

Minutes of the OLT Quality of Education & Safeguarding Committee Meeting
Held virtually via Zoom on Tuesday 2nd July 2024

- **Part A:** SHPA (10.00 – 11.00)
- **Part B:** DPA (11.00 – 12.00)
Break – 1 hour
- **Part C:** TPA – 1 hour (13.00 – 14.00)
- **Part D:** WPA – 1 hour (14.00 - 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 (Part D)
2. Kyla Butterworth (KB)	Staff Governor at SHPA and Executive Vice-Principal DPA & SHPA	30/06/2028	Present (Part A)
3. Jodie Croft (JC)	OLT CEO and Board Director - Interim Joint Chair Parts A & B	Ex-officio	Present (All)
4. Dena Gill (DG)	Parent Governor at DPA	17/10/2025	Present (Part B)
5. Chris Lamming (CL)	Staff Governor at DPA	31/12/2024	Present (Part B)
6. Russ Massey (RM)	OLT Board Director– Joint Chair – attending Parts C & D	08/11/2025	Present (Parts C-D)
7. Kirstie Maricourt (KM)	Staff Governor at TPA	12/10/2027	Absent (Part C)
8. Duncan Millard (DM)	OLT Board Director & OLT Director of Education	13/05/2028	Present (All)
9. Hannah Robinson (HR)	Staff Governor at WPA	03/01/2027	Present (Part D)
10. Rupi Thiara (RT)	Parent Governor at TPA	12/10/2027	Present (Part C)
<i>1 x Vacancy: SHPA Parent Governor</i>			
OLT Staff (Non-voting)			
Alison Ashcroft (AA)	Executive Principal at DPA & SHPA		Present (Parts A-B)
Leah Basilone (LB)	Principal at WPA		Present (All)
Sarah Bellingham (SB)	OLT Governance & Communications Officer		Present (All)
Erin Moscardini (EM)	Principal at TPA		Present (Part C)

Minutes

A. SHPA

1. Welcome & Identify AOB or Confidential Items

1.1 JC would be acting as interim Chair for Parts A and B of the meeting.

1.2 Part A was declared quorate, noting that KB was also acting in a staff governor capacity.

1.3 No confidential items were declared for the agenda.

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

2.1 There had been no receipt of hospitality.

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

3. Receive and approve previous QES Committee minutes of 23rd April 2024 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 23rd April 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, or were confirmed as on the agenda for this meeting, to include JC providing updates as follows:

- The Board had approved the Trust's provision of fully funded staff school lunches for autumn term 2024. That news would be published in the July 2024 Trust bulletin. Once further returns had been received in late summer from current investments, the Trust and Board would review the affordability of funding lunches in the spring and summer terms. Interest rates were falling steadily, meaning that the situation would be kept under careful review. It cost the Trust in the region of £12-13k per term to offer this benefit to staff.
- If there were any funds remaining after the staff lunch costs had been met, the Trust would continue to offer a CDP fund, to contribute to the cost incurred by staff in broadening or furthering their education. This was not limited to education relating to roles held by staff within the Trust.
- Following discussion with the Operations Committee, it had been agreed that the current framework in the OLT Compassionate Leave Policy which allowed staff to take up to one paid day of leave for emergencies per term, would be continued for the 2023-2024 academic year. This would allow the Trust to assess its impact, before considering if changes were required.
- More support for the DSL at each school was being planned for 2024-2025, which would be overseen by LB in her new role of Deputy CEO.
- JC was currently working with LB on how best to present different progress and attainment targets for mobile and non-mobile pupils for each school year group, at the QES Committee meetings.

4. Receipt external safeguarding audit report (if available)

4.1 The external safeguarding audit had been completed by the team at OCC, and the report was expected by the end of the week. It would be shared in the folder once received.

ACTION – SB

4.2 The auditor had not flagged any concerns. KB's view of next steps aligned with the auditor's view, which included a focus on the local context and embedding e-safety as pupils moved up into the KS1 curriculum.

4.3 The Committee discussed the value of engaging an external auditor to carry out Trust-wide safeguarding audits annually or every two years, for consistency, and to enhance the provision from the local authority.

5. Receipt of OLT Schools Collaboration Report & Questions

5.1 LB gave a verbal update about the matters most recently covered at Principals' Network meetings. Key points were as follows:

- The pass mark parameters for the summer term had been agreed for consistency across all schools in core subject areas. This had also included a sharing of knowledge and standards on spelling, punctuation and grammar (SPAG) especially.
- School music provision had been updated in line with new statutory guidance.
- WPA and DPA had carried out a joint English and writing moderation exercise, resulting in consistency of judgements across the two schools. EYFS moderation would take place early in the autumn term.
- Linked with the following year's SDP and target setting processes, it had been agreed that targets for Reception pupils would only be set in December, and not in September, to allow time for teachers to get to know the children and establish baselines. That target data would therefore be brought to the Committee each January.
- The Principals had agreed a monitoring and support schedule, which had now been published in the Principals' shard drive.

5.2 Q: When had the current Reception class target been set at SHPA? Had KB waited until December?

A: The targets had been set at the start of the autumn term, so the targets would be more accurate if set in December each year going forward.

6. Receipt of Principal's Dashboard & Questions

6.1 KB shared the SHPA context dashboard on screen and presented the key points with AA.

6.2 These included mention of: Key points mentioned in the meeting included: the number of pupils on roll, pupil numbers expected in Nursery and Reception at September 2024, SEN, pupil absence, fire and lockdown drills, safeguarding to include the recent external audit, as well as single central register and website compliance.

6.3 Q: What was the picture like on persistent absence?

A: There was one pupil whose absence was close to becoming persistent. KB had spoken with the family and the situation was improving. The parents lived separately, with the mother living some distance from the school. That had been making it hard for the child to attend on days spent at the mother's home.

7. Analyse summer term progress and attainment data, all cohorts, and evaluate impact of actions

7.1 KB shared the SHPA data dashboard on screen and highlighted key data to include the % of pupils achieving target, EAL pupils numbers, absence data, and pupils with SEN.

7.2 Q: Did KB have any concerns with the progress being made by groups or individuals in EYFS?

A: Only on an individual basis and in respect of writing skills. The teachers were focussing on support with fine motor skills and with self-regulation. KB was confident that the children were where they needed to be, and the ones she had any concerns about had been making huge strides, with progress being made at a greater rate in the summer term. AA added that she had observed lessons recently and had noticed that the pupils' progress since the start of the year had been astonishing. The teachers had worked very hard to give the pupils an excellent year. Outcomes had been carefully moderated to inform targeted next steps. Phonics had also been a key focus since the autumn term.

7.3 Q: Had DM gone in to visit the school?

A: Not this term, but the previous one, however he had a visit planned the following week. A key focus area would be on how best to offer stretch to those pupils who were suitable for it.

7.4 Q: How were pupils progressing in the nursery class?

A: They were doing very well. There were three intakes. Those pupils going into Reception were all looking on track. Some fine motor skills work needed to be done in September, alongside the emotional regulation work, and support with independence. One child was not completely potty trained, but staff had been working hard on this with the pupil and the mother so it was hoped that this challenge would be overcome by September 2024. The pupils who were due to join were mixed in terms of ability and needs. Some were on the weaker side in terms of communication, to include pupils with EAL. There was at least one child who would need to go onto the SEN Register.

7.5 Q: Was the new teacher starting in Reception an ECT?

A: Yes she was, and was showing huge enthusiasm to get started. She had graduated now, and had planned all of the transition sessions for the following week. An induction programme had been set up for her with the involvement and assistance of DPA staff, to include attending at DPA for lesson observations and more.

7.6 Q: Did the nursery have any 2-year-olds yet?

A: Yes, there were five due to start in September, and KB had met all of families. One was a sibling of a current Reception pupil.

7.7 Q: So, the 1:5 teacher to pupil ratio was perfect at this time?

A: Yes, it was exactly right for September.

8. Staff and Parent Governor verbal update on agreed termly area of focus, questions, and agree next term's focus area

8.1 Q: As staff governor for SHPA, did KB have any 'wins or woes' to report from staff?

A: There were continued frustrations with the delayed completion of the physical school site. However, staff were otherwise happy to be at work and appeared enthusiastic and engaged. KB checked in with staff on a regular basis. Each of them was working extended hours, by agreement, which was helpful. There were new members of staff coming across from DPA to work at SHPA, so induction session would be held to familiarise them with the building and H&S points. KB had no concerns here at all.

9. Review progress against SDP

9.1 KB brought up the SDP on screen and reported that everything had been met within it. Next year would see an expansion of many of these items.

9.2 Reference was made to: EYFS and the provision for two-year olds, medium-term plans being near to completion, the continued focus on writing and fine motor skills, the focus on staff CPD to ensure high quality interactions with pupils, the planned roll-out of the oracy curriculum in 2024-2025, safeguarding, planned website and policy updates, the planned improvements to the kitchen and cooking areas, and the ongoing focus on establishing the school as part of the local community.

10. Curriculum Focus: PE, History, and Geography

10.1 KB had supplied a subject impact report for each of the three areas of focus this meeting.

10.2 KB reported that the pupils were active and engaged in the PE curriculum. Nursery took part in 'physical development' which was drawn down from aspects of the KS1 PE curriculum, which would be developed more as the pupils entered older classes. SHPA would follow on from work done at DPA, and would benefit from the shared subject leadership across the two schools.

11. Receipt of Pupil Survey Results & Questions

11.1 KB reported that the pupils appeared happy and were enjoying school. It was acknowledged that the survey outcomes for pupils of such a young age were likely to reflect how they were feeling on the day rather than providing more in-depth feedback.

11.2 KB added that the external safeguarding auditor had spoken to randomly chosen pupils when she had visited the week before, and they had happily chatted to her.

12. Review of impact of sports premium for current academic year and review plans for next academic year

12.1 SHPA was not yet in receipt of a sports premium grant, as that would only come in September.

- 12.2** **Q:** Was there a plan for how to do the PE sessions as the school grew?
A: This would be with a class teacher initially.

13. Investment returns update: staff lunches and CPD funding

- 13.1** This update had been provided earlier in the meeting.

14. ATH 2023

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: 1.45 ATH 2023)

- 14.1** 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.

15. Review proposed Committee meeting dates for 2024-2025

- 15.1** The meeting dates and times for 2024-2025 were noted.
- 15.2** JC offered her sincere thanks on behalf of the Trust for the amazing work being done to establish an amazing school. It was a fantastic environment and the children had settled in so well. That was echoed by AA. So much had been learnt at DPA over the years, meaning that the best ideas and strategies would continue to be helpful at SHPA.
- 15.3** KB left at 10.42.

B. DPA

1. Welcome & Identify AOB or Confidential Items

- 1.1** DG and CL joined at 11.05am.

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 minutes of 23rd April 2024 and matters arising not on agenda

3.1 The QES committee minutes of 23rd April 2024 were approved unanimously by the Committee. The actions from that meeting were confirmed as completed, or were confirmed as on the agenda for this meeting, to include JC providing updates as set out in the minutes above at Part A, minute 3.

3.2 Q: When did JC plan to communicate to staff about the staff lunches and the position on paid emergency leave?

A: That would go into the end of term bulletin.

4. Receipt external safeguarding audit report (if available)

4.1 This report had already been shared earlier in the term and a copy was available to the Committee on Governor Hub.

5. Receipt verbal update on OLT Schools' Collaboration and plans for Deputy CEO role in 2024-2025

5.1 LB provided the update noted above in Part A at minute 5.

5.2 Q: What work was being done this term to map out the new Deputy CEO role?

A: That work was currently being posted on the Principals' shared drive. Any comments were welcomed. LB was hoping for a short meeting with the other Principals before the end of term to include the new interim Principal at WPA, to make sure the plans were clear.

6. Receipt of Principal's Dashboard & Questions

6.1 AA spoke to the key points within her dashboard on pupil numbers and mobility, pupils with SEN and EHCPs, persistent absence, safeguarding, behaviour, suspensions and exclusions, as well as fire drills and lockdown evacuation practice.

6.2 Q: Was the pupil with the off-site direction still on roll at DPA or dual-registered?

A: The pupil now attended an alternative provision two days per week but was not dual-registered.

6.3 Q: Did DPA have to make provision for him on the other days of the week?

A: No, the local authority SEN team were now responsible for him.

6.4 Q: Was he technically on roll at DPA?

A: Yes, technically. DPA still had to confirm his attendance, so it was receiving that data weekly from the other team. AA was hopeful that he would be in a permanent alternative provision as of September.

6.5 Q: Would he be replaced by another pupil coming into the school?

A: No, not for now.

6.6 Q: Did DPA have it in writing from the local authority that it was not required to have the child back at school if the arrangements broke down?

A: Yes, that was correct. The pupil was too dangerous to have in school on account of the behaviours arising from extremely complex needs.

6.7 Q: Linked with the high-level safeguarding case mentioned by AA, where was the pupil and their family living currently?

A: They had been provided with a safe house in Oxford initially, but had now been moved to a new area.

6.8 Q: Could the Trust afford to pay for transport costs for the pupil to and from school, if a taxi ride was needed due to distance and safety concerns?

A: JC confirmed that the Trust would pay for the taxi costs until end of term if needed.

6.9 Q: What would happen once the pupil came off roll at the end of this term?

A: AA did not yet have that information as the matter had only escalated the previous week.

6.10 Q: Were the pupils safe to be at school?

A: Yes, if the transport in and home was secure.

6.11 Q: Did the school still need to recruit a teacher for September?

A: No, the vacancy had since been filled.

7. Analyse summer term progress and attainment data, all cohorts, and evaluate impact of actions

7.1 AA confirmed pupils' outcomes and progress in each year group, as compared to end of year targets and the national picture, in respect of phonics, maths, reading, writing, and combined.

7.2 Q: Had the Reception pupils met target?

A: Yes they had, but the outcomes had been impacted by a number of high-level SEN children in the cohort, who were not yet ready to achieve expected in writing.

7.3 Q: Were the pupils who did not achieve GLD just below?

A: Some of them were far off.

7.4 Q: Why did the data show phonics at 88% for Reception, when you had referred to 85%?

A: A handful of pupils had retaken Year 1, so took the phonics screen again. If those were excluded from the Year 1 data, the outcome was 88%. If included, the outcome was 85%. That was still above target. It was also worth noting that 100% of the pupil premium group had passed.

7.5 Q: At what point were reading skills mixed in lessons?

A: The analogy was the approach used in a PE lesson. First the skills were broken down and taught individually, and then everything came together when playing the match. The three main skills for reading were comprehension, retrieval, and inference. Guided reading sessions and a planned new oracy intervention were key tools in this respect.

7.6 Q: Had there been a more cautious approach to the assessment of GD in writing?

A: Getting all pupils to the expected level had been the main push for the school this year and the school's moderators had been really pleased with DPA's approach. Challenge had nonetheless been provided to those capable of GD. It was important to understand that achieving GD was not a matter of pupils ticking items off a list. It only came when a pupil read extensively and had a more mature understanding of the world. Developing pupils' technical writing skills earlier on though would naturally give all pupils the best opportunity to achieve their potential.

7.7 Q: Would the lower maths outcomes in Year 3 be something focussed on in Year 4?

A: Yes, there would be heavy intervention, with SLT oversight of the Year 4 teachers. The school knew exactly what support was needed and for whom.

7.8 Q: Had a new Year 3 teacher been recruited for September?

A: Yes, a new teacher had already started work at the school and was working in the current Year 2 classrooms to get to know the children.

7.9 Q: What had been the Year 1 writing target?

A: 75%

7.10 Q: What had DM observed at the school in his visits since January?

A: These results confirmed the strength of the leadership in place. The next phase was to reflect on what could be learnt from the writing journey and the improvements seen, to help with school improvement further. The school had seen real impact and that had taken a lot of work. It could only be empowering for the team.

8. Staff and Parent Governor verbal update on agreed termly area of focus

8.1 Parent governor, DG, had visited the school since the previous Committee meeting, with a focus on collaboration. Key observations included:

- Strong collaboration between staff, parents and the wider community;
- High quality parent newsletters, helping families to plan for events well in advance, and to feel connected and involved;
- Positive and helpful use of social media by staff and parents, to include Whats App groups and a school Facebook page;
- Good collaboration with external professionals;
- Good and improving networks with local schools;
- Strong collaboration with other schools in respect of choir and sporting events, as well as secondary school transition.

8.2 Staff governor, CL, had continued his focus on CPD and collaboration. He had prepared detailed written notes which would be uploaded to the Governor Hub folder after the meeting for reference.

8.3 Collaboration between staff was evident in the termly meetings on subject areas, the weekly safeguarding meetings between the pastoral team and the SLT, and in the joint moderation work that went on.

8.4 This year staff had also collaborated with external hubs to enhance resources for subject areas, with local nurseries to enhance links with families needing Reception places, with local senior schools to ensure robust transition arrangements for pupils, and with parents to offer a family links workshop, which had received fantastic feedback.

8.5 In relation to CPD, staff had asked for a more effective system for sharing pockets of good practice, to include increased release time to do this. Staff had also asked whether a Trust-wide supervision resource would be possible, given how useful supervision meetings had been to date.

9. Review progress against SDP

9.1 AA reported that she wanted to make the SDP more personal, so had plans to roll out a more individualised training and observation programme from September. Writing, reading, and maths had been discussed in detail already.

9.2 In relation to SEND, the school had worked hard on its provision of quality first teaching, including scaffolding and adapting. It was becoming more difficult to ensure children received the support they needed, if they needed something completely different to other pupils and there were fewer staff available. The school was still in a good place, with children receiving lots of quality first teaching. However, this would stay on the SDP for the following year. .

10. Curriculum Focus: PE, History and Geography

10.1 It had been agreed to postpone the school's submission of its subject impact reports for this meeting. Only PE had been provided for the folder. The only challenge there was in how to provide all of the activities outlined given constraints on staff recruitment and numbers.

11. Pupil Voice Survey Outcomes

11.1 **Q:** How had AA fed back to the children?

A: AA had not done this yet, but agreed that it was important to let the pupils know that staff had heard what they had said. She would confirm that to pupils before the end of term. It seemed that there was still some confusion by pupils in the meaning of the term 'bullying', which was not the same as falling out with friends or others. Where bullying had been mentioned, that had not triangulated with any specific incidents which the school was aware of.

12. Review impact of sports premium for current academic year and review plans for next academic year

12.1 AA confirmed that her plan for the following year was already on the website.

12.2 To date the money had been used to enhance physical gains at playtime, to provide various sports and skills workshops, to offer lots of inter-school competitions, and to provide a wider range of outdoor activities such as orienteering. Schools were not permitted to use

the grant for the cost of swimming lessons, which were a large expense for the school factoring in the transport required to enable the Year 3 and 4 pupils to travel to the local pool.

13. Investment returns update: staff lunches and CDP funding

13.1 This agenda item had been covered earlier in the meeting.

14. ATH 2023

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: 1.45 ATH 2023)

14.1 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.

15. Review proposed Committee meeting dates for 2024-2025

15.1 The proposed meeting dates were acknowledged.

15.2 JC expressed her thanks to AA and her team for their efforts this year which had allowed the pupils to progress so well. AA had been working across two schools, which showed the capacity of the DPA leadership team.

15.3 Everyone left the meeting at 12.08, with JC, DM, SB, and LB intending to return for Part C of the meeting at 13.00.

C. TPA

1. Welcome & Identify AOB or Confidential Items

1.1 JC, DM, SB, and LB attended at 13.00, together with EM and RT. KM had sent her apologies due to teaching commitments that day.

1.2 The meeting was declared quorate and 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 no updates declared to the entries in the OLT Register of Business and Pecuniary Interests.

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

3.1 The QES committee minutes of 16th January 2024 and the minutes of 23rd April 2024 were approved unanimously by the Committee.

3.2 The actions from that meeting were confirmed as completed or were agenda for this meeting. JC provided updates on completed actions as noted above at Part A, minute 3.

4. Receipt external safeguarding audit report (if available)

4.1 The safeguarding audit had been completed by Achieving for Children, and been extremely thorough. The report was expected the following week. Minor points flagged to EM included more training needed for staff on managing reports of low-level concerns, which EM had already begun to action.

5. Receipt of verbal OLT Schools Collaboration Report & Questions

5.1 LB gave a verbal update, which covered the items recorded above at Part A, minute 5.

6. Receipt of Principal's Dashboard & Questions

6.1 EM highlighted the key points within her dashboard, to include pupil numbers and mobility, pupils with SEN and EHCPs, persistent absence, staffing, safeguarding and child protection, behaviour, fire drills, lockdown evacuation practice, and website compliance.

6.2 Q: On safeguarding, were the s47 matters all isolated cases?

A: Yes; they were standalone cases involving different families and situations. There were just more of them than EM had seen since joining the school. They were also more significant in terms of the level of harm. Staff were working hard to support children and families, and staff were supporting each other as well, given that many cases could be challenging to deal with.

6.3 RM offered his support to the school with safeguarding and child protection cases from his policing perspective.

6.4 The Committee was asked if it had any further questions, but none were raised.

7. Analyse summer term progress and attainment data, all cohorts, and evaluate impact of actions

7.1 EM confirmed pupils' outcomes and progress in each year group, as compared to end of year targets and the national picture, in respect of phonics, maths, reading, writing, and combined.

7.2 Q: Noting that the Early Years data was lower than hoped for, were there any pupils just below expected, which the school might have got over?

A: Three pupils in Early Years were non-verbal, so it would not have been possible to get them to expected. They were below the expected standard in many areas, not just one.

7.3 Q: Was there anything in the EYFS provision which the school would like to change?

A: EM wanted tighter pupil progress meetings in December, to understand better what needed to happen to ensure pupils improved. EM would be working out the details of that with her colleague shortly. EM also wanted more support in place for writing.

7.4 Q: Looking at gender, it seemed that girls were achieving higher combined outcomes?

A: The non-verbal pupils mentioned were all boys, and in terms of writing outcomes, EM had seen that the boys in Hepworth class had not accessed the provision as well as they may have in the other class. That would be targeted. LB added that she had some useful materials which she would send to EM to help in this area.

7.5 Q: Were any Year 1 pupils just below the pass mark for phonics?

A: One child had not slept the night before the test, due to a new baby sibling. He did not pass, despite having passed in his practice sessions. It was very hard for him that day.

7.6 Q: Did EM have any concerns about the quality of phonics delivery?

A: She had had some concerns earlier in the year, but had then put in place additional phonics support. All of the children who did not pass were spread across the classes. A few were simply shock cases.

7.7 Q: Were there any issues within Year 4?

A: That cohort contained several children with higher needs and with EHCPs. There were also boys in the group who did not enjoy writing, meaning that staff were building in more non-fiction-based activities and more exciting scenarios to write about in creative ways. This would help the boys understand the purpose of writing in a variety of contexts.

7.8 Q: Were there any groups which EM was worried about?

A: Year 4 boys and Year 4 writing in general. For that reason, EM had put in place experienced teachers for each Year 5 class for September. Also, phonics needs into Year 2 would be a focus area.

7.9 Q: Was there anything to note in relation to disadvantaged pupils?

A: There were small numbers of pupils in that category. The bigger categories were gender and EAL. JC added that she had seen no trends there and it was more of a mixed picture. LB agreed.

7.10 Q: Roughly what percentage of the school's population was in receipt of pupil premium?

A: 12.4%

7.11 Q: Was that consistent with the other schools?

A: DPA had 13.7%, WPA had 19%, and the national average was 26%.

7.12 JC congratulated EM on a really strong picture and thanked her for all of her and her team's hard work. EM had done well to manage the significant challenges with staff absence patterns throughout the year.

8. Staff and Parent Governor verbal update on agreed termly area of focus, questions, and agree next term's focus area

8.1 Parent governor RT had continued with her visits and pupil voice sessions looking at behaviour and culture. Particular points to mention included the following:

- Children's understanding of the school's values had improved, but there remained confusion about the meaning of 'inspiring' and 'empowering'.
- More work had taken place on defining what positive behaviour looked like, via enhanced communications on achievements and successes, however further work might be needed to clarify that good behaviour was more than the absence of a negative; an emphasis on the 'Do' rather than the 'Don't'.
- Children reported that they were sometimes unsure what had been done about an issue or a matter they had spoken to a teacher about: pupils were understanding that it was good to speak up, but seemed to be missing the feedback that they had been heard and that something would be done about it. It may be that there were additional or better ways for pupils to notify friends or staff in relation to Zones of Regulation.
- Pupils loved their PSHE lessons, especially the chance to talk. Pupils appeared to think that they had to be quiet to be good. That might link with the recent push on improving behaviour in the corridors, and might show a need for effective communication models rather than a requirement for quietness.

8.2 On the last point, if staff were new to the school, it might be valuable to given them support and room for developing emotional resilience, enabling them to give pupils calm feedback and hold restorative conversations. It was important to do work with staff and pupils on when noise and communication were valid and important, and when quiet was important

8.3 JC thanked RT for her thorough and insightful report and explained that she wanted to develop an improved Trust-wide approach to both listening and responding to the pupil voice.

9. Review progress against SDP

9.1 EM explained that she would be keeping some items on for next year, with tweaks. Early Years writing would be added in. A smaller number of targets would be helpful, to ensure that staff really understood what these goals were.

9.2 LB confirmed that she could see how maths had been on a journey of improvement, with many more green areas. EM wanted to share with parents how the school was improving and to celebrate that journey with them.

10. Curriculum Focus: PE, History, and Geography

10.1 EM referred to the subject impact reports shared in the folder.

10.2 EM had written the reports for History and Geography. The Geography curriculum still needed more work and might be included within the SDP. Staff needed more support and training, especially on field work.

10.3 The school now had a history lead teaching with enthusiasm. Pupils appeared to be loving the subject, and were reporting that they especially enjoyed it when the history topic overlapped with their English writing work. Staff were also enjoying the history CPD via the lead.

10.4 In PE, the school had competed in over 40 tournaments during the year and had won a school games gold award for the fourth year in a row. There was a wide range of sporting activities on offer, some via after school clubs. The school was working on everyone in Year 6 representing the school at something. The school was using 'Get Set for PE' to achieve consistency in the curriculum even if the PE teacher was not available for that session. It contained lots of small steps for skills progression. Next steps included making lunchtimes more active for pupils, using both the indoor and outdoor space creatively and having sports coaching and mini tournaments for the upper key stage children.

11. Receipt of Pupil Voice Survey Results & Questions

11.1 **Q:** Had EM responded to pupils on the survey outcomes and comments?

A: Yes, and she saw that pupils were worried about certain things so it was important to reassure them that staff were listening and acting.

11.2 The biggest thing EM had picked up on was the number of children talking about bullying, in part being afraid of bullying rather than having been bullied. In terms of what EM was hearing from pupils, parents, and staff, it seemed that there was a disparity there. High numbers were reporting feeling safe.

11.3 The Committee discussed the value in potentially adding a category of general behavioural incidents to the context dashboard, rather than limiting the data to formal reports of racist or other specific types of behaviour. It was not necessarily an issue that a school showed a number of general incidents, if it was clear that these were being effectively with.

11.4 EM would reflect on how to create more opportunities for safe reporting and on how to provide reassuring feedback to pupils of a 'you said, we did' type. It was also acknowledged by the Committee that pupils needed accurate information about risk in various areas, to inform their assessment of how to feel about that risk.

12. Review impact of sports premium for current academic year and review plans for 2024 - 2025

12.1 The plan had been completed for 2024-2025 and was now just awaiting the swimming data, due shortly.

13. Investment Returns update: staff lunches and CPD funding

13.1 This item had been covered earlier in the meeting.

14. ATH 2023

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: 1.45 ATH 2023)

14.1 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.

15. Review proposed Committee meeting dates for 2024-2025

15.1 The proposed meeting dates for 2024-2025 were acknowledged.

15.2 JC expressed huge thanks to EM, RT and the whole staff team for all of their efforts and impact this year. Everyone had done a fantastic job.

15.3 EM and RT left the meeting at 14.01.

D. WPA

1. Welcome & Identify AOB or Confidential Items

1.1 HR and DB joined the call at 14.02.

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 no updates declared to the entries in the OLT Register of Business and Pecuniary Interests.

3. Receive and approve previous QES Committee minutes of 23rd April 2024 and discuss actions not on the agenda elsewhere

3.1 The minutes of the meeting of 23rd April were approved. The actions from that meeting were confirmed as completed, were on the agenda for this meeting. JC provided updates on completed actions, per the information set out at Part A, minute 3.

4. Receipt external safeguarding audit report (if available)

4.1 The external safeguarding audit had been completed. The report had been received and was in the Governor Hub folder. The auditor had been happy with all of the responses from staff and children. An action for the future was to reflect on how best to evidence and oversee evidence of directors and governors having read the DfE's annually updated statutory guidance on KCSiE.

5. Receipt of verbal OLT Schools Collaboration Report & Questions

5.1 LB gave a verbal update providing the information set out above in Part A at minute 5.

6. Receipt of Principal's Dashboard & Questions

6.1 LB highlighted key data within her context dashboard to include pupil numbers and mobility, pupils with SEN and EHCPs, persistent absence, safeguarding and child protection, behaviour, exclusions, website compliance, as well as fire drills and lockdown evacuation practice.

6.2 Q: Noting that there was one pupil on a child protection plan whose absence met the persistently absent threshold, and whose home was now further away from school: was the normal type of absence management support and work not possible in that case?

A: That was correct, however if it was possible to use the normal absence management system, then that was put in place.

6.3 Q: Which children qualified for free school meals, other than pupil premium children?

A: Two children were classed as service premium, due to families in the military.

7. Analyse summer term progress and attainment data, all cohorts, and evaluate impact of actions

7.1 LB confirmed pupils' outcomes and progress in each year group, as compared to end of year targets and the national picture, in respect of phonics, maths, reading, writing, and combined.

7.2 Q: Noting the exceptional progress reported in respect of Year 4 in writing, was the outcome lower than the previous year and if so, what were the reasons?

A: The previous year the outcome had been 76% achieving expected in writing. That was a cohort of only 23 children. Now there were 30 pupils in total in that year group, with the majority having joined mid-year, often as EAL. Many had been educated abroad, so that they were the equivalent of one school year behind. Pupils were making huge strides and gaps were closing. Of the children who were already at WPA on entering Year 4, all of them had exceeded targets.

7.3 Q: What was LB's view on the Year 5 results?

A: These had been impacted by recent joiners from overseas.

7.4 Q: What was DM's feedback after visits this calendar year?

A: The outputs and the quality of teaching and assessment were excellent. This was robustly evidenced in the books. There was a well-organised teaching and learning philosophy. It was a very successful school. In some classes, pupil premium children were outperforming their

non pupil premium peers, and for others outcomes were close. It showed the extent of the support in place from staff.

8. Staff and Parent Governor verbal update on agreed termly area of focus, questions, and agree next term's focus area

8.1 Parent governor, DB, had focussed on school culture and the 'WPA Way' to include parent voice. He had conducted a parent survey and the results were in a document which had been circulated before the meeting.

8.2 He reported that from the parent voice it was clear that the WPA way shone through. 100% of parents asked reported that their child was safe and happy at school. Comments were made about the worsening behaviour of some children but overall, the feedback was extremely positive.

8.3 Q: Where had the behaviour data come from?

A: DB had included a question from Ofsted for parents on that. The feedback was that the school dealt with behaviour well, however there was a noticeable increase in disruptions in class, which they wanted to flag.

8.4 Q: Had LB noticed this?

A: Children were coming in with increasingly complex behaviours. These behaviours were so different from the exceptional behaviour shown by most of the other children, that it was very noticeable. It was quite a shock for many pupils to see extreme behaviours so different from their normal environment. Staff were receiving lots of training on managing complex behaviour, and were also focussing on supporting the children who behaved well, explaining why this was happening and what staff were doing about it.

8.5 JC expressed her thanks to DB for such a helpful report.

8.6 Staff governor HR had looked at culture, collaboration and CPD this term. She commented on:

- the high-quality teaching model, noting that staff felt positive about their accountability for its implementation and success;
- new staff feeling supported, and able to learn from others;
- the frequent opportunities for staff to share best practice and support one another within and across schools, such as via joint moderations, curriculum work, and sports events;
- staff being encouraged to say what CPD offer they would like to support their learning and development, including access to externally provided courses where useful and more training on behaviour management.

8.7 HR was in transitioning into a new interim role of Principal and was receiving lots of support and training for that.

9. Review progress against SDP

9.1 LB confirmed that the three key areas in this year's SDP would remain for the following year. These were: embedding the WPA for each new member of staff, quality first teaching for SEND supported by appropriate CPD, and a clear curriculum for Early Years to support with the journey to Year 1 and beyond featuring a significant speech and language focus.

9.2 Q: Were there any other focus areas?

A: Transition in and transition out. The school was setting up 'stay and plays' for those coming from no setting or different settings, sometimes with parents to see what interactions looked like. LB spoke to every parent before a child started in Nursery or Reception. Stay and plays with parents also. The first Year 6 would be in place this September, and lots of support was in place for the WPA teacher who had been assigned to this year group.

9.3 Q: Was any external support in place for her?

A: She will stay part of a key external network, and she had been observing other settings. She had excellent subject knowledge.

10. Curriculum Focus: PE, History, and Geography

10.1 The subject impact reports for these subjects had been circulated in advance of the meeting and LB ran through the highlights to include showing photos of the children's successes and enjoyment.

10.2 Q: How many hours a week of PE were children getting?

A: A bare minimum of two hours, but sports coaches came in at lunchtimes to encourage and supervise sport, pupils went on active school trips and residentials, there were regular forest school days across the school, and outdoor activities were organised as much as possible.

10.3 Q: How would subject leadership be organised next year?

A: HR would take on two subjects, with other staff each taking on one.

11. Receipt of Pupil Voice Survey Results & Questions

11.1 On the whole, the outcomes had been very positive. The key points to pick up on for WPA were to help children understand what bullying was (and was not), and how best to feedback to pupils to reassure them that their voices had been heard and that their views would be acted upon.

12. Sports premium

12.1 The report was being finalised and would be on the website by 31st July 2024.

13. Investment returns update: staff school lunches and CPD fund

13.1 JC had already provided an update on this item earlier in the meeting.

14. ATH 2023

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: 1.45 ATH 2023)

14.1 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.

15. Meeting dates

15.1 The meeting dates for 2024-2025 were acknowledged.

15.2 JC and DM agreed that WPA was a shining beacon in the educational landscape in the UK and that the provision was outstanding.

Meeting Closed: 14.40

Dates of Committee meetings in 2024-2025:

- Tuesday 15th October 2024
- Thursday 23rd January 2025
- Tuesday 29th April 2025
- Tuesday 8th July 2025

Actions from QES Committee Meeting of 2nd July 2024

Section A - SHPA	Action 1	Minute 3.1	SB to publish the approved minutes of the previous meeting with attendance data, and organise for these minutes to be signed by the Chair. DONE
	Action 2	Minute 4.1	SB to upload the external safeguarding report for SHPA (and TPA) once received from the Principal DONE

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.