed report. Those reports and the Trust-wide analysis had been brought to the November Board meeting. At the QES Committee, just the Trust wide analysis had been provided in the format of the report sent recently to all staff which included the Trust's responses. This approach maintained confidentiality between the schools linked with everyone's access to the Governor Hub document folder.

8.2 Similar patterns had been observed across the schools. There had been lots of positive and constructive feedback, for example relating to staff wellbeing and workload.

8.3 There had been similar feedback to the previous year requesting improvement, despite the Trust's best efforts in those areas, for example in relation to promotion opportunities, SEN

support, numbers of teaching assistants, and freedom to innovate. JC explained what was being done in each area and what the national picture looked like, for example in relation to funding, budgets, and the affordability of teaching assistants.

8.4 Committee members were asked if they had questions or suggestions, noting that EM listened and acted on the feedback from TPA staff on a regular basis, separately to the Trust-wide process.

8.5 The model of one TA per class was disappearing. Higher needs children often required these TAs to be assigned to supporting them. The Trust use its reserves as best it could to boost school TA numbers as much as possible, using fixed term or agency arrangements, but could not afford permanent appointments. This was the national picture.

8.6 JC flagged that staff role identifiers were likely to be removed or adjusted in future staff surveys to help generate more responses and produce a more representative set of results.

9. 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.

10. AOB/Confidential

10.1 KM, EM, and RT left the meeting at 14.00.

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 2, 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 15th October 2024 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 15th October 2024 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.

SEND

4.2 The school had 43 SEN support pupils and six pupils on an EHCP. That was not reflective of the reality on the ground as more children were showing broader needs. There were four EHCP assessments pending, which were likely to be approved in the following 10-20 weeks. These involved pupils with significant behavioural, social, and emotional needs.

Persistent Absence ('PA')

4.3 PA was linked with the influx of pupils with additional needs. The family support worker, office team, leadership team and individual teachers were working together and with parents to find out what was happening at home. The approach was proving successful but was challenging and took a lot of time.

4.4 Q: Were any pupils on part-time timetables?

A: Some of them were, but even then, some pupils were not attending all of that.

4.5 Q: Did it count as PA if a pupil was on a part-time or reduced timetable?

A: Yes, it did. Four pupils were on long-term reduced timetables, but others had been on short-term arrangements to help with re-integration.

4.6 Q: Was the local authority Education and Welfare Officer ('EWO') involved?

A: Yes, the relevant staff were working very closely with the EWO and with parents to support with challenging behaviours, especially in the mornings before school.

4.7 Q: Were penalty notices in use?

A: These were issued by the school office for absence lasting five consecutive days. However, many parents anticipated that and took their children out for up to four days in a row, repeating that cycle throughout the year. Children going on term-time holidays was not the main issue here. The school carried out half-termly absence checks in case letters needed to be sent to parents to explain the impact of absence. Before parents evening and gets discussed there.

Safeguarding report

4.8 Safeguarding needs had continued to be high. There had been some additions to the report, therefore.

Suspensions and Exclusions

4.9 There had been a total of 14 fixed-term exclusions in respect of six pupils. These had been carried out in conjunction with the local authority. It was not desirable, but it had been helpful for seeking more support for these children.

4.10 One child was currently at an eight-week alternative provision provided via the local authority, and was returning to the school in a week's time.

Social Care & Referrals

4.11 HR outlined the number of pupils who were: in care, had statutory social care involvement, had early help provision or provision pending (TAFs), were on a child protection plan, or had been referred to the multi-agency safeguarding hub ('MASH'). There had been quite heightened behaviour from many pupils recently, linked with family developments and social care or police involvement.

4.12 Q: Had the school observed any trends or key areas for focus from the CPOMS data?

A: Antisocial behaviour in school was often linked with social and emotional needs arising from what was happening at home. Very often staff members would observe distressed behaviour in class on a weekly or daily basis. There had also been concern for some of the Year 6 pupils around internet or cyber issues. Staff were meeting with these children and their parents, as well as providing extra PSHE tuition and online safety work.

4.13 JC acknowledged that the school was incredibly busy and that autumn had been a high-pressure term at WPA. There had been a massive increase in pupils showing complex needs. It took a lot of work to support these children and their families, quite apart from the learning. The Trust had increased staff numbers significantly, but that would take time to have an impact. The school had innovative ways to support its children but this was going over and above what a mainstream primary typically should experience.

4.14 HR emphasised that the senior leaders were working well as a team, but that it could feel overwhelming if one of their pupils with complex needs, needed full support on a given school day. Overall, the children behaved exceptionally. JC explained that the Trust had paid for an additional teacher to run a 'nurture group' for pupils of all ages, who were not thriving in a mainstream environment. This was an enormous challenge, and was being seen in all the schools. A similar nurture group had been set up at TPA, and there were also many pathways at DPA.

4.15 The Trust had reserves and was using them, but the investment needed to be sustainable, as otherwise the reserves would run out at the same time as need were increasing. The Trust's schools were not obliged to provide this level of support and were not funded for this.

4.16 HR confirmed that overall, the school had very positive relationships with the majority of the pupils and their parents, which was really helpful. The children were protected as much as possible from disruption and were having an exceptional experience. All of the pupils deserved a calm and purposeful learning environment.

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

Internal Autumn term data dashboard

5.1 WPA's targets were always ambitious. This included the 90% target for phonics in this academic year. The staff member leading on that had been doing very well.

5.2 The key area of focus was the Year 6 cohort; some were on the cusp and they were being supported to achieve expected by the end of the year. The target for combined achievement for Year 6 was 72%; lower than the school would have liked, however it had a robust narrative. Many of the children were still very new to English.

5.3 Q: Will the children achieve the 72%?

A: They would absolutely be there.

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.

6.2 LB's most recent visit had been in January. There had been a sharp rise in additional need from children having joined after families had moved into social housing in the local area. Three more children were under assessment for an EHCP. There had also been a new teacher join, with expertise in needs-led learning. In addition, there was a nurture group and small group pupil support. This support had been set up with advice from external SEN consultants.

6.3 Strengths included:

- The calm and purposeful environment.
- The consistency in the classroom.
- The seamless and effective provision of phonics by the teachers in Early Years, Year 1 and Year 2.
- Reception pupils' ability to articulate well, using their sound knowledge and sound maps. High quality reception provision.
- The high expectations from senior leaders for teaching and learning to align with the school's non-negotiables.
- The good use of 'I do, We do, You do' in lessons and teachers' responsiveness to pupils' needs.

6.4 Areas for development and next steps included:

- The focus on SEN needs, the alternative provision, and support staff training.
- Gaining input from the external SEN consultant visiting in March as well as the local authority, to help with wider interventions.
- Support for new teachers with pace and modelling in lessons, including monitoring of this into the spring.

6.5 The team had been working incredibly hard with the newer pupils and their families, who had often been through a lot of disruption prior to joining. Gaining trust was a key point.

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

Parent Governor (Daniel Barry): Safeguarding

7.1 DB's report was already in the folder. He had looked at the safeguarding data, the information on the school website and the content of the school policy, and had checked to see that this aligned. The policy information was robust and consistent.

7.2 He had spoken with HR about the processes followed at the school to see if the policy was being implemented in practice, such as safer recruitment processes. HR provided details of these processes and explained how it would be picked up if these were followed.

7.3 HR had also explained how compliance with KCSiE fed into everything the staff did each day and provided live examples to DB.

7.4 DB was confident to say that he had found safeguarding to be embedded, and that school thought carefully about both its pupils and their parents. The school had a number of challenging pupils, but standards were not slipping.

7.5 The committee thanked DB for his report.

Staff Governor (Meg Palipane): Curriculum and Communication

7.6 MP explained what she had focussed on. Information she had reviewed included the progression documents for the core and foundations subjects, the curriculum information on the school website, the curriculum success measures, and the school's Ofsted report showing strengths and areas for development.

7.7 MP had spoken with the EYFS, KS1, and KS2 Leads to ask if they believed the school had a broad and balanced curriculum, if there was full coverage of the national curriculum, and whether pupils received a rich and rounded education including teaching on active citizenship.

7.8 MP had found out that:

- The school does have a broad and balanced curriculum offer all the way through school.
- Pupils developed skills in a well-rounded way.
- There were opportunities to revisit and apply learning via links between core and foundation subjects.
- Reading, writing and maths were all transferable to the other subject areas and to everyday life.
- The school's progression documents were highly informative.
- Teachers used lesson plans effectively to address misconceptions before moving on new learning.

- There was a high degree of enrichment, such as trips and visits, as well as speakers coming in.

7.9 It had been difficult to find any emerging questions however one related to how the school ensured that its academic and vocational curriculum reflected changes in society and built in wider experiences, for example linked with climate change.

7.10 JC thanked MP for her excellent report. Vocational skills at primary level would be a worthwhile focus area. HR added that this had been prompted by seeing a lot of children who were not thriving in a mainstream environment, but who had so many skills and qualities. It was important to help these children access the curriculum in ways that tap into their talents and their abilities, to allow them to shine.

8. Review feedback from Trust on Diversity and Inclusion & Staff Survey results

8.1 JC confirmed that the staff survey and staff diversity and inclusion survey took place each autumn term. The Trust had carried out an analysis of the results and had fed that back to the Heads of each school via a detailed report. Those reports and the Trust-wide analysis had been brought to the November Board meeting. At the QES Committee, just the Trust wide analysis had been provided in the format of the report sent recently to all staff which included the Trust's responses. This approach maintained confidentiality between the schools linked with everyone's access to the Governor Hub document folder.

8.2 Similar patterns had been observed across the schools. There had been lots of positive and constructive feedback, for example relating to staff wellbeing and workload.

8.3 There had been similar feedback to the previous year requesting improvement, despite the Trust's best efforts in those areas, for example in relation to promotion opportunities, SEN support, numbers of teaching assistants, and freedom to innovate. JC explained what was being done in each area and what the national picture looked like, for example in relation to funding, budgets, and the affordability of teaching assistants.

8.4 Committee members were asked if they had questions or suggestions, noting that each school carried out its own gathering of staff feedback throughout the year.

8.5 HR had spoken with staff after Christmas about workload, which was a recurring theme. Some staff wanted more support, but some wanted more freedom. It had to be acknowledged that there was more workload with greater freedom and she had asked staff to make a judgement about what they felt able to cope with. It was often the emotional load which was hard to manage. Staff had spoken about the sense of carrying the children's needs, which was hard to leave behind at the end of the working day. HR was reflecting on how to help alleviate that for staff. On the latest inset day, a brainstorming session had taken place. Some suggestions had been implemented straight away and others would be put in place over the longer-term.

9. 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 14.55

Dates of Committee meetings in 2024-2025:

- Tuesday 29th April 2025
- Tuesday 8th July 2025

Actions from QES Committee Meeting of 23rd January 2025

Section A Part 1 - SHPA	Action 1	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 2	Minute 5.6	LB to consider breaking down the Reception GLD target data to show the targets by disadvantaged pupils and by gender. DONE
	Action 3	Minute 8.5	JC to consider removing or adjusting the role identifier question in the staff survey. DONE (Noted for 25/26 survey issue)
Section A Part 2- DPA	N/A		
Section B Part 1- TPA	N/A		
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.