

Minutes of the OLT Quality of Education & Safeguarding Committee Meeting
Held virtually via Zoom on Tuesday 23rd April 2024

- **Part A:** DPA – 45 mins (10.00 - 10.45)
- **Part B:** SHPA – 35 mins (10.45 - 11.20)
Break – 10 minutes
- **Part C:** WPA – 45 mins (11.30 - 12.15)
- **Part D:** TPA – 45 mins (12.15 – 13.00)

| Invitees | Role | Term of Office Ends | Attendance |
|--|--|---------------------|------------------------|
| QES Committee Members (Voting) | | | |
| 1. Daniel Barry (DB) | Parent Governor at WPA | 26/09/2025 | Present (Part C) |
| 2. Jodie Croft (JC) | OLT CEO and Board Director - Interim Joint Chair Parts A & B | Ex-officio | Present (All) |
| 3. Dena Gill (DG) | Parent Governor at DPA | 17/10/2025 | Present (Part A) |
| 4. Chris Lamming (CL) | Staff Governor at DPA | 31/12/2024 | Present (Part A) |
| 5. Russ Massey (RM) | OLT Board Director– Joint Chair – attending Parts C & D | 08/11/2025 | Present (Parts C-D) |
| 6. Kirstie Maricourt (KM) | Staff Governor at TPA | 12/10/2027 | <i>Absent</i> (Part D) |
| 7. Hannah Robinson (HR) | Staff Governor at WPA | 03/01/2027 | Present (Part C) |
| 8. Ada Simpson (AS) | OLT Board Director - attending Parts A & B | 29/03/2026 | Present (Parts A-B) |
| 9. Rupi Thiara (RT) | Parent Governor at TPA | 12/10/2027 | Present (Part D) |
| <i>2 x Vacancies: SHPA Parent Governor, SHPA Staff Governor,</i> | | | |
| OLT Staff (Non-voting) | | | |
| Alison Ashcroft (AA) | Executive Principal at DPA & SHPA | | Present |
| Leah Basilone (LB) | Principal at WPA | | Present |
| Sarah Bellingham (SB) | OLT Governance & Communications Officer | | Present |
| Kyla Butterworth (KB) | Executive Vice Principal for DPA & SHPA | | Present |
| Duncan Millard (DM) | OLT Director of Education | | Present |
| Erin Moscardini (EM) | Principal at TPA | | Present |

Minutes

A. DPA

1. Welcome & Identify AOB or Confidential Items

1.1 Introductions were made and the meeting was declared quorate.

1.2 No confidential items were declared for the agenda.

1.3 As AOB, the parent and staff governors were asked if they gave their permission for their Q&A profile sheet (containing their picture and responses to questions about themselves) on the Trust and school websites, as well as the half-termly bulletin.

1.4 DG and CL confirmed that they gave their permission for this. **ACTION - SB**

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

2.1 There had been no receipt of hospitality.

2.2 There were no conflicts of interest declared with the agenda items. 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 16th January 2024 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 16th January 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 on the agenda for this meeting. JC provided updates on completed actions as follows:

3.3 In relation to the Part A Action 6 (Trust Investment Strategy) JC was still unable to confirm whether staff school lunches would be fully funded by the Trust in 2024-2025. JC needed more information about the interest rates nearer the time to assess the likely return on Trust investments and needed more information about the Trust's cashflow forecast at that time. This academic year the cost to the Trust of funding the school lunches had been approximately £35k, which had been less than anticipated. A similar cost was likely to be affordable the following year, which was great news.

3.4 There was a separate question as to whether these investment returns would also provide enough money to set aside for funded CPD for staff. JC would be able to decide about this in July 2024 alongside the question of funded staff school lunches. JC would bring both items back to the QES meeting on 2nd July 2024. **ACTION - JC**

3.5 **Q: If staff school lunches could not be entirely funded, might there be the option to subsidise them?**

A: Yes there was, however JC was hopeful that the lunches could be fully funded.

3.6 In relation to Part B Action 8 (Speech and Language Therapy), JC explained that she had been able to put in place a speech and language therapist for one day a week at each of DPA and WPA for a one-year trial period. The therapist would be able to work with 10 pupils over the year, with this work supported by external assessments. This was a service over and above what the schools were obliged to offer and had been purchased in response to the needs of the pupils coming in. It was not something that was likely to be affordable in the longer term but was helpful to provide this to pupils whilst possible.

3.7 In relation to Part C, Action 9 (emergency leave for staff), this had now been increased to one day's paid emergency leave per term. The Trust had listened to feedback from staff about their struggle with childcare and with losing pay if children were ill on a working day. The offer was closer to that offered as standard by the local authority, but the Trust would need to keep an eye on affordability.

3.8 CL added that this had been well received by staff at DPA.

3.9 Q: What was the thinking behind the one day per term approach, rather than allowing up to three days' paid emergency leave in total over an academic year?

A: This was in response to the high absence rates across the schools, and was an attempt to strike a balance between offering staff flexibility and pay when dealing in with genuine emergencies in work hours, but also seeking to minimise staff taking several days in a row off work which was more likely to place a burden on colleagues and result in cost to the schools to provide cover for classes. JC would speak with Bethan about this further in case the flexibility could be managed in another way, such as by reference to those on an absence management plan. **ACTION - JC**

4. Receipt external safeguarding audit report (if available)

4.1 This was not yet available as the audit was only due to take place later in the summer term. The report would be brought to the next meeting. There was already safeguarding information on the data dashboard to discuss later in the meeting. **ACTION – AA/SB**

5. Receipt of OLT Schools Collaboration Report & Questions

5.1 LB gave a verbal update about the Principals' Network and agreed priorities for the summer term. This include mention of:

- The Network's meeting the previous day;
- LB's recent visit to EM at TPA;
- The system of pre-agreed agendas for the Network meetings allowing contributions to be fed in beforehand;
- The previous term's focus areas of: SDP progress, writing and success in pupil writing journeys to include identification of gaps and strategies for closing these, SEN enhancements, and recruitment and staffing.
- Pre-Ofsted support offered to TPA in the form of subject leader mock deep dives, data dashboard reviews looking at trends and next steps, and a focus on EYFS lead roles.

5.2 Q: Would the Principals' Network be brought within LB's new Deputy CEO role starting in September, and would the format stay the same? Might any re-think be needed?

A: LB wanted to continue with this alongside the Principals. She had plans for the following year, and more details would be brought to the July QES meeting about how this would be shaped. **ACTION – LB/SB**

5.3 Q: How did the Principals bring in the other SLT members into the Network discussions?

A: SLT members were not members of the Network meetings, but separate meetings were now regularly being organised for leads across the schools to meet and discuss specific matters. For example, the EYFS leads met in May. It was something to do more of looking ahead to the following year. The school SENDCo's were also now meeting together now,

and recently attended a conference together with other school SENDCos in the local network.

5.4 AA agreed that whilst opportunities for SLT and staff collaboration at many levels were very important, it was equally important for the Principals to have a forum just for themselves, given how specific the role was, so that certain issues could be spoken about openly without other leadership team staff present.

6. Receipt of Principal's Dashboard & Questions

6.1 AA shared the DPA context dashboard on screen.

6.2 Key points mentioned in the meeting included: the number of pupils on roll (over 455 pupils) and new joiners since January, first choice application numbers for September resulting in the school being oversubscribed, the reasons why certain classes might contain more than 30 pupils, pupils with SEND needs, pupils with an EHCP (19), the number of EHCP's being applied for currently, as well as falling persistent absence and overall pupil absence rates which were much better than the national picture, and safeguarding cases to include pupils on a CP (Child Protection) plan and referrals about siblings of current pupils in respect of radicalisation concerns.

6.3 Q: Did the child AA had mentioned as having recently joined and who was the 31st child of their class, need an EHCP in place?

A: That child already had one, but the provision was not sufficient in terms of the actual cost incurred by the school. The child needed support all the time.

6.4 Q: Why had the child been allocated to DPA if the year group in question was already full?

A: The school had been told that this was due to parental choice, after the family had come in out of county and lived close by.

6.5 Q: Was there anything more the school could do about this situation? For example, if the child's needs were greater than the school had been led to believe, could an emergency annual review take place, and would this have an impact?

A: Staff needed to have a period of time getting to know the child more. It was not the case that the school could not meet any of his needs, but it was a complex picture around staffing and the needs of the other pupils. There were now four pupils in the same year group as this pupil with an EHCP, which was high. It was not affordable to have one adult assistant full time for each pupil, so the support had to be shared.

6.6 The school's Behaviour Support Worker (BSW) was a fantastic support in this context, and was helping to avoid the crisis points staff had seen in the past with pupils behaviour. Staff were also better trained providing more scope for de-escalation. The school had been told that there was nothing it could do in response to the formal direction to place this child on the roll, and that only left the possibility of an appeal directly to the Secretary of State which would have been required prior to the pupil joining.

6.7 Q: What examples were there of things noticed by staff suggesting that a pupil might meet the CP threshold, which social services had pushed back on?

A: These were obvious signs of neglect, such as smell or regular complaints of being hungry and no food at home. There were also cases where the school was aware of cramped and inappropriate living conditions, or was aware of the threat of domestic violence at the home. Staff persisted in making the referrals it thought were necessary even if these were not accepted.

6.8 Q: Was it correct that the school had received an EHCP in respect of a pupil which had no funding attached?

A: That was correct, although the school had since received the funding prior to the tribunal hearing taking place. That concerned a child requiring support with complex needs.

6.9 Q: Was it worth writing to the department managers with staff concerns about pupils, if referrals were being pushed back on?

A: AA was already doing that however referrals to MASH (the council's multi-agency safeguarding hub) were frequently pushed back with a request to go to Early help, now called Family Help. When Family Help are referred to, often there is insufficient help available plus the Family Help worker does not have the training or the knowledge of a social worker. A further MASH referral might be made and then there is a further referral back to Family Help. The process was extremely difficult to navigate.

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

7.1 AA shared the DPA data dashboard on screen.

7.2 She talked through the progress being made by pupils in every year group, in respect of Reading, Writing, Maths, and Combined attainment, against the targets set for the end of the summer term, to include explanations of interventions and support being provided to help achieve these targets by the year end.

7.3 Q: What was CL's view of the reading outcomes at this point?

A: NFER had been a good leveller for pupils. The school was beating the national standard for each area, which was positive.

7.4 Q: Looking at the writing outcomes, were the ones just below expected in Year 3 likely to get there?

A: Yes they were. However, it was important to note that there had been a lot of change within Year 3 to date in terms of new pupils joining. Some Greater Depth (GD) level pupils had left and those joining had not been at that level. Therefore, the cohort was a different one from the start of the academic year.

7.5 Q: Where had these Year 3 GD pupils gone?

A: The families had either moved county, to be in the catchment for a grammar school, or had moved overseas. There were no instances of a local change of school. Several Year 6 pupils were expected to up to 'expected' as well. There was a small group just below, but the teachers were provided targeted support. Once the SATs had been done, these pupils would also receive extra support to help achieve writing targets.

7.6 Q: Looking at the Year 1 writing outcomes, there had been a huge shift at DPA, but if the school looked at this number form to number form, what had been put in place to support pupils and bring the numbers up?

A: The complete overhaul in writing at Reception level would pay off in Year 1 the following academic year. The GLD requirement in Reception for writing a sentence was much lower than it was for Year 1, and teachers were harsh with their marking. In terms of transition, Reception pupils would now be asked to do a Year 1 level moderated piece of writing at the end of Reception to see where they were. Also, across DPA and SHPA, summer 2 for Reception pupils would now be what autumn 1 currently was for Year 1, to ensure that in Year 1 more repetition took place. The school would also be building up an oracy scheme, to see where staff could help layer in the skills more explicitly. In addition, with Read Write Inc, there had been better movement from Reception to Year 1 this year compared to the previous one.

7.7 Q: How were Year 6 doing? Were they set to achieve the Combined target?

A: This was a good cohort. They were a positive group, who did not seem nervous about their SATs.

7.8 Q: Were 67% at the Combined target now?

A: Yes, and this was already ahead of national. It was the writing group which would make the difference.

7.9 Q: Was any specific support being provided to Year 6?

A: The current focus was on the SPAG and Maths SATs papers as they came first, to be followed by a focus on specific writing skills. This had worked very successfully the previous year, involving bespoke plans for each child. The school had also used the services of an external moderator to help teachers understand what more could be done.

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

Dena Gill – DPA Parent Governor – Focus on provision for SEND and vulnerable pupils

8.1 DG had met recently with Leanne Vickers (LV), the DPA DSL during a visit to the school.

8.2 Matters discussed included:

- The high number of pupils at DPA with SEN, to include those with school-based support and those with a formal EHCP;
- The challenges posed by insufficient funding received from the local authority for the school to meet a range of pupil needs;
- The challenge of ensuring that SEND pupils without an EHCP obtained sufficient support and focus, given the high number of EHCP pupils;
- The burden on LV of the time-consuming administrative work needed to manage the high volume of cases, which also reduced the amount of time the DSL was able to spend in the classroom with pupils;
- The issues within the SEN department itself, such as high staff turnover and lack of funding;
- The possibility of new council initiatives being introduced in this area;

- Specific cases, to include pupils with SEN whom the school had been directed by the council to take on, despite classes having reached maximum capacity;
- The positive impact of the work being carried out by the school's Family Support Worker and its Behaviour Support Worker;
- The support being offered to families to help keep them informed and engaged;
- The impressive commitment and passion shown by the DSL for her work at the school.

8.3 Areas for development included:

- The provision of additional support for the DSL in her role;
- Strategies for maintaining and enhancing the support provided to the lower needs SEND pupil group to avoid cases tipping into the higher needs SEND or EHCP group;
- How to maintain and enhance the support for pupils in the classroom, who might be impacted by the behaviour of one or more pupils in the room with SEND.

8.4 JC confirmed that the Trust would look again at the logistics and cost of providing additional support to the DSL in her role. The Trust-wide SEND strategy was due to be looked at for the following year, to ensure key challenges were reviewed with a fresh pair of eyes. **ACTION - JC**

8.5 JC offered her thanks to DG on behalf of the Committee.

Chris Lamming – DPA Staff Governor – Focus on CPD and early career teachers

CDP

8.6 CL described:

- His conversations with staff on this theme since the previous meeting;
- The positive staff responses to a CPD questionnaire issued by him looking at matters such as the relevance of CPD to their role;
- The benefit reported by many staff of AA's termly 'bible' of timetabled training sessions and more, supported by a weekly timetable issued every Monday;
- The introduction of training to help with the early identification of low-level SEN needs;
- Staff reporting the benefit of the collaborative moderation taking place within the school and across the Trust;
- The fact of CPD sessions tying in the school's SIP and its alignment with school development goals.

8.7 Areas for development included:

- Adding more CPD for staff at the EYFS level;
- Expanding the programmes to have a much wider focus than the writing focus adopted recently (although noting that AA was already working on this point);
- The introduction of workshop-style CPD sessions run by staff in an area of expertise, which staff could easily sign up to from time to time. Ideas for these were currently being gathered from staff members.

Early Career Teachers

8.8 DPA had the highest number of NPQs locally. There was a lot going on for new and current staff. Three new ECTs had joined this academic year and had reported 100% satisfaction in

terms of the induction process. They had also reported positively on career growth, on the option to start in June, to help settle in before the September of the new academic year, and on the fact of a supportive staff network and CPD programme.

8.9 CL had made written notes and would share these with SB for the meeting folder. **ACTION - CL**

8.10 JC expressed her thanks to CL for this time and his contribution to the meeting.

8.11 SB would contact DPA, and the remaining schools after this meeting, to check on areas of focus for the summer term and send resources as needed. **ACTION - SB**

9. Review progress against SDP

9.1 AA reported that the SDP was well on track, noting that DM had also made a visit to support with this process.

9.2 DM reported that areas for reflection included the teaching and learning approach, and enhancing clarity around what teachers needed to deliver, such as a list of non-negotiables. DM recognised that AA had been working on this and was happy to look at how this was progressing at his next visit.

9.3 DM had also looked at the SEND provision on the previous visit and had highlighted some things to work on. He had found AA very receptive to work with in terms of reflection and school improvement. The next step was for AA to consider DM's findings and how to move forward.

10. Curriculum Focus: Music, MFL, RE, Personal Development (incl BV, SMSC, PSHCE, RSE)

10.1 AA reported that music had had the greatest impact to date in terms of attendance and impact on the curriculum. Every pupil received the chance to learn two instruments whilst at school. Concerts took place frequently and everyone got a chance to perform.

10.2 There had been a new RE curriculum this year, via Jigsaw, the same provider used for PSHE. This looked at more individual religions in depth. Pupils would benefit from having a deeper understanding of many religions as well as celebrating commonalities.

10.3 French was now being taught at KS2, to help with the focus on reading, writing and Maths in Years 1 and 2. This would be kept under review.

10.4 Sarah Scrivener was the subject lead in RE, French, Music and PSHE, and AA expressed her thanks to Sarah for the subject impact reports for this meeting.

11. Receipt of Parent Survey Results & Questions

11.1 The survey results had been very positive overall. One area which parents commented on was that they wanted more information on what their child would be learning.

11.2 AA had produced a set of leaflets to be sent out termly to parents, one for every year group per subject area, to support the information already published on the website that was perhaps not sufficient. The latest ones had been sent out, together with a parent questionnaire asking if these would be useful, asking if the parents knew that information was already on the website, and asking if anything more was needed. There had not been a huge response so far.

11.3 AA shared an example on screen and explained that she would be replicating this approach for Sires Hill for the Nursery and Reception classes.

11.4 **Q:** Could these leaflets be sent out with the weekly newsletter?

A: That was fine, but the leaflets were intended to be sent out once each term. The DPA governors added that they did not think that many parents looked at the website meaning that these leaflets might be the more effective option.

12. 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)

12.1 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.

12.2 DG left at 11.08.

B. SHPA

1. Welcome & Identify AOB or Confidential Items

1.1 Introductions were made after Kyla joined the meeting at 11.09.

1.2 No confidential items or AOB items were declared for the agenda.

2. Receipt external safeguarding audit report (if available)

2.1 This was not yet available as the audit was only due to take place later in the summer term. The report would be brought to the next meeting. There was already safeguarding information on the data dashboard to discuss later in the meeting.

3. Receipt of Principal's Dashboard & Questions

3.1 KB spoke about the positive level of collaboration with DPA which was benefitting the new staff especially, not least in terms of CPD opportunities.

Context Dashboard

3.2 KB spoke about matters to include pupil numbers on the roll (27), the completion of the main works on site, as well as staff and pupils enjoying settling into the full space available and enjoying their first hot meals from the kitchen.

3.3 AA and JC expressed their thanks to the staff and to KB for keeping everyone's morale up despite the handful of issues yet to tackle.

3.4 There were 18 pupils allocated to Reception for the coming September. Feedback from parents visiting the site were very positive. AA had put a post onto the DPA website directing any parent without a place at DPA to consider Sires Hill as an alternative.

3.5 Overall, the SHPA parents were very engaged and invested in the school, and were huge advocates for it.

3.6 There had been one further fire-drill recently, as this was a safety requirement each time the layout of the site had changed due to the building works. There would be another one the following week which would include a test of the fire equipment on site.

3.7 There had been no behavioural issues to report, no staff issues, and no safeguarding concerns to report on either.

4. Analyse spring term progress and attainment data, all cohorts, and evaluate impact of actions

4.1 AA noted that the percentages in the data sheet concerned only 16 children.

4.2 The main focus in Reception was on writing.

4.3 One child had joined in December, having received no prior schooling. In January a pupil had joined with no English language abilities.

4.4 Overall, pupils' reading was coming along really well. The Reception class teacher was doing a wonderful job, and KB was supporting her via the assessment of EYFS data and GLD attainment. There were plans for targeted support as needed to ensure pupils were where they needed to be.

4.5 One pupil had a gross motor skills issue, affecting their writing, which had gone out for referral. The mother was engaged with this. The matter was a medical one which would resolve itself in time, therefore patience was required. The pupil was academically strong in other areas.

4.6 **Q:** Would SHPA meet its 76% target at the end of the year?

A: Reading outcomes were very solid, but writing needed intense support. Maths outcomes were excellent. The writing outcomes were impacted mainly by two pupils, one of whom had

the motor skills challenge. The school might just do it, but new joiners would be a regular feature and would always impact the ability to hit targets set for the cohort assessed at the start of the academic year.

5. Review progress against SDP

5.1 AA reported that the school had been progressing very well. It had established itself well in the community, although parents were coming in from far and wide. That indicated that it was already becoming a school of choice amongst the surrounding villages.

6. Curriculum Focus: Music, MFL, RE, Personal Development (incl BV, SMSC, PSHCE, RSE)

6.1 There was not much to add to what had already been shared for DPA, given the collaboration between DPA and SHPA on curriculum.

6.2 AA and KB would be meeting with the curriculum lead, Sarah Scrivener, at the next inset day to discuss curriculum in more detail for Year 1 for the following academic year.

6.3 AA and KB would also be looking at whether Sarah's plans could be transferred to non-specialist teachers at SHPA.

7. 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)

7.1 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.

7.2 AS, AA and CL left at 11.26.

C. WPA

1. Welcome & Identify AOB or Confidential Items

1.1 RM, HR and DB joined, and LB re-joined after a short break, at 11.30.

1.2 Introductions were made and the meeting was declared quorate.

1.3 No confidential items were declared for the agenda.

1.4 As AOB, the matter of approval of the Year 6 WPA residential trip proposal was raised, as well as the request for governor permission to publish Q&A profile information on the Trust website as well as in the Trust bulletin.

1.5 DB and HR confirmed that they were both happy for their Q&A governor profile information sent to SB to be published on the Trust website as well as in the bulletin.

1.6 LB referred to the document shared in the folder and provided more details about the proposed trip to London for the Year 6 pupils. LB had run a similar trip already in a previous role and had re-done the risk assessments for this year in every respect needed.

1.7 **Q:** Were there any funded places for parents with low incomes?

A: There was a discount of up to 50% for pupil premium families, and for everyone there was the option to pay in instalments for the period of up to 14 months prior to the trip taking place.

1.8 **Q:** Was any pupil likely to be excluded on cost?

A: No, all the parents seemed comfortable with the cost and approach so far.

1.9 The Committee approved the Year 6 residential trip proposal.

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 16th January 2024 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 16th January 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 follows:

3.3 In relation to the Part A Action 6 (Trust Investment Strategy) JC was still unable to confirm whether staff school lunches would be fully funded by the Trust in 2024-2025. JC needed more information about the interest rates nearer the time to assess the likely return on Trust investments and needed more information about the Trust's cashflow forecast at that time. This academic year the cost to the Trust of funding the school lunches had been approximately £35k, which had been less than anticipated. A similar cost was likely to be affordable the following year, which was great news.

3.4 There was a separate question as to whether these investment returns would also provide enough money to set aside for funded CPD for staff. JC would be able to decide about this in July 2024 alongside the question of funded staff school lunches. JC would bring both items back to the QES meeting on 2nd July 2024.

12.3 In relation to Part B Action 8 (Speech and Language Therapy), JC explained that she had been able to put in place a speech and language therapist for one day a week at each of DPA and WPA for a one-year trial period. The therapist would be able to work with 10 pupils over the year, with this work supported by external assessments. This was a service over and above what the schools were obliged to offer and had been purchased in response to the needs of the pupils coming in. It was not something that was likely to be affordable in the longer term but was helpful to provide this to pupils whilst possible.

12.4 In relation to Part C, Action 9 (emergency leave for staff), this had now been increased to one day's paid emergency leave per term. The Trust had listened to feedback from staff about their struggle with childcare and with losing pay if children were ill on a working day. The offer was closer to that offered as standard by the local authority, but the Trust would need to keep an eye on affordability.

4. Receipt external safeguarding audit report (if available)

4.1 This was not yet available as the audit was only due to take place later in the summer term. The report would be brought to the next meeting. There was already safeguarding information on the data dashboard to discuss later in the meeting.

5. Receipt of OLT Schools Collaboration Report & Questions

5.1 LB gave a verbal update about the Principals' Network and agreed priorities for the summer term. This include mention of:

- The Network's meeting the previous day;
- LB's recent visit to EM at TPA;
- The system of pre-agreed agendas for the Network meetings allowing contributions to be fed in beforehand;
- The previous term's focus areas of: SDP progress, writing and success in pupil writing journeys to include identification of gaps and strategies for closing these, SEN enhancements, and recruitment and staffing.
- Pre-Ofsted support offered to TPA in the form of subject leader mock deep dives, data dashboard reviews looking at trends and next steps, and a focus on EYFS lead roles.

5.2 The Committee were asked if they had questions, but none were raised.

6. Receipt of Principal's Dashboard & Questions

6.1 The WPA context dashboard showed data that was accurate at the last day of the spring term.

6.2 Pupil numbers were now at 246, based on new joiners in the previous two weeks.

6.3 EHCP pupil numbers would rise to 6 in the summer term, and there might be one or two pupils joining Reception with an EHCP in September.

6.4 Absence rates were improving. Some pupils who had been persistently absent, were not attending more frequently due to interventions such as breakfast provision before school and wrap around care offered to the family.

6.5 Q: How were the EAL figures?

A: It seemed at the moment that each new child joining fell within the EAL category.

6.6 There was still a large amount of work to do in respect of safeguarding cases. Two pupils had joined the previous week, each on a CP plan. Many families locally had been rehoused there, so there was the increased possibility of additional domestic pressures. The school would be increasing its DSL and inclusion training for staff the following year, to help share the work amongst more staff, and meet the greater pupil needs.

6.7 Q: Where had the six new pupils come from?

A: Of the six who had joined recently, the ones with the CP plans in place were local, and the others were of families which had moved to England from Africa.

6.8 A fire drill had been done in term two. This was carried out during non-classroom transition time, to be sure pupils and staff could still manage the timings.

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

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

7.1 LB shared the WPA data dashboard on screen.

7.2 She talked through the progress being made by pupils in every year group, in respect of Reading, Writing, Maths, and Combined attainment, against the targets set for the end of the summer term, to include explanations of interventions and support being provided to help achieve these targets by the year end. LB also spoke about the strategies in place to help Reception pupils transition to Year 1 effectively.

7.3 Q: Did LB have any concerns about pupils meeting the Year 1 GD target?

A: The team had been very conservative in their assessments. There was more to be done, but the immediate focus was to get as many children as possible to expected, confidently. There was no longer any GD level in early years, so it was not a straight shift into KS1 anymore. As pupils got into Year 6, the school was expecting to see GD at the 40% mark.

7.4 Q: Looking at Year 3, was it correct that the appearance of regression in the data was actually a reflection of the progress of several new joiners to the classes, who had come in after the previous data had been collected?

A: Yes, that was exactly right. There had been many new joiners to Year 3, all with SEN.

7.5 Q: Would you recommend changing the end of year target for a year group, if it was made up of different children?

A: LB had already adjusted the target for Year 4, as she had believed this to be too low. She had upped the reading target by 10%, and maths and writing by 5% each. In terms of targets which might be too high based on a different cohort of children, it was a question of how to

do this across school year groups and across all schools in the right way. It was an evolving picture throughout the year for everyone.

7.6 JC would review the possibility for separating out targets to reflect pupils joining part way through an academic year, after targets had been set at the start of that year. **ACTION - JC**

7.7 The Committee was asked if it had any further questions on the data, but none were raised. Everyone agreed the data was looking impressive.

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

Hannah Robinson – WPA Staff Governor - Focus on mentoring ECTs, as well as feedback provided on views given at a staff meeting on 16/01/2024 (to complete the staff wellbeing focus from the autumn term)

8.1 Staff feedback from January included:

- Lots of positive comments about the supportive working environment, especially from new staff;
- Staff benefitted from informal opportunities to share good practice and discuss any worries;
- Staff liked the open-door policy from middle and senior leadership;
- Staff felt well supported from the subject leads; and
- Staff had found it helpful to have time set aside from teaching for subject leadership, to reduce workload.

8.2 On the theme of mentoring ECTs, HR had spoken with the ECTs and mentors and had noted the following points:

- On the whole, everyone felt that the process in place was very productive;
- Mentors used UCL Extend, and although the materials were not necessarily that useful, the way they were used internally was good;
- Mentees felt very well supported and liked that the mentor was in the adjacent classroom to help with informal observations and feedback.
- PPA and planning was shared well over the week.
- Overall, the ECT and mentor partnerships were making good progress, those involved were very enthusiastic and it was a positive picture.

8.3 Q: Linked with staff feedback from January, you linked well-being and workload?

A: Wellbeing resulted from an individual's ability to do things to look after him/herself. It was widely recognised that teaching was quite emotionally draining and often involved long hours. It helped to have time in a working day to complete more of the jobs, with a little time at lunch to interact with other staff, and more time free at home in the evenings. It all went hand in hand.

Daniel Barry – WPA Parent Governor - Focus on school culture, to include new pupil joiners and the pupil voice:

8.4 DB had visited WPA the previous day. His focus had been on the pupil voice, and he would look at parent voice in the summer term. He had walked around the school to see different classrooms and had spoken with pupils that had joined at Christmas. Observations included:

- Engaged teachers who were walking around the classroom interacting with pupils.
- Pupils visibly benefitting from teachers' positivity and enthusiasm;
- Pupils clearly comfortable in their environment;
- Pupils' answers to DB's questions were very consistent and comparable to the answers given to DB in the autumn term by pupils who had been at the school for much longer.
- Overall, it had been a positive visit, with noticeable clarity and consistency in terms of the WPA way.

8.5 JC expressed her thank to DB on behalf of the Committee for his time during the visit and contribution today.

8.6 Q: Linked with this focus area, what had DM's observations been from his visits to WPA?
A: DM had made three visits so far to WPA. The leadership was superb, and the quality of teaching and learning, with the quality of behaviour was exceptional. It was a beacon of strong practice. Staff were also keen to reflect to how to improve, to best support staff and pupils.

8.7 DM also provided his feedback on;

- Staff feeling supported in terms of knowing what was expected of them and receiving help to meet those expectations;
- The positive impact on pupils of the 'star challenge', and of the vocabulary and related tick lists, in lessons and for homework.
- The positive impact of pairing up staff members from different year groups at a recent staff meeting, to identify and discuss what was working or not in their classes.
- The benefit of a constant focus at the school on what was having the most impact of pupils' learning, which provided a related win for teachers' workload.

8.8 Q: How did pupils progress through the star challenge? If they picked a piece of work at the one-star level, was that it once they had finished?

A: LB explained that there was a semi-autonomous choice with the star challenge. It was aimed at helping pupils understand what they knew as well as what they did not know, and how to achieve that greater knowledge. It was about enabling pupils to better self-assess.

8.9 EM joined at 12.11 and KB left at the same time.

9. Review progress against SDP

9.1 LB reported that she had received positive feedback from staff and from DB on the improved usability of the WPA SDP. The use of colour highlighting as a marker of progress was especially helpful.

9.2 LB talked about the highlighted areas within the SDP currently and asked if anyone had questions.

9.3 Q: In terms of transition, what was planned regarding LB leaving her role at WPA and starting in the OLT Deputy CEO role this September?

A: LB would be drafting the 2024-45 SDP in conjunction with the next Principal and would support that person to own it. Part of the annual July inset day was always focussed on the SDP for the following year, so much of it would be completed based on those discussions, before the end of the summer term. It meant that the new Principal would inherit that and continue to work on a live document and update it as needed throughout the academic year. SEND would always be a priority, as well as supporting staff. So, it mainly concerned new things to add to those areas.

10. Curriculum Focus: Music, MFL, RE, Personal Development (incl BV, SMSC, PSHCE, RSE)

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

10.2 **Q:** How did LB feel that her subject leaders had developed from last year, especially in music and RE?

A: The music teacher taught music across the school, and it looked very different now. The curriculum was richer with more opportunities for the children, to include learning two instruments. For RE, the school was using Discovery, which was part of Jigsaw, together with another strand enabling pupils to learn both about and from religion. Both aspects were important.

10.3 **Q:** Were religions covered in a standalone or thematic way?

A: In a standalone way.

11. Receipt of Parent Survey Results & Questions

11.1 LB referred to the document share in the folder which outlined key themes coming out of the parent feedback and what was being done about those. The same approach had also been done at TPA. In each case there were several comments on lunch provision.

11.2 DB added that it would be important to try and obtain parent views and feedback sooner in future, on items like lunches, to avoid things building up and only coming out at the point of the survey going around.

11.3 LB agreed and said that she would be holding a parent coffee morning soon on zones of regulation, to which everyone had been invited, but for which LB had sent personal invites to a selection of families for whom the session might be especially important, encouraging them to attend specifically.

12. 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)

12.1 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.

12.2 DB and HR left at 12.18.

D. TPA

1. Welcome & Identify AOB or Confidential Items

1.1 RT joined the call at 12.20. EM explained that KM was unable to attend today due to a teaching commitment.

1.2 This part of the meeting was therefore not declared quorate.

1.3 No confidential items were declared for the agenda.

1.4 By way of AOB, RT was asked if she would be happy to complete a governor Q&A profile document for the Trust website and the Trust bulletin, but she confirmed that she was unable to provide this for publication due to the sensitivities of her professional role. SB would contact KM about this after the meeting. **ACTION – SB**

1.5 Also, by way of AOB, EM would be speaking about staff turnover later in the meeting.

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 16th January 2024 and discuss actions not on the agenda elsewhere

3.1 The actions from the meeting of 16th January were confirmed as completed or were agenda for this meeting. JC provided updates on completed actions as follows:

3.2 In relation to the Part A Action 6 (Trust Investment Strategy) JC was still unable to confirm whether staff school lunches would be fully funded by the Trust in 2024-2025. JC needed more information about the interest rates nearer the time to assess the likely return on Trust investments and needed more information about the Trust's cashflow forecast at that time. This academic year the cost to the Trust of funding the school lunches had been approximately £35k, which had been less than anticipated. A similar cost was likely to be affordable the following year, which was great news.

3.3 There was a separate question as to whether these investment returns would also provide enough money to set aside for funded CPD for staff. JC would be able to decide about this in

July 2024 alongside the question of funded staff school lunches. JC would bring both items back to the QES meeting on 2nd July 2024.

3.4 In relation to Part B Action 8 (Speech and Language Therapy), JC explained that she had been able to put in place a speech and language therapist for one day a week at each of DPA and WPA for a one-year trial period. The therapist would be able to work with 10 pupils over the year, with this work supported by external assessments. This was a service over and above what the schools were obliged to offer and had been purchased in response to the needs of the pupils coming in. It was not something that was likely to be affordable in the longer term but was helpful to provide this to pupils whilst possible.

3.5 In relation to Part C, Action 9 (emergency leave for staff), this had now been increased to one day's paid emergency leave per term. The Trust had listened to feedback from staff about their struggle with childcare and with losing pay if children were ill on a working day. The offer was closer to that offered as standard by the local authority, but the Trust would need to keep an eye on affordability.

4. Receipt external safeguarding audit report (if available)

4.1 This was not yet available, as it would be received later in the term so would be shared at the next meeting. A safeguarding self-audit had been done at TPA in the meantime, and an action plan was in progress, involving minor tweaks prior to the external audit going ahead.

4.2 The outcome of the self-audit process and actions completed would be shared internally with the school's safeguarding team.

5. Receipt of OLT Schools Collaboration Report & Questions

5.1 LB gave a verbal update about the Principals' Network and agreed priorities for the summer term. This include mention of:

- The Network's meeting the previous day;
- LB's recent visit to EM at TPA;
- The system of pre-agreed agendas for the Network meetings allowing contributions to be fed in beforehand;
- The previous term's focus areas of: SDP progress, writing and success in pupil writing journeys to include identification of gaps and strategies for closing these, SEN enhancements, and recruitment and staffing.
- Pre-Ofsted support offered to TPA in the form of subject leader mock deep dives, data dashboard reviews looking at trends and next steps, and a focus on EYFS lead roles.

5.2 The Committee were asked if they had questions, but none were raised.

5.3 EM commented that she was very appreciative of the support the school received from central team.

6. Receipt of Principal's Dashboard & Questions

6.1 EM shared the TPA context dashboard on screen.

6.2 Key points mentioned by EM in the meeting included: the number of pupils on roll and the gender split of these, falling rates of absence and persistent absence, fire drill timings, pupils with SEN, EHCP pupil numbers and EHCP applications, safeguarding cases to include Early Help involvement, a recent lock-down drill inside the building, the ongoing monitoring of a bullying case which had been recently resolved, SCR compliance, plans to update aspects of the school website, and staffing to include illness, maternity leavers, ECTs, agency teaching assistants in place for EHCP care, and the recent vacancy arising for an Assistant Head and SENCo for September 2024, due to the resignation of that staff member recently.

6.3 Q: How did the school define bullying? Did parents identify an issue as bullying, or was agreement reached about the nature of a matter?

A: The school's behaviour policy defined this very clearly and gave examples. If a behaviour issue is raised with EM, she would meet with the child and family to see if it met that criteria, and an action plan would be put in place. That might involve a meeting with the child alleged to have instigated the behaviour and their family. It was always important to establish if the behaviour complained of was a one-off instance or not. Bullying involved carrying out a particular behaviour several times on purpose.

6.4 Q: Was TPA finding it was getting lost in a 'No-Man's Land' between Early Help and Social Services after making a formal safeguarding referral about a child (akin to what the other school Principals had been reporting in earlier parts of the meeting today)?

A: There was an early help resilience network available, which met monthly for cases in specific year groups. Schools could go back to that again and were encouraged to keep going back and re-refer cases which were unresolved. That kept important conversations going about vulnerable pupils.

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

7.1 EM shared the TPA data dashboard on screen.

7.2 She talked through the progress being made by pupils in every year group, in respect of Reading, Writing, Maths, and Combined attainment, against the targets set for the end of the summer term, to include explanations of interventions and support being provided to help achieve these targets by the year end. LB also spoke about the strategies in place to help Reception pupils transition to Year 1 effectively.

7.3 Q: What was TPA doing to help Reception pupils prepare for Year 1?

A: Staff were working with the key early years advisor for the Richmond borough, looking at how to close gaps which were likely to continue into Year 1, as well as working both ways in terms of that transition. That would include increasing expectations for sitting and concentrating in Reception, as well as everyone moving to their tables at the same time.

7.4 LB added that this was a bigger piece of work, namely did you go up or go down? Was it better to bring Year 1 down a little at the start to help them find their way, or better to bring the Reception group up early? It was something specific to be focussed in coming Principals' Network meetings, so that we could be clear on what was working well and should stay in place, and what might need updating in our school settings.

7.5 Q: Linked with the teacher competency issue during Year 1, what did rapid recovery look like now that a new teacher were in place?

A: That meant a big focus on phonics, as well as a huge emphasis on guided reading. The staff would be tightly pulling up those areas of need.

7.6 Q: How had Year 1 adapted to the new teacher?

A: Behaviour was now really good, and the classroom felt quiet and calm. It was about ensuring the boundaries were consistently in place.

7.7 Q: Would Year 1 meet targets this year?

A: They would by the end of the year. Reading would be improved by the emphasis on phonics, and would then positively impact the writing.

7.8 RT commented that her daughter was in the Year 1 class impacted by the change in teacher. She had observed that her daughter liked the new teacher and things felt steadier overall. She was hopeful that this was a positive change.

7.9 Q: Year 2 had a GD target of 20%. What was being done to help achieve this, looking at where the current data was?

A: EM recognised that she had been ambitious in setting this as the end of year target. She had been influenced by the achievements of the current Year 2 GD pupils at the end of summer 2023. She wanted to push the current cohort to as close to that result as possible.

7.10 Q: Looking at the data on reading: Year 4 had risen from 71% to 79%, whereas the Year 5 data had fallen. What was great in Year 4, that wasn't happening in Year 5?

A: This was a case of the Year 5 data now reflecting a different cohort of pupils than at the time of the target having been set. So many more pupils had joined Year 5 part-way through the year.

7.11 LB commented that this emphasised the need for the data presentation method to show where data reflected new joiners in the year group and where it reflected the original cohort for whom the end of year targets were set. There needed to be reference to mobile and non-mobile pupils.

7.12 Q: What was the DfE's definition of non-mobile?

A: That referred to a pupil who had not moved in two academic years.

7.13 Q: How was Maths in Year 6?

A: New pupils had joined which had impacted the data, and staff were being very tight on the marking to be sure that pupils' recall and depth of understanding was there. EM did not want inflated outcomes.

7.14 Q: Did this translate to a good combined outcome for Year 6 this time?

A: Yes. On the papers alone, this was above 70%.

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

Rupi Thiara – TPA Parent Governor – Focus Area of School Culture and Behaviour

8.1 RT had spoken with EM recently. Key points arising from their discussion included looking at strategies for widening the inclusive culture to engage with more parents and get more parents involved with school matters and events, as well as finding alternative or additional ways to feedback on parent survey outcomes in a way that generated proactive discussion between staff and parents in future.

8.2 RT and EM had also agreed on the importance of being more proactive generally on communicating with the school community about all of the impressive work going on behind the scenes, rather than just communicating in response to survey comments or complaints. Something more or different to the newsletter might be helpful.

8.3 JC thanked RT for her time and contribution before and during the meeting today. RT left the meeting at 13.03.

8.4 EM confirmed that staff governor KM was continuing to work with current and new staff to understand their views of the CPD provision.

9. Review progress against SDP

9.1 EM spoke about the curriculum aspect of the TPA SPD. This was still a journey, but it was of good quality and was well sequenced across all the areas. There was also much better rigour around historical concepts. Embedding it would take time though.

9.2 Q: Why was the curriculum not embedded by now?

A: EM's version of 'embedded' was each pupil being able to tell her about their learning journey in a way which showed consistency. The curriculum had not been strong enough two years ago, impacting this significantly.

10. Curriculum Focus: Music, MFL, RE, Personal Development (incl BV, SMSC, PSHCE, RSE)

10.1 The subject impact reports had been shared already. The subjects had EM as the lead, and she had picked up on several ways to improve the curriculum in terms of sequencing and the impact on pupils' learning journeys.

10.2 Q: Was anything standing out?

A: EM was finding the Charanga music provision challenging, and was due to discuss this with LB given her findings on that as well, to enable an improved provision.

11. Receipt of Parent Survey Results & Questions

11.1 This had been covered earlier in the meeting at the WPA agenda survey item.

12. 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)

12.1 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.

Meeting Closed: 13.20

Date of next meeting:

- Tuesday 2nd July 2024: with timings to be confirmed

Actions from QES Committee Meeting of 23rd April 2024

| | | | |
|-------------------------|-----------------|--------------------|--|
| Section A - DPA | Action 1 | Minute 1.4 | SB to record DG and CL's permission on publishing Q&A profile DONE |
| | Action 2 | Minute 3.1 | SB to request signature of the approved previous minutes and publish items on the website as needed DONE |
| | Action 3 | Minute 3.4 | JC to update the Committee at the July meeting on whether predicted investment returns would be sufficient to fund or subsidise staff lunches and CPD courses in 24-25 DONE |
| | Action 4 | Minute 3.9 | JC to explore with BG if more flexibility could be offered in respect of staff taking paid emergency leave DONE |
| | Action 5 | Minute 4.1 | SB to check if schools' external safeguarding reports are available to share at the July meeting (IN DIARY FOR END JUNE) |
| | Action 6 | Minute 5.2 | LB to provide an update at the July meeting on plans for her new role and the Principals' Network from September 2024 DONE |
| | Action 7 | Minute 8.4 | JC to explore the possibility for additional support for the DSL at DPA DONE |
| | Action 8 | Minute 8.9 | CL to share his staff governor notes with SB for the Hub folder DONE |
| | Action 9 | Minute 8.11 | SB to e-mail the Principals and school governors to get confirmation of summer term focus areas and send resources as needed. DONE |
| Section B - SHPA | n/a | | |

| | | | |
|-----------------|-----------|------------|--|
| Section C - WPA | Action 10 | Minute 7.6 | JC to explore how to present different progress and attainment targets for mobile and non-mobile pupils for each year group IN PROGRESS |
| Section D - TPA | Action 11 | Minute 1.4 | SB to contact KM for permission regarding publishing of governor Q&A profile information. 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.