

**Minutes of the OLT Quality of Education & Safeguarding Committee Meeting**  
**Held virtually via Zoom on Tuesday 15<sup>th</sup> October 2024 for DPA, SHPA & TPA, and on 23<sup>rd</sup> October 2024 for 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 (23/10/2024 from 10.00 to 11.00)**

Invitees	Role	Term of Office Ends	Attendance
<b>QES Committee Members (Voting)</b>			
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. Russ Massey (RM)	OLT Board Director - <b>Joint Chair</b>	08/11/2025	Present (Section B, Part 2)
8. Kirstie Maricourt (KM)	Staff Governor at TPA	12/10/2027	Present (Section B, Part 1))
9. Duncan Millard (DM)	OLT Board Director & OLT Consultant Leadership Coach – <b>Joint Chair</b>	13/05/2028	Present (Section A)
10. Aindri Palipane (AP)	Staff Governor at WPA	14/10/2028	Present (Section B, Part 2)
11. Rupi Thiara (RT)	Parent Governor at TPA	12/10/2027	Present (Section B, Part 1)
<b>OLT Staff (Non-voting)</b>			
Alison Ashcroft (AA)	Executive Principal at DPA & SHPA		Present (Section A)
Leah Basilone (LB)	Principal at WPA		Present (All)
Sarah Bellingham (SB)	OLT Governance & Communications 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 Introductions made for benefit of new SHPA parent governor, Jameer Emamally.

1.2 Part 1 was declared quorate.

1.3 No confidential items were declared for the agenda.

## 2. Appointment of Committee Chair

2.1 Duncan was confirmed as the joint-Chair of the Committee, attending Section A each time.

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

3.1 There had been no receipt of hospitality.

3.2 There were no conflicts of interest declared with the agenda items. Updates to the OLT Register of Business and Pecuniary Interests were that DM requested inclusion of his role as consultant Leadership Coach to the Trust and JE's declaration of a Board membership and employment role. SB would add a record of these into the latest Register version and publish this as needed. **ACTION - SB**

## 4. Receive and approve previous QES Committee minutes of 2<sup>nd</sup> July 2024 and discuss actions not on the agenda elsewhere

4.1 The QES committee minutes of 2<sup>nd</sup> July 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**

4.2 The actions from that meeting were confirmed as completed.

## 5. Updates to OLT Governance Handbook (Governor remit and responsibilities)

5.1 LB presented her power point presentation included in the document folder.

5.2 Staff and parent governor remits and responsibilities were outlined, having been updated in line with NGA guidance. The governor role was strategic; it involved driving the vision of the school and holding the school to account for success in key areas, rather than being a representative of the staff or parent body.

5.3 Six areas of review had been suggested, as best reflecting the core areas of school performance in terms of quality of provision. Suggested questions would be provided to help governors provide challenge and support, together with template reports for completing in advance of QES Committee meetings. It would be important to focus on the triangulation of the data, and to be the school's critical friend with a strategic rather than operational hat on.

5.4 SB would circulate the guidance document to the Committee, which supported the power-point presentation. She would also ask for confirmation of the focus area for governors for each term going forward to ensure everyone was confident about what was needed this academic year. **ACTION – SB**

**5.5** Governors were asked if they had any questions.

**5.6** It was agreed that governors were ultimately accountable for the performance of their school together with the Board Directors (for all of the schools).

**5.7** Another shift in the Handbook was around the format and content of the committee meetings; the first one of the year would be more of an information session, then the focus would be data analysis for the remaining three sessions to review progress and outcomes, including review of the school development plan and the school's teaching and learning plan.

## **6. Review final outcomes for previous academic year and review provision map for the current year**

**6.1** AA shared the SHPA data dashboard on the screen. She highlighted key data to include: numbers on roll, the opening of the two-year olds' room, numbers on the SEND register, EHCPs, pupil absence figures and persistent absence, Reception outcomes at July 2024, safeguarding and staff safeguarding training, website compliance, proposed term dates for 2025-2026, the curriculum offer, and trips and visits planned for the academic year.

**6.2 Q:** Were any pupils in need of an EHCP?

**A:** None of the pupils were currently on an EHCP, however there was a child in nursery which might need one. The situation was being kept under closer review and improvements were being seen, which was good news. Another review would be done before the child went into Reception.

**6.3 Q:** Were more two-year olds coming in?

**A:** The nursery had a waiting list of fifteen 2-year-olds. But that did not necessarily manifest in places accepted. The school was considering putting out an advert soon, once current applicants' free nursery hours codes had been validated. It was also important to assess the affordability of an additional teacher and the setting up of a new room based on predicted numbers.

**6.4 Q:** What did the dashboard show in terms of pupil to staff ratios required?

**A:** Early years was more complicated. Nursery had a ratio of 1:13 three-year olds, and a ratio of 1:5 two-year olds. Reception had a ratio of 1:30. The dashboard also showed pupil demographics, national and local contextual data, and information on finances. It was worth noting that the council provided a guarantee on opening to fund a minimum number of pupil places per year for a three-year period.

**6.5 Q:** Had SHPA received council funding at the outset?

**A:** On top of guaranteed pupil number funding, the school had received a large pre-opening grant. After the first three years, the school would just have its own pupil number funding, at approximately £4k per child. SHPA in fact had four years' of guaranteed pupil number funding due to the council agreeing to extend this for one year due to the delays in the building works on site. Every school needed classes in each year group to be as close to 30 as possible to secure funding and make the budget work.

**6.6 Q:** Was it the job of this Committee to review the finances in detail?

**A:** No, that was the job of the Operations Committee. The OLT Governance Handbook (in the document folder on Governor Hub and on the website) set out the remit and responsibilities of each Committee.

**6.7 Q:** Looking at the school's performance data for Reception, what was national for GLD the previous year?

**A:** That was in the mid 60% area, so the school's outcome of 88% was impressive.

**6.8 Q:** Was there anything the school was particularly pleased with in this data?

**A:** The outcomes for disadvantaged pupils were positive, which was important to see.

**6.9** The Committee expressed its thanks to the school staff for their hard work. It was an excellent start for SHPA, having exceeded targets. Staff were also getting to know the pupils much better.

**6.10 Q:** Had these great results been published?

**A:** Not the formalised percentages, but it would be useful to do that, to share and celebrate the success.

**6.11 Q:** Had the school engaged the council to carry out any external safeguarding reviews?

**A:** Yes, an external audit had taken place in the summer term of 2024, and the report had been included in the Governor Hub folder for the July 2024 Committee meeting. The Trust used to commission an external safeguarding report annually for each school, but the updated schedule was to have the external review every two years, alternating with an internal review in the 'off year'.

**6.12 Q:** Had there been any actions from the review in July?

**A:** There had been no actions for SHPA arising from the audit.

**6.13 Q:** Would it be of value to add an item to the standing agenda for the Committee to review actions arising from and completed following the latest safeguarding review?

**A:** That sounded sensible. SB would add this item in. **ACTION – SB**

**6.14 Q:** Please could a note be added to the data dashboard to confirm the number of CPOMS incidents logged that term by each school, so that the Committee could be reassured that staff were logging concerns, even if there were no higher-level concerns to flag at Committee meetings?

**A:** That would be fine and would be a useful way to demonstrate how many lower-level concerns were raised, as well as the amount of non-teaching-and-learning time and work they took to follow-up on by staff. **ACTION – LB/Principals**

**6.15** It was agreed that it would be valuable to assess trends in the safeguarding cases which arose at each school, in case there was more support which could be provided to pupils, families, and staff. In the context of domestic abuse, it was noted that Operation Encompass notices came through to schools, which helped assess frequency of that type of harm.

**6.16** The Committee received and approved the proposed school term dates including staff inset dates for 2025-2026, which aligned with the council's published term dates, with the exception that one of the terms had been adjusted so that it did not end on a Monday, as set out by the Council.

## **7. Review and approve SDP priorities for 2024-2025 and approve targets for 2024-2025**

**7.1** AA brought up the school's latest SDP document on screen.

**7.2** AA discussed the proposed academic targets for 2024-2025 and explained how these had been set. The target for greater depth outcomes in Reception would not be set until Christmas, once the school had seen how the pupils had settled in and what they were capable of. The targets related to the current pupils on roll, however as more children came on board, these would be reviewed at intervals to ensure they properly reflected the abilities of the cohort.

**7.3** The Committee approved the targets outlined and had no questions on these.

**7.4** AA discussed key points from the core priorities set out in the school's latest SDP. These included a focus on; EYFS, high-quality planning across the school to ensure all pupils received high-quality teaching; and clear non-negotiables for teachers and teaching assistants underpinned by high-quality research.

**7.5 Q:** What was an example of these non-negotiables?

**A:** One might involve how to structure a lesson including; giving explicit instructions, asking specific questions to check on pupil understanding, providing scaffolding for different levels of pupil ability, the use of flexible grouping, and the use of visualisers to help model what pupils were expected to do. Oracy was also key. If a child could 'say it', he or she was more likely to be able to write it down. Pupils were expected to answer in full sentences to questions posed.

**7.6 Q:** Was that expectation in place from Early Years upwards?

**A:** Yes that was.

**7.7** The Committee approved the school's SDP priorities for 2024-2025 and had no further questions.

## **8. Principal's confirmation of accuracy of SEND Information on school website**

**8.1** This was confirmed as accurate on the website.

## **9. Receive Pupil Premium Report (to be published 31<sup>st</sup> December)**

**9.1** There were pupils in receipt of Pupil Premium currently.

## **10. Receive website compliance report from Principal.**

**10.1** This was confirmed as received. It was noted that this had been completed using the suggested template from The Key.

### 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)*

**11.1** 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/Confidential

**12.1** LB had already visited each school this term in an informal capacity as well as to carry out a scheduled support and challenge visit. SHPA had been very receptive. LB's report was in the folder, which included the school's strengths linked with the SDP. The report also detailed the support offered and actions which were either in progress or completed. Overall, it was mainly shifts in small areas.

**12.2** SB would add this in as an item for the standing agenda. **ACTION – SB**

**12.3** KB and JE left at 10.59.

## SECTION A: PART 2 – DPA

### 1. Welcome & Identify AOB or Confidential Items

**1.1** DG and CL joined at 11am and the meeting was declared quorate.

**1.2** No confidential items were declared for the agenda.

### 2. Appointment of Committee Chair

**2.1** The governors approved DM's appointment to join-chair of the Committee, noting he would be attending Section A each time.

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

**3.1** There had been no receipt of hospitality.

**3.2** 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.

**4. Receive and approve previous QES Committee minutes of 2<sup>ND</sup> July 2024 and discuss actions not on the agenda elsewhere**

**4.1** The QES committee minutes of 2<sup>nd</sup> July 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.

**4.2** The actions from that meeting were confirmed as completed.

**5. Updates to OLT Governance Handbook (Governor remit and responsibilities)**

**5.1** LB presented her power point presentation included in the document folder.

**5.2** Staff and parent remit and responsibilities were outlined, which had been updated in line with NGA guidance. The role was strategic and was about driving vision of the school and holding the school to account for success in key areas, rather than being a representative of the staff or parent body. Six areas of review had been decided upon which reflected the core areas of performance for the schools in terms of quality of provision. Suggested questions would be provided to help governors provide challenge and support, together with template reports for completing ready for QES Committee meetings. It would be important to focus on the triangulation of the data, and to be the school's critical friend with a strategic rather than operational hat on.

**5.3** SB would circulate the guidance document to the Committee which supported the power point presentation. She would also confirm the focus area for governors for each term going forward to ensure everyone was confident about what was needed each term.

**5.4** It was agreed that governors were ultimately accountable for the performance of their school together with the Board Directors (for all of the schools).

**5.5** Another shift in the Handbook was around the format and content of the committee meetings; the first one of the year would be more of an information session, then the focus would be data analysis for the remaining three sessions to review progress and outcomes, including a continuous review of the school development plan and its teaching and learning plan.

**5.6** Governors were asked if they had any questions.

**5.7 Q:** Perhaps the staff governor areas this year should leave out behaviour and also safeguarding, since CL was heavily involved with both at the moment?

**A:** That made sense. DG was happy to take those areas and one more, after discussion with CL following the meeting.

**5.8 Q:** Were the governors at the other Trust schools taking this approach as well?

**A:** Yes, they were. The Trust was supporting governors to have a more meaningful role, and to help make the Committee stronger and more impactful as a group. The Trust wanted to empower the governors more, whilst still drawing on their local and 'on-the-ground' perspective, as well as on their staff or parent perspective. The role was a strategic one, rather than representative of a particular group.

## **6. Review final outcomes for previous academic year and review provision map for the current year**

**6.1** AA shared the DPA data dashboard on the screen. She highlighted key data to include: numbers on roll, numbers on the SEND register, EHCP numbers, pupil absence figures and rates of persistent absence, attendance, pupil outcomes at July 2024, safeguarding cases and staff safeguarding training, fixed-term exclusions, staffing, website compliance, proposed term dates for 2025-2026, the curriculum offer including subject leader development, and trips and visits planned for the academic year.

**6.2** The Committee offered its sincere thanks to the staff team at DPA for their hard work and congratulations in achieving these pupil outcomes.

**6.3 Q:** Please could the text at Row 15, under statutory social care involvement, stating 'special guardianship' be taken out from this safeguarding context? This category was not in fact a standalone safeguarding concern.

**A:** JC would review this to see what was required for inclusion in the dashboard. **ACTION – JC** As explained in Part 1 of the meeting, LB would be reviewing with the Principals how best to include data on the number and type of CPOMS entries logged each term, to give governors data on how many lower-level concerns were raised and what themes or trends were emerging, to supplement the information already provided about more serious cases.

**6.4** The term dates for 2025-26 were the same as for SHPA and were in line with the council's dates, with the exception that one of DPA's terms would not be ending on a Monday, in order to boost attendance. Inset dates were also flagged. The Committee was happy to approve these dates.

**6.5 Q:** Did the school hold any non-uniform days?

**A:** Not as many as the school used to, as it was felt that it placed an unfair burden on lower-income families. Some children did not have many clothes choice beyond their uniform or have the money for costumes. The school house competition provided an easy and cheap way to dress up, as pupils in the winning house team that year were allowed to wear something in the colour of their house. There was always the option to wear school uniform and that choice was made very clear each time.

**6.6 Q:** In relation to safeguarding and referrals to MASH, would it be valuable to list the number of MASH enquiries the school had received, for example the phone calls coming in which were not about specific referrals, revealing a lot about the hidden work staff were carrying out?

**A:** MASH typically phoned only in relation to referrals which had been made to it. AA and LB would look at this as part of agreed review of the data dashboard content, to include a review

of trends or themes appearing in the types of harm or risk pupils experienced. **ACTION – AALB**

**6.7 Q:** Given that the cost of coach hire was so prohibitive and was impacting the number and type of trips planned for the pupils, could the school use its minibus for trips, and possibly share the use of one from another local school?

**A:** The minibus only sat 16 pupils, and was mainly used for sports tournaments. It was not realistic to regularly share the use of another school's minibus as that school would have its own requirements for that.

## **7. Review and approve SDP priorities for 2024-2025 and approve academic targets for 2024-2025**

**7.1** AA discussed the whole school's targets, which had been set with LB's input following the previous year's outcomes. The focus was on the challenge of pushing pupils onto greater depth where possible. AA believed there were more GD pupils in the school than the assessment the previous year had shown.

**7.2 Q:** Would it be useful to have the previous year's national outcomes against the school's, to provide the context. Perhaps for Year 6, to help the Committee to see not only if the school achieved its targets but where these sat in line with the national picture?

**A:** This year's targets had been set some way above national. Reading might be meeting national at 72% but staff were hoping to build on that with the Year 6 pupils. AA did a lot of work to track the children. The target would be kept under close review.

**7.3** The school was seeing far fewer children at 'just below'. Pupils were more firmly into 'expected' across all year groups. Where pupils were below, they were often way below based on the complexity of their needs. An example was a child in Year 6, working at below Reception age.

**7.4** The Committee was happy to approve the academic targets presented for DPA.

**7.5** The SDP priorities had been streamlined with SHPA's core priorities:

- SEND pupils
- High quality planning
- GD focus in writing
- Teaching and learning non-negotiables
- Oracy curriculum
- Development of subject leadership

**7.6 Q:** In relation to the CDP offer, how confident were staff feeling about teaching subject specific activities?

**A:** DPA subject leaders were benefitting a lot from the CPD provision and had already visited Sires Hill.

**7.7** AA asked the Committee to note that the school was fully in its Ofsted inspection window this term.

7.8 The Committee approved the school's SDP priorities for 2024 -2025 and had no further questions.

## 8. Principal's confirmation of accuracy of SEND Information on school website

8.1 AA confirmed the accuracy of the SEND information on the school website.

## 9. Receive Pupil Premium Report (to be published 31<sup>st</sup> December)

9.1 This report had been completed. There were fewer pupils now with formal PP status, however many pupils were just above the threshold. The PP numbers were therefore not the true picture of the disadvantage. Potentially the threshold had not been altered to factor in cost of living increases.

9.2 AA was pleased that outcomes for disadvantaged pupils had been very good in Year 6 at the end of the summer and were in line with national. The previous year's phonics check outcomes had been similarly good.

9.3 Q: What had made the difference?

A: Quality first teaching from staff, but also the impact of the school's family support worker and the behaviour support mentor who each provided families and pupils with a huge range of support. It helped to free up SLT time, which meant that the SLT members could provide more support to the teachers in their work.

9.4 Q: Had the PP grant been used to help pay for these roles?

A: Yes, the grant paid for these roles, and was also used to contribute to updated and additional CDP training for staff.

9.5 Q: Were home visits carried out as well as the phone calls and other support?

A: Yes that was correct.

9.6 The Committee agreed that it was very positive to see how the pieces could come together like this.

## 10. Receive website compliance report from Principal.

10.1 The website compliance report had been done and there had been no actions to come out of that.

## 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)*

11.1 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/Confidential**

**12.1** AA asked the Committee to note that DPA's SENDCo Lianne Vickers (LV) had been appointed as the new Vice-Principal at DPA. This would help support AA during the week when she was working at SHPA. A current staff member would be providing SENDCo support for LV as she gradually transitioned out of her SENDCo role, with a view to making a permanent SENDCo appointment in due course.

**12.2** LB shared the key strengths and development areas arising out of her latest visits to the school. Overall the school was in a really strong position. There were plans in place for a follow-up visit aligned with the SDP priorities.

**12.3** The Committee offered its sincere thanks to AA and her whole team for their hard work to date.

**12.4** AA, DG, DM, and CL left the meeting at 11.51. 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** Part 1 was declared quorate.

**1.2** No confidential items were declared for the agenda.

**1.3** JC would act as the interim chair this section of the meeting in RM's absence.

### **2. Appointment of Committee Chair**

**2.1** RM would remain the joint Committee Chair of the meeting (with Director Duncan Millard) until one of the proposed new Board Directors had been formally appointed and been assigned as a Committee member.

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

**3.1** There had been no receipt of hospitality.

**3.2** 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.

**4. Receive and approve previous QES Committee minutes of 2<sup>ND</sup> July 2024 and discuss actions not on the agenda elsewhere**

**4.1** The QES committee minutes of 2<sup>nd</sup> July 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.

**4.2** The actions from that meeting were confirmed as completed.

**5. Updates to OLT Governance Handbook (Governor remit and responsibilities)**

**5.1** LB presented her power point presentation included in the document folder.

**5.2** Staff and parent remit and responsibilities were outlined, which had been updated in line with NGA guidance. The role was strategic and was about driving vision of the school and holding the school to account for success in key areas, rather than being a representative of the staff or parent body. Six areas of review had been decided upon which reflected the core areas of performance for the schools in terms of quality of provision. Suggested questions would be provided to help governors provide challenge and support, together with template reports for completing ready for QES Committee meetings. It would be important to focus on the triangulation of the data, and to be the school's critical friend with a strategic rather than operational hat on.

**5.3** SB would circulate the guidance document to the Committee which supported the power point presentation. She would also confirm the focus area for governors for each term going forward to ensure everyone was confident about what was needed each term.

**5.4** It was agreed that governors were ultimately accountable for the performance of their school together with the Board Directors (for all of the schools).

**5.5** Another shift in the Handbook was around the format and content of the committee meetings; the first one of the year would be more of an information session, then the focus would be data analysis for the remaining three sessions to review progress and outcomes, including a continuous review of the school development plan and its teaching and learning plan.

**5.6** Governors were asked if they had any questions.

**5.7 Q:** How did the approach fit with the work done by governors to date?

**A:** The work already done might sit well within one of the three areas chosen, but it might not be relevant to each area.

**6. Review final outcomes for previous academic year and review provision map for the current year**

**6.1** EM shared her dashboard on screen. She provided contextual data in relation to EHCP numbers, SEND and behaviour regulation, pupil premium and free school meal entitlement, EAL pupils, and new joiners.

**6.2 Q:** Were the four children with the highest SEN needs far from the expected level?

**A:** Yes, they had very severe needs such as pre-verbal levels of communication. They needed an alternative provision to receive appropriate care. To date the council had been unable to find a place for them elsewhere due to a lack of space. For some of these children, the council had already agreed that they were in the wrong provision at TPA. The school was sourcing as much external support as possible, to go some way to meeting these pupils' needs and also to enable the remainder of the school's pupils to access the curriculum properly.

**6.3** On end of year outcomes, EM spoke about disadvantaged pupils coming out of Reception, success stories to include maths outcomes across the school and MTC outcomes, as well as SATs results.

**6.4 Q:** What did the Year 6 cohort look like in terms of sitting SATS this academic year?

**A:** They achieved 63% combined at expected, at the end of the previous academic year. This year the target was 68%. There had been 20 new joiners to the cohort across the previous two years. Some of whom were EAL. It was quite a different cohort than two years earlier.

**6.5** EM spoke about the data on safeguarding and social care involvement, lock down and fire drills, bullying incidences, staffing, complaints, external audits to include safeguarding, website compliance, staff training, SEN report completion, as well as internal and external support for pupils on an EHCP and on the SEN register.

**6.6 Q:** What support was the new assistant head providing for the safeguarding cases?

**A:** She was attending a number of meetings such as for the CIN cases, alongside the both Deputy DSLs, in order to gain knowledge and experience. There were some meetings it was not yet appropriate for her to attend until she had gained more understanding of the area.

**6.7 Q:** Were the term dates in line with the local authority dates for 2025-26?

**A:** Yes they were, and the dates included provision for a sixth inset day as approved by the Trust to account for the longer school days during term times. That materialised as five full inset days and three end of term early or half day closures.

**6.8** The Committee approved the term dates proposed.

**6.9 Q:** What was the reason for the end of term half days?

**A:** There had always been a half day or early closure at the end of term. It was also standard practice at schools across the country. In part, it supported families wishing to travel as soon as term ended. The school had to provide a certain number of teaching sessions per year by law. TPA was typically over this requirement by approximately 20 sessions.

**6.10 Q:** Would it not suit more families for children to have full days in school or be at home for the day?

**A:** The Trust would consult on this, as it had staff to consider as well as pupils and families. LB would provide an update at the next meeting. **ACTION - LB**

**6.11** On the curriculum, EM spoke about phonics, English, White Rose Maths, science, geography, DT, RE, Art, MFL, PSHE, PE and Computing. EM was also reflecting on whether a new music scheme might be worth looking at, to increase its appeal to the pupils.

**6.12** The list of trips and visits included two residentials, and all of the main activities planned, but did not include all of the local walks and visits which took place each year, and also did not include the regular workshops in school, which the children loved. These helped to kickstart or end a topic really well and always linked with the learning journey for that year group.

**7. Review and approve SDP priorities for 2024-2025 and approve academic targets for 2024-2025.**

*Targets for 2024-2025*

**7.1** GD targets for Year 1 would only be set in December, after pupils had had the chance to settle after their transition from the Early Years to the national curriculum. The Early Years GLD target would also be set in December, as was done in the other schools across the Trust.

**7.2** Year 5's writing target was low, due to the low baseline historically, the high number of EHCPs which concerned writing abilities, the high number of boys, and due to the new joiners who were new to English. Staff would be aiming for higher. The school had tweaked its writing provision to make it more exciting for the boys. The work was linked with texts they enjoyed. There was lots of modelling and talking the writing through together.

**7.3** All other targets were realistic.

**7.4** The target was lower than the previous year's for Year 6 maths. That was based on the cohort and was an area of huge focus. The staff had assessed each child, and mock SATs papers had already been done to flag specific areas of weakness.

**7.5** The Committee approved the targets for the 2024-2025 academic year.

**7.6** EM read out her four SDP priorities, to remind the Committee of the school's core focus areas. In summary these were: teaching and learning in core subjects for attaining expected in all areas, with additional training for staff on this to include oracy; the school's DT process; leadership and management including embedding the new SENDCo and supporting staff in new roles; as well as excellence in pupils' behaviour and learning from pupils understanding the 'why'.

**7.7** The Committee approved the school's SDP priorities for 2024-2025.

**8. Principal's confirmation of accuracy of SEND Information on school website**

**8.1** EM confirmed that the SEND information was accurate on the school website.

**9. Receive Pupil Premium Report (to be published 31<sup>st</sup> December)**

**9.1** This had been done, and was ready to publish. It contained a greater focus on writing to match the needs of the Pupil Premium children.

**9.2 Q:** Was there anything which had needed changing from the previous year, due to lack of impact?

**A:** The training for the teaching assistants needed to be more impactful, to ensure children received the highest quality provision.

**9.3 Q:** How was the training organised at the moment?

**A:** Weekly teaching assistant training was in place already, to support pupils with writing skills.

## 10. Receive website compliance report from Principal.

**10.1** Yes, this audit had been done using a high quality template.

## 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)*

**11.1** 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/Confidential

**12.1** LB provided an update on her informal visits to TPA and the more formal support and challenge sessions held with EM at the school. TPA was a more calm and purposeful environment and the staff were better at articulating about areas for development. LB's summary report outlined next steps and areas for development, some of which had already been actioned.

**12.2** All parties left the meeting at 14:04.

## **SECTION B: PART 2 – WPA**

### **1. Welcome & Identify AOB or Confidential Items**

**1.1** Section 2, Part 2 was declared quorate.

**1.2** Introductions were made for the benefit of new staff governor, Meg (Aindri) Palipane, who was a Year 2 class teacher at WPA.

**1.2** No confidential items were declared for the agenda.

### **2. Appointment of Committee Chair**

2.1 RM would continue as the joint chair for the current meeting, noting that a new Board Director would soon be appointed, and would be assigned to the Committee with a view to taking on the role of Joint Chair. This would allow RM to focus on his new role of Chair of the Trust Board.

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

3.1 There had been no receipt of hospitality.

3.2 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, with the exception that DB had started a new job. He would send SB the details for her to add to the register. **ACTION – DB/SB**

**4. Receive and approve previous QES Committee minutes of 2<sup>ND</sup> July 2024 and discuss actions not on the agenda elsewhere**

4.1 The QES committee minutes of 2<sup>nd</sup> July 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.

4.2 The actions from that meeting were confirmed as completed.

**5. Updates to OLT Governance Handbook (Governor remit and responsibilities)**

5.1 LB presented her power point presentation included in the document folder.

5.2 Staff and parent governor remits and responsibilities were outlined, having been updated in line with NGA guidance. The governor role was strategic; it involved driving the vision of the school and holding the school to account for success in key areas, rather than being a representative of the staff or parent body.

5.3 Six areas of review had been suggested, as best reflecting the core areas of school performance in terms of quality of provision. Suggested questions would be provided to help governors provide challenge and support, together with template reports for completing in advance of QES Committee meetings. It would be important to focus on the triangulation of the data, and to be the school's critical friend with a strategic rather than operational hat on.

5.4 SB would circulate the guidance document to the Committee, which supported the power-point presentation. She would also ask for confirmation of the focus area for governors for each term going forward to ensure everyone was confident about what was needed this academic year.

5.5 Governors could choose whether to feedback verbally on in writing at the next meeting. Governors were asked if they had any questions.

**5.6** It was agreed that governors were ultimately accountable for the performance of their school together with the Board Directors (for all of the schools).

**5.7** Another shift in the Handbook was around the format and content of the committee meetings; the first one of the year would be more of an information session, then the focus would be data analysis for the remaining three sessions to review progress and outcomes, including review of the school development plan and the school's teaching and learning plan.

## **6. Review final outcomes for previous academic year and review provision map for the current year**

### *Current context – demographics and SEND*

**6.1** There were 289 pupils on roll. The ethnic minority proportion was in line with national at 4.6%. The proportion with SEND needs was also in line with national at 16.6%. Absence rates were looking positive at 5.1%, below national, and persistent absence was very low, given the impact of the family support worker. .

### *Final outcomes for previous academic year*

**6.2** HR was particularly proud of the EYFS GLD outcomes, given that these had been lower than HR and LB would have liked the previous year. These had come in at 73% which was very close to the target of 75%. Language acquisition strategies had had a big impact on the pupils' speaking and listening abilities as well as on their written outcomes. Pupils had been better able to regulate themselves emotionally as they had been able to use their improved vocabulary.

**6.3** Year 1 and Year 2's phonics scores were pleasing. The Year 1 target had been exceeded, at 91%. For those who did not succeed there was a clear narrative. Year 2 had achieved 95%.

**6.4** LB added that the data table for this academic year was aimed at showing whether pupils from the same cohort had made progress in subsequent year groups. The outcomes should improve year on year, albeit that narrative might be required to account for pupils joining in-year. Currently this data showed the outcomes for age-related expectations and did not include greater depth. Although limited, it did show the 'value-add' over the years which was the ultimate goal for the pupils.

### *Safeguarding*

**6.5** WPA was compliant on its safeguarding training for staff. It had the highest number of children on care plans of the schools in the Trust. The school had increased its capacity for managing these cases, especially with the high level of need in Year 5 currently. The school was implementing lots of strategies, including using more external agency support and making use of the family support worker. Two new staff members were coming in with the skills and experience to specifically help with the more complex needs and safeguarding concerns. It had been a challenging start to the term.

**6.6 Q:** Was there a connection between the level of need and the level of safeguarding issues; both seemed very high?

**A:** Yes; underlying trauma at home linked with heightened dysregulated behaviour at school. More teaching assistant support had been put in place, and WPA had employed a staff member to support core learning in a class with a very high level of need. The school wanted all children to spend as much time as possible in the classroom successfully. The additional measure put in place this half term had required an investment of about £100k.

**6.7** The Committee acknowledged the sharply rising local and national numbers of pupils with complex needs being placed into mainstream schools, the likelihood of not recouping the money invested at WPA from the local authority, and that from a financial perspective, this level of intervention and support would not be affordable in the longer-term without significant additional funding.

#### *Website compliance*

**6.8** This audit had been completed and there were no outstanding actions.

#### *SEND Report*

**6.9** There were 6 EHCPs in place at the school with several applications pending. Contingency funding had also been requested for pupils with social and emotional needs. Pupils with additional needs included one with cerebral palsy and pupils with ADHD.

**6.10 Q:** Did the funding received for the child with cerebral palsy cover the cost of the care required?

**A:** No, not at all. And nor did the funding suffice for those with EHCPs. For the child with cerebral palsy, it covered the cost of some of the resources and equipment, but it did not meet any of the cost of providing the 1-2-1 support required all week, or address the need to have the pupil in a separate space from the other children. It was an extremely challenging case and not fair on the child.

#### *Term dates*

**6.11 Q:** Were these in line with the local authority's dates?

**A:** Yes they were.

**6.12 Q:** Had HR included the Trust-approved sixth inset day?

**A:** Yes, this had been included.

**6.13** JC explained that due to the longer school days in place compared with mainstream schools, a sixth insert day had been approved by the Trust for the schools to give some time back to the staff.

**6.14** The Committee approved the term dates.

#### *Curriculum*

**6.15** For most subject leaders the curriculum was the same and they were growing from strength to strength. There would be slight change to Music this year, and the subject lead

was working really hard with a new scheme. There were some new members of staff in the foundation subjects due to the growth of the school, and they were having a detailed handovers with their predecessor. There was also CPD on offer for the subject leadership in those areas, as well as a staff meeting planned for later in the autumn term to scrutinise books, and provide support.

**6.16 Q:** On the RAG-rated data sheet, was there anything to flag to the Committee?

**A:** Art was an area which needed more focus. The new art lead was very strong and wanted to create more opportunities for pupils to respond creatively to a piece. The strength of delivery of each subject in lessons was strong; it was more about enhancing the leadership overall.

**6.17 Q:** Was the school still prioritising the Ofsted focus of intent, implementation, and impact?

**A:** Yes, that was firmly the basis of the school's action plan. Subject impact reports were produced at the end of the academic year, which were underpinned by the data coming from the learning walks, book looks, and pupil voice. It was all triangulated. The school aimed for high level outcomes as the impact, and that report was share with the Committee in the final meeting of the year.

*Trips and visits*

**6.18** There was a broad and rich offer of personal development opportunities throughout the forthcoming academic year. Many teachers had expressed an interest in adding to the offer, and school based workshops were also in the programme.

## **7. Review and approve SDP priorities for 2024-2025 and approve academic targets for 2024-2025**

*Approval of Academic Targets for 2024-2025*

**7.1** These had been set as high-reaching as ever. The exception was that Year 5's targets were slightly lower to account for the high level of pupil need within the cohort. The focus there would be to scoop up and push forward those pupils working at just below expected. The new experienced Year 5 teacher coming on board was anticipated to be helpful in this respect.

**7.2 Q:** Were there any foreseeable risks to achieving these targets and were there any ways the Board could provide more support?

**A:** The two main risk factors at present were:

1. The high number of new teachers in the school this academic year, who would need time to become embedded in the 'WPA Way'. Lots of support was in place to mitigate against the risk in this area.
2. The impact on the attainment of other pupils from the behavioural dysregulation of those with complex additional needs. Again, lots of strategies were in place to mitigate against this.

**7.3 Q:** This was WPA's first experience of SATs in Year 6. What preparation was in place?

**A:** Two key aspects of the preparation were that targeted interventions were in place for any pupil who had been identified as needing support to meet the SATS threshold. Also, additional work was underway for those just on the cusp of the threshold, such as the provision of extra tutoring.

**7.4 Q:** Was there a level of stress for staff, which might also be felt by the pupils or parents?

**A:** The Year 6 teacher was experienced and confident in what she was doing. She had also been reassuring the pupils that the SATS outcomes were important only for the school and not for the pupils personally. They were supposed to be a measure of the school's performance. All that was expected was that pupils tried their best. Some parents did get concerned and a Year 6 SATS meeting for parents was being planned to help increase knowledge and reduce anxiety.

**7.5** The Committee approved the targets proposed by WPA.

**7.6** AP left the meeting at 10.41

*SDP Priorities for 2024-2025*

**7.7** Core priorities for the forthcoming year included:

- Embedding new teachers in the 'WPA Way'
- Support and development for HR in her new role as WPA Principal, and for her two new phase leads, so that each could meet expectations and support more junior staff.
- Putting in place interventions and adaptive teaching to support and maximise the outcomes of the lowest 20% attainers with SEND.
- Embedding pupils joining in-year and in later years into the 'WPA Way'.

**7.8 Q:** What proportion of WPA's staff were new this year?

**A:** The proportion was very high – about 50%. There were two apprentice teachers in Reception, and new teachers in Year 2, Year 3, Year 4 and Year 5. There were also several new teaching assistants.

**7.9 Q:** What had been the outcome of the work visa challenges posed by incoming new staff members?

**A:** Those had been resolved and the requisite visas were in place for each of the new staff members in Year 2 and Year 4.

**7.10** The Committee had no further questions and the SDP priorities were all approved.

## **8. Principal's confirmation of accuracy of SEND Information on school website**

**8.1** This had been audited and all information was correct on the website.

## **9. Receive Pupil Premium (PP) Report (to be published 31<sup>st</sup> December)**

**9.1 Q:** What was the school doing for its PP children? Had there been any direct impact shown by the previous year's spending or did anything need amending for this year's spending plans?

**A:** Spending of the PP grant this year would be very similar to the previous year with one significant difference. A family support worker had been resourced, to provide support to pupils and families with emotional needs and trauma. It was already having a huge impact, with parents appearing much happier to discuss concerns with the school. A new parent information pack had been put together for families, and a coffee morning was being organised with external professionals attending to talk about the services they offered and create a positive sense of community and support.

#### **10. Receive website compliance report from Principal.**

**10.1** This audit had been completed and there were no outstanding actions.

#### **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)*

**11.1** 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**

**12.1** LB provided an update on her visits to the school this half term. She had made regular informal visits as well as ones offering more formal support and challenge. The summary of LB's findings with actions arising was set out in LB's report, provided in advance of the meeting.

**12.2** Key strengths of the school were its robust Early Years Framework, the evidence of established teachers demonstrating the WPA way, and both the support for and responsiveness shown by new teachers at the school. Areas for development were in the support for higher numbers of pupils with complex and special education needs, continuing support for HR in her new headship role, and support for other new staff members.

**12.3** The Committee had no questions for LB on her report.

**12.4** The Committee offered HR its thanks and gratitude for her resilience and compassion with pupils and staff alike, having faced so many challenges in her first half term in her new role.

**12.5** This part of the meeting ended at 10.53.

#### **Dates of Committee meetings in 2024-2025:**

- Thursday 23<sup>rd</sup> January 2025
- Tuesday 29<sup>th</sup> April 2025
- Tuesday 8<sup>th</sup> July 2025

### Actions from QES Committee Meeting of 23<sup>rd</sup> October 2024

Section A Part 1 - SHPA	Action 1	Minute 3.2	SB to update the Register of Interests with any additional information provided. <b>DONE</b>
	Action 2	Minute 4.1	SB to ask the Chair to sign the approved previous minutes. <b>DONE</b>
	Action 3	Minute 5.4	SB to circulate the new governors' guidance document to all school governors and ask for confirmation of termly focus areas for 2024-2025. <b>DONE</b>
	Action 4	Minutes 6.13 & 12.1	SB to update the Committee standing agenda to add in the review of actions arising from school safeguarding audits and to add in the DCEO's update on findings and action arising from her support and challenge visits to the schools. <b>DONE</b>
	Action 5	Minute 6.14	LB and Principals to review what CPOMS data might be useful to include in the data dashboards <b>DONE</b> added to dashboard and shared with principals
Section A Part 2 - DPA	Action 6	Minute 6.3	JC to review if the category of 'special guardianship' should be kept in the data dashboard under Safeguarding. <b>DONE</b> included under statutory care order section
	Action 7	Minute 6.6	LB and Principals to review whether MASH referrals data should be included in the dashboards in the Safeguarding section. <b>DONE</b> added to dashboard through CPOMs reporting of incidents
Section B Part 1 - TPA	Action 8	Minute 6.10	LB to respond to RT on the question of why half days were in place at the end of each school term. <b>DONE</b> – in line with local authorities and working hours
Section B Part 2 - WPA	Action 9	Minute 3.2	SB to update the Register of Interests with details of DB's new role. <b>DONE</b>

### 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.*