

**Minutes of the OLT Quality of Education & Safeguarding Committee Meeting**  
**Held virtually via Zoom on 16<sup>th</sup> January 2024**

- **Part A:** General Business – 1 hour (10.00-11.00)
- **Part B:** TPA – 35 mins (11.05-11.40)
- **Part C:** DPA – 35 mins (11.40-12.15)
- **Part D:** SHPA – 25 mins (12.15-12.40)
- **Part E:** WPA – 35 mins (12.40-13.15)

Invitees	Role	Term of Office Ends	Attendance
<b>QES Committee Members (Voting)</b>			
1. Daniel Barry (DB)	Parent Governor at WPA	26/09/2025	Present
2. Jodie Croft (JC)	OLT CEO and Board Director	Ex-officio	Present
3. Dena Gill (DG)	Parent Governor at DPA	17/10/2025	Present
4. Chris Lamming (CL)	Staff Governor at DPA	31/12/2024	Present
5. Russ Massey (RM)	OLT Board Director	08/11/2025	Present
6. Kirstie Maricourt (KM)	Staff Governor at TPA	12/10/2027	Present
7. Hannah Robinson (HR)	Staff Governor at WPA	03/01/2027	Present
8. Ada Simpson (AS)	OLT Board Director	29/03/2026	Present
9. Rupi Thiara (RT)	Parent Governor at TPA	12/10/2027	Present
<i>2 x Vacancies: SHPA Parent Governor, SHPA Staff Governor,</i>			
<b>OLT Staff (Non-voting)</b>			
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
<i>Tbc</i>	OLT Director of Education		N/A
Erin Moscardini (EM)	Principal at TPA		Present

**Minutes**

**A. General Business Agenda Items**

**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, JC asked that the school Principals ensure that the DfE's guidance in the latest EYFS Framework document was please reflected in each school's Safeguarding Policy.

**ACTION – Principals**

**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 17<sup>th</sup> October 2023 and discuss actions not on the agenda elsewhere

3.1 The QES committee minutes of 17<sup>th</sup> October 2023 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 agenda for this meeting.

### 4. Policies for review and approval – OLT ECT Policy

4.1 This had been reviewed by Ben Hyde at DPA. The Committee were given an update about the review, and this was approved unanimously. **ACTION - SB**

### 5. Collaboration between Trust schools

5.1 LB provided a verbal update on the Principals' Partnership. Several meetings and school visits had taken place since the previous QES Committee meeting and had gone well. 'Children on track' was a key focus, as well as parent and staff governor focus areas, SEND reports, and plans for Principals' visits to other schools. The meetings had gone very well. The spring term meetings would continue to focus on areas looked at the previous term well as focussing on reading, writing, and maths.

5.2 JC spoke about the staff CPD grant created the previous year, funded by Trust investment returns, including mention of the conditions of receipt. JC agreed to circulate a list of staff member names who had received a grant, so that Principal's could monitor and encourage staff sharing of knowledge within schools. **ACTION - JC**

5.3 JC had also been reviewing line management across the Trust, which would be reflected in an updated appraisal policy. JC would run her proposals past the Principals after the meeting, so that plans could be rolled out as soon as possible to help support staff. The Committee were asked if they had questions.

5.4 **Q:** How often did staff receive formal line manager support at the moment?

**A:** Three meetings were held annually by line managers with a staff member for performance management purposes: at the start of the year, halfway through, and once at the end, for setting, monitoring, and assessing progress against targets. The Trust wanted to broaden this process out to introduce a different set of focus areas, to help avoid problems before they arose and encourage better attendance. It was also hoped that these proposals would address feedback from staff to the latest survey linked with more focus on career pathways, professional development, and opportunities for these within and outside of the Trust.

**5.5 Q:** Linked with the staff surveys, did the Trust have a sense that there was a culture where staff felt comfortable to raise issues with their line manager and discuss career aspirations?

**A:** The Trust used the standard Ofsted based questions for its staff survey, with some tweaks. JC asked the Principals to consider whether this might helpfully be a future focus area for the school staff governors.

**5.6 Q:** Had thought been given to the impact on line-managers' time, and how to provide cover for teaching sessions, if additional meetings were required?

**A:** Line managers would be asked to offer at least one extra meeting in the annual cycle and a clear structure would be provided for these, which would hopefully be manageable initially. More clarity would also be provided on the number and theme of performance targets set to help achieve consistency for all staff.

**5.7** JC confirmed that an interim Director of Education, Duncan Millard, had been appointed for the remainder of the 2023-2024 academic year to assist with collaboration, sitting alongside the Director of Networks role. He would be invited to attend the Committee meetings in the spring and summer terms.

**5.8** JC was also in the process of interviewing for the new full time Deputy CEO role to start in September 2024 and would update the Committee in due course.

## **6. Curriculum Focus: Science, Art, DT, & Computing – overview of long-term plans per year group**

**6.1** JC would consider moving the curriculum focus agenda item into the school specific agendas for the future meetings. She would speak with SB about this after the meeting. **ACTION – JC/SB**

*DPA*

**6.2** AA summarised the key aspects of her detailed curriculum subject impact reports and asked if the Committee had any questions.

**6.3 Q:** Were all the schools using the computing curriculum selected by DPA?

**A:** WPA might switch to it from September 2024 but was happy with its current provision, noting that Year 5 was its oldest class this year. LB would keep this under review. EM confirmed that it used a mix of different programmes to cater for the age groups through to Year 6. AA confirmed that the curriculum it used was not only a free resource but was live, meaning it received regular updates and would continue to be relevant to pupils.

**6.4 Q:** Was the DPA computing curriculum accessible to all the children?

**A:** AA confirmed that it was.

**6.5 Q:** Was DT a bespoke curriculum?

**A:** Partly; content was taken from the Cornerstones curriculum suite, but this was tailored by subject leaders and senior staff to ensure it worked for DPA, with threads in place all the way through. It was about ensuring the whole class could access it and could use it well for most impact.

**6.6 Q:** Were subject leaders finding these impact reports useful for their leadership?

**A:** AA reported that they were. It helped them to evaluate each area and they seemed to enjoy showing off the great work pupils were doing.

*SHPA*

**6.7** AA confirmed that there were no subject impact reports yet as the school had newly opened. The curriculum areas shared the same progression framework in place at DPA. Currently the school only had a Reception and a Nursery class.

*TPA*

**6.8** EM summarised the key aspects of her detailed curriculum subject impact reports and asked if the Committee had any questions.

**6.9 Q:** Linked with the science curriculum, were there examples of teachers understanding the terminology, such as the difference between 'substantive' and 'disciplinary'?

**A:** Staff were on a journey with this curriculum area. The science lead was fantastic, and had secured a primary sites quality mark for the school. She was providing lots of support for more junior teachers to help develop skills so that pupils were really supported in their learning, rather than just doing science-based tasks with the teacher.

**6.10 Q:** Was the Art and DT approach new this year or had it been in place the previous year?

**A:** The focus was on building skills every term this year. Outcomes were improving rapidly in terms of the skills being learnt. This approach had started the previous year so that TPA was in its second year of this. AA had helped TPA with how to achieve art output at the correct age and stage of learning. The approach now included smaller groups work on skills and the introduction of skills in early years.

**6.11 Q:** Were skills being taught explicitly?

**A:** Yes they were, in all year groups.

*WPA*

**6.12** In the interests of time, this part of the agenda item would be moved into WPA's specific agenda later in the meeting.

## **7. Staff and Staff D&I Survey Results**

**7.1** JC asked the Principals to comment on anything major to arise from the survey feedback to include any action taken at school level and how staff had found the Trust's survey response document circulated recently.

**7.2** LB confirmed that WPA staff had read the report and were pleased to read both actions taken, and actions planned. It was helpful for this response to be so visible for staff.

**7.3** JC summarised the themes set out in the response document where action had been taken or was in progress. She asked if there were any questions of further comments.

**7.4 Q:** Although it was good to hear that all internal roles were advertised across the Trust, did staff feel they had a fair shot at these?

**A:** The key point was that any applicant, internal or external, needed to be suitably qualified for the role.

**7.5 Q:** That sounded like a fair system?

**A:** It was intended to be fair and transparent, but JC was unsure from the survey feedback whether staff felt that the process was fair.

**7.6** The Committee noted that perceptions of fairness could vary depending on the individual and that given internal vacancies were sometimes few, survey feedback might still be based on experiences dating back one or more academic years. It was disappointing that more staff had not applied for a CPD grant to aid with career progression.

**7.7 Q:** Had staff been given an opportunity to provide feedback about Trust recruitment processes? More specifically, how were individuals understanding which jobs they'd be suited to, and if they did not get the job, were they told why, and had they fed back about this?

**A:** Any staff member who was not successful at interview for a role was offered feedback if desired. This was always provided in the most constructive way to encourage further skills development. So far, the Trust had not asked for feedback from staff on their experience of the recruitment and feedback process, however this might be useful to include going forward.

**7.8 Q:** If staff had been awarded a CPD grant, what amount of time had been protected for completing the training and/or to prepare for promotion applications?

**A:** After each CPD grant application the Trust asked the relevant school Principal about the likely time commitment involved to see if this could be accommodated. The Principal's agreement was sought prior to making the award of a grant in each case. The grant programme was not being run this year due to low take up, and instead the Trust had spent available investment returns on a funded staff school lunch programme. Take up had also been lower than expected so there may still be a possibility of awarding further CPD grants. JC would be looking into this the following month and would feedback. **ACTION – JC**

## **8. Review and approve WPA school residential trips**

**8.1** LB reference the document supplied in the folder and confirmed that there were no changes from the previous year, when these trips had been approved by the Committee.

**8.2** The Committee confirmed its approval of the WPA residential trip details provided.

## **9. 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)*

**9.1** The committee discussed the confidential status of the documents being reviewed at this meeting, to include the internal survey data. It was agreed that other than the agenda, the

approved minutes from the previous meeting and any approved final version policies, which would be published on the Trust or school website as appropriate, the remaining documents circulated for this meeting were confidential to the Trust and would not be published.

9.2 DB & HR left at 11:04, intending to return for the WPA agenda starting at 12.40. DG also left at this time, intending to return for the DPA agenda starting at 11.40. KM joined at 11.07.

## **B. TPA Agenda Items**

### **1. Principal's Context Dashboard**

1.1 EM shared her screen and discussed key data from the TPA Dashboard. This included numbers on roll, numbers of EAL, SEN, and EHCP pupils, the school's SEN report, absence and attendance figures, staffing, fire drill timings, exclusions, complaints, website and SCR compliance, and safeguarding to include bullying, CP and CIN plans, LADO referrals, Operation Encompass notifications, and the forthcoming external safeguarding audit. The Committee was asked if it had any questions.

1.2 **Q:** Did the school need two fire drill location or meeting points given where the two exits where on site?

**A:** EM confirmed that the green could be used as a meeting point if for any reason it was not possible to use the main playground due to risks presented by a fire.

1.3 **Q:** Was a specialist setting on the cards for the pupils in Reception who EM had explained had complex additional needs?

**A:** These pupils were on the waiting list for a place at a specialist setting however EM understood that it came down parent choice in terms of the school required to offer a place.

1.4 **Q:** Had these pupils come to the school with an EHCP?

**A:** The EHCPs had been awarded since after September 2023, when the pupils started in Reception.

### **2. Analyse autumn term progress and attainment data, all cohorts and evaluate impact of actions**

2.1 EM referenced key parts of the data in the report and asked if the Committee had questions.

2.2 **Q:** What approach was being taken with Year 5 writing?

**A:** This was moderated and assessed in school.

2.3 **Q:** Had an agreed pass mark been put in place across all of the schools?

**A:** The schools shared moderation practices and age-related expectations. WPA and DPA used shared moderation grids each term and EM was moving to these currently.

2.4 **Q:** Please talk more about Year 1 writing.

**A:** A slight dip was to be expected after pupils moved from Reception, as the national curriculum expectations were much higher than early years.

2.5 **Q:** Was the pupil who was repeating Reception included in the figures?

**A:** Yes, the pupil had been factored in.

**2.6 Q:** Was anything an issue with writing across the school?

**A:** No, the school was seeing good progress overall. Some year groups were not full so some new joiners would need more support.

**2.7 Q:** Was the school focussing on pupils attaining combined scores?

**A:** Yes, this was a huge focus and staff were looking at the data very closely.

**2.8 Q:** How were staff targeting children to achieve the combined scores?

**A:** The autumn SATS mock data was being reviewed closely. A large number of children were on the borderline. Specific support was being provided in small groups via adjusted timetables based on data analysis to help close gaps for these pupils.

**2.9 Q:** How many pupils did staff need to focus on in terms of achieving their combined target?

**A:** In Year 6 there were 8 children the staff needed to focus on, but the pupils needed support in different subjects. Staff were looking at the mocks data, at teacher assessments, at end of unit data, and at books to get the most accurate picture of any gaps.

### **3. Staff and parent governor verbal update on agreed autumn term area of focus with opportunity for questions**

*Staff Governor – KM – Focus Area of Continuous Professional Development (CPD)*

**3.1** KM provided a verbal update for the Committee which included mention of:

- Lots of CPD going on in the school.
- Use of staff meetings to bring in new items or refresh items for the team.
- CPD targets set for staff alongside performance reviews.
- Teacher agreement sought for areas to develop each year.
- Inset day training used each term with staff input into topics.
- Funded training for staff to learn Makaton, which staff were particularly enjoying.
- The use of feedback from book looks, lesson observations, and staff learning to shape the focus of future CPD topics in a timely manner.
- The use of feedback forms sent to staff to find out how they found recent CDP and what staff would like to focus on for future training.
- Staff enthusiasm overall for the recent changes and updates to the CDP process and the school's willingness to take staff views on board.

*Parent Governor – RT – Focus Area of School Culture with a focus on behaviour and behaviour for learning*

**3.2** RT met with EM at the school on Friday 12<sup>th</sup> January 2024 and provided a verbal update for the Committee which included mention of:

- Meeting and speaking with the four Year 6 house captains.
- Reviewing the school's behaviour policy.
- Looking around the school while classes were underway.
- Observing the restorative aspects of the behaviour policy in practice.

- Pupils having a clear understanding of many aspects of the policy such as good order, noise levels, the structure of the day, discipline, and the importance of trying hard to achieve more.
- The need to build on clarity for pupils around what positive behaviour looks like; what do things look and feel like when they are going right, to include clarity on the rewards on offer for positive behaviour and how to achieve these, and clarity on ways to motivate pupils individually and as a group on a day-to-day and termly basis.
- The need to better involve pupils in shaping behaviour policy and a positive school culture; examples were that pupils could be asked to relay rules in class, to consider the reasons underlying their own and others' behaviours, and to share or volunteer their good progress rather than being told they are doing well by others so that the school could be confident that pupils were 'knowing it and feeling it'.

**3.3** RT had spoken with EM about all of this.

**3.4** JC thanked KM and RT for such detailed and thoughtful reports.

**3.5** EM was keen to have both governors continue with these focus areas into the spring term to help monitor progress. RT was invited to engage more with the pupil voice by speaking to a wider range of pupils on her next visit. JC was keen to hear more about pupils having ownership of the behaviour culture as well as an emphasis on a rewards-based system.

**ACTION – RT & KM**

#### **4. Review progress against 2023-2024 SDP**

**4.1** EM talked the Committee through progress against the core priorities in the 2023-2024 SDP for TPA, which was shown on screen with a red-amber-green colour code to show what was going well, was in progress, or presented more challenge.

**4.2** The Committee were asked if they had any questions, but none were raised.

#### **5. Agree spring term area of focus for TPA staff and parent governors**

**5.1** This had been confirmed earlier in the meeting.

**5.2** SB would send all staff and parent governors across the schools a revised information list to help with focus areas for the spring term. **ACTION - SB**

**5.3** RT and KM left the meeting at 11.44.

### **C. DPA Agenda Items**

#### **1. Principal's Context Dashboard**

**1.1** CL and DG re-joined the meeting at 11.45. KB also joined at this time.

**1.2** AA shared her screen and discussed key data from the DPA Dashboard. This included numbers on roll, numbers on the waiting list for a school place, numbers of EAL, SEN, and EHCP pupils, the school's SEN report, absence and attendance figures, approaches for

dealing with pupil absence, staffing, lock down practice, fire dill timings, exclusions and suspensions, complaints, website and SCR compliance, and safeguarding to include bullying, CP and CIN plans, LADO referrals, Operation Encompass notifications, and the forthcoming external safeguarding audit. The Committee was asked if it had any questions.

**1.3 Q:** Had the twelve pupil leavers moved to different schools in the area or out of the area?

**A:** One pupil who had additional needs was now being home educated but had a sibling still at the school with no issues raised by the parent. Others had either moved out of the area or moved country. None of the pupils had left to go to another local school.

**1.4 Q:** Was the child who had bullied another pupil responding following action taken?

**A:** The behaviour should not be repeated now that the pupils are no longer able to come into contact due to a re-scheduling of timetables. However, the matter was being kept under close review and the school was in weekly contact with the parent of the child who had misbehaved.

**1.5** JC confirmed that based on recent discussions with LB and AA, she had looked into the provision of a language therapist for several hours at each school on a weekly basis. The company who had responded were able to supply an assistant therapist to attend the schools, who would be supported as needed by a qualified therapist overseeing the work. It was agreed that JC would request a full day weekly at both schools and would come back to LB and AA once confirmed. **ACTION - JC**

**2. Analyse autumn term progress and attainment data, all cohorts and evaluate impact of actions**

**2.1** AA was pleased to report that the latest data showed that pupils' scores were much higher than previously recorded at the end of the summer term. She described the hard work from staff and some new approaches which had made a huge difference, such that pupils were more secure in their knowledge and skills.

**2.2** JC congratulated AA and the DPA team, commenting that the changes made had produced a rapid catch up in a short period of time. It had been a very focussed and dedicated period.

**2.3** AA ran through outcomes per year group, highlighting areas of strength and weakness, to include outcomes at Year 3 to include reading.

**2.4 Q:** Was there any issue with the teaching in Year 3?

**A:** AA thought not and explained that there was a historic results and baseline issue for this group, observed over the previous few years.

**2.5 Q:** Were there any dynamics in the two Year 3 classes which might be contributing?

**A:** AA did not think so. Instead, she was confident that pupils' confidence needed building up. This was already being addressed via adjustments to the pupils' guided reading lessons, and to an altered curriculum and timetable to enhance support for maths outcomes

**2.6** On behalf of the Committee, RM expressed his congratulations on the fantastic progress made at the school in the autumn term.

### 3. Staff and parent governor verbal update on agreed autumn term area of focus with opportunity for questions

*Staff Governor – CL – Focus Area of Staff Workload*

#### 3.1 CL provided a verbal update for the Committee which included mention of:

- Conversations he had held with staff at all levels in the school to find out what they were thinking and feeling about workload and wellbeing.
- Staff valuing AA's termly information pack setting out in detail the expectations for each term with timetables and deadlines.
- Staff valuing AA's weekly briefing e-mail sent early each Monday to set out what was coming up that week.
- The trial of a new 'wins and woes' meeting occurring regularly from September 2023, via which staff raised comments about all aspects of school life, and after which AA responded in writing to every constructive comment no matter what, meaning that staff feedback felt valued.
- The school's policy of no e-mails to be sent outside of working hours. If an e-mail needed to be sent outside of hours it had to be done via a 'scheduled send'. Working hours were 8am to 5.30pm.
- Better information notices being displayed in the staffroom.
- Staff appreciating the well-being focus of the extra inset day for this academic year.
- The use of the new Insight software being a useful way to cut workload during the term.
- Staff valuing the reduction in staff meetings if learning reviews were taking place in the same week, and the time provided for drafting reports and data collection.
- Staff appreciated the time given in lieu if they attended a school performance or similar on a non-working day, or if they assisted with a residential trip.

#### 3.2 CL outlined potential areas for development:

- One area for development was linking office communications to parents with the rest of school, for example including staff members in the start of term message to families about school club start and finish dates.
- Another area to consider looking at was whether the Trust funded school lunch offer for staff could be extended into 2024-2025 as this was having such a positive impact in freeing up time during the day and in encouraging staff to sit together at lunchtimes.
- A third area was how to better link CPOMS to staff communications so that more timely actions and information sharing between teachers occurred.
- Lastly, every staff member CL spoke to mentioned the Trust policy on pay for dependant's leave. Was there a possibility to increase this from the current half day's pay for authorised dependant's leave. In particular the reduced pay badly hit LSAs. CL did note the high number of days lost to this type of leave as well as to sickness absence and compassionate leave. CL was concerned that staff might rather report in as ill than being clear about the real reason for absence.

#### 3.3 JC would look at the policy provision again. She did want to emphasise that the impact on other staff of someone not being at work for a day was huge and there was a delicate balance to be struck between mitigating the effect of the unforeseen absence for the staff member in question and supporting staff who bore the burden of additional work at school

when others were absent. JC confirmed that she did fully understand the challenges of managing work and home life, especially when working from home might not be an option for many school staff, either linked with the nature of their role or commitments if dependants were unwell at home. **ACTION - JC**

*Parent Governor – DG – Focus Area of School Improvement Culture with a focus on writing*

**3.4** DG met with AA at the school on 8<sup>th</sup> December 2023 and provided a verbal update for the Committee which included mention of:

- Attending a whole school assembly at which pupils behaved impeccably and received various awards enthusiastically;
- Observing a Sandhurst helicopter fly-over, for which the entire school population of 452 children formed a Christmas tree while watching this, showing incredible listening skills and following instructions beautifully.
- Speaking with year 6 pupils, who freely spoke about liking their teachers, their strengths at school, their love of maths, and their enjoyment of leadership roles within the pupil community, all of which demonstrated impressive social skills, self-confidence, and sense of wellbeing in the school environment.
- Seeing many samples of pupils' writing across year groups, with writing progression from Reception to Year 1 being particularly impressive.
- Observing the different way writing is being taught now and the impact of that over just five months evidence by these books, to include an enhanced use of language and terminology, and the impact of the 'WAGOL' (What A Good One Looks Like).
- Viewing the Insight software in practice, which gave staff an impressive overview of all pupils objectives and whether these had been met yet, to help teachers focus and tailor their support in future lessons.
- Overall, there was super strong leadership from AA, and it was clear staff were doing all they could to move pupils forward, with any issues from the summer term having been clearly addressed.

**3.5** DG outlined potential areas for development or further attention:

- The impact of high SEN pupil numbers.
- Staff absence and the difficulty of sourcing good quality supply teachers to provide cover.
- The potential for the intense focus on writing outcomes to put too much pressure on staff, impacting morale. It was important to celebrate everything at the school that was going so well.

**3.6** JC offered her thanks to DG and CL for these comprehensive reports. She also congratulated AA and her team for positively adapting to the change in approach where needed, despite the time and effort required for this, to help pupils make rapid progress.

**3.7** JC had also seen the beautiful behaviour of the DPA pupils at the school when she had visited before Christmas, despite it being at the end of a long term, and agreed that DPA pupils appeared very happy children.

#### **4. Review progress against SDP**

4.1 AA talked the Committee through progress against the core priorities in the 2023-2024 SDP for DPA, which was shown on screen with a red-amber-green colour code to show what was going well, was in progress, or presented more challenge.

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

## 5. Agree spring term area of focus for DPA staff and parent governor

5.1 AA confirmed that CL would be focussing on new career teachers and CPD, whilst DG would be focussing on SEND and vulnerable pupils, to include the provision for those. **ACTION – CL&DG**

## 6. AOB

6.1 No AOB was raised.

6.2 CL and DG left at 12.39, with DB joining at the same time.

## D. SHPA Agenda Items

### 1. Principal's Context Dashboard

1.1 AA discussed key items from the SHPA Context Dashboard. These included numbers on the roll, numbers of first choice applications for September 2024, the positive feedback from families touring the site despite the ongoing building works, curriculum and school trips alignment with DPA, the recent parent workshops and events, the absence of complaints, fire drill arrangements and timings, progress in recruiting for the caretaker vacancy, and assessments of pupils for SEN needs.

1.2 The Committee were asked if it had any questions, and none were raised.

### 2. Analyse autumn term progress and attainment data, all cohorts and evaluate impact of actions

2.1 AA shared the data on screen.

2.2 Key points flagged to the Committee related to the impact of low pupil numbers on percentage outcomes, GLD targets and pupil progress against these, the focus on writing skills to include work being done on fine and gross motor skills.

2.3 **Q:** Had the Reception class grown at all?

**A:** A couple of families had delayed the pupil's start date. One child was moving to the area soon and had been in a Russian school speaking no English at all. The staff would take it one step at time with him.

### 3. Staff and parent governor verbal update on agreed autumn term area of focus with opportunity for questions

3.1 No governors had yet been appointed.

#### 4. Review progress against SDP

- 4.1 The SDP had been reviewed by AA and KB at end of the previous term and there were many items now in green highlight which was positive.
- 4.2 The same behaviour policy was in place as for DPA and pupils were responding really well. Pupils knew what they needed to do and there were only one or two pupils from whom more attention on behaviour might be useful this term.
- 4.3 High quality learning plans were in place, with continuous provision remaining a focus. Staff were having to accommodate the building works in terms of their access to and the consistency of resources, but they were being as dynamic as possible.
- 4.4 The DPA SENDCo was also making more frequent visits to the site to help with communications, meetings and visibility, as well as to ensure pupils' needs were being fully met now that some children had been observed as potentially having SEN.
- 4.5 The school was being extremely vigilant about safeguarding and everything was fully in place. Staff were attending many sessions run by OCC.

#### 5. Agree area of spring term focus for SHPA staff and parent governors

- 5.1 No governors had yet been appointed.

#### 6. AOB

- 6.1 No AOB was raised.

### E. WPA Agenda Items

#### 1. Principal's Context Dashboard

- 1.1 DB and HR joined at 12.40.
- 1.2 LB shared her screen and discussed key data from the WPA Dashboard. This included numbers on roll, numbers joining mid-year linked with families moving to the new housing estate locally, the significant safeguarding needs being addressed to include pupils on CP, CIN and TAF arrangements as well as receipt of Operation Encompass notifications, the school's SEN report, numbers of EHCP pupils, pupil absence and attendance figures, staff training, staffing, fire drill timings, exclusions and suspensions, complaints, and website and SCR compliance. The Committee was asked if it had any questions.
- 1.3 **Q:** Was there an update on the placement of the boy with the challenging additional needs?  
**A:** His early annual review had now been booked in for a date in February after a four-month delay. A pre-meeting with the parents had also been booked in. Therefore, by end of February the school should have received a response. Although there was currently no space available at a specialist provision locally, it was important that the child was on the waiting list.

## 2. Analyse autumn term progress and attainment data, all cohorts and evaluate impact of actions

2.1 LB referenced key parts of the data in the report and asked if the Committee had questions.

2.2 Q: How had the assessments been carried out?

A: These had been carried out against the Autumn criteria and had been benchmarked with those at DPA for consistency.

2.3 Q: Was WPA seeing a 'drop-off' in outcomes linked with the transition of pupils from Reception to Year 1?

A: WPA did not see that dip. Staff tracked and analysed the progress of the pupils from Reception onwards to Year 1 and saw an improvement. It was a good picture.

2.4 Q: So, it was not inevitable that pupils would experience slower progress adapting to the national curriculum criteria in Year 1 following Reception?

A: No. However, it depended on the children, their emotional and other needs, and the support provided.

2.5 JC asked that this be a focus for DPA and SHPA, which KB and AA agreed with. It was noted that this involved working on core skills from the very start, as well as thinking about the whole child in terms of PSED so that by Year 1 the pupils were ready as learners in all senses.

## 3. Staff and parent governor verbal update on agreed autumn term area of focus with opportunity for questions

*Staff Governor – HR – Focus Area of Working Environment*

3.1 HR provided a verbal update for the Committee which included mention of:

- Low staff absence rates, accounting for illness at this time of year, and with no trivial absence taken (absence without good reason).
- Staff behaving in a supportive manner towards each other and being conscious of the strain on colleagues if they were absent.
- Lots of CPD opportunities each week and term, with feedback gathered from staff and external advisers to shape future CDP offers, and a lighter CPD timetable offered where parent meetings are scheduled in a week.
- The consistent approach to setting targets in the staff performance appraisal process; with two main targets set linked with the SDP objectives and a third target set by agreement with the individual.
- Staff wellbeing promoted in many ways to include eating lunch or taking breaks together where possible to encourage dialogue and a sense of community.
- Staff were appreciative of LB being careful to consider the impact on staff workload or routines when introducing a new system or idea.
- The mental health first aider present at the school helps to enhance the supportive culture.
- The release time for ECT mentors and subject leaders.

- The new school catering company in place, which was much better, with staff continuing to be appreciative of the funded lunch offer this year.

**3.2 Q: Were staff aware of all of the this?**

**A:** They were, and feedback was sought regularly from staff at staff meetings and from Director of Education visits. LB added that following Duncan's latest visit he had reported that staff were very aware of what was in place to support them.

*Parent Governor – DB – Focus Area of School Culture (including 'the WPA Way')*

**3.3** DB had visited the school the previous day and had filled out a visit form, which was available to view in the Governor Hub folder. This was shown on screen to the Committee. Items mentioned included:

- DB having looked at the average outcomes for the school's legacy pupils (15 + months at WPA) which were in the 80's, versus those for the non-legacy pupils, which were in the 40's and 50's. This was an indication of the huge impact the school could have for pupils' learning and attainment.
- DB's walk-around and conversations with many pupils, showing how little difference there was in the behaviour and attitudes of those new to the school and those who had been there for some time.
- Pupils' ability to tell DB what the school's values were and how safe they felt at school.
- Pupils' explaining how keen they were to achieve their 'stars' showing the focus on achievement and doing your best.
- The consistency across all areas at the school.
- The benefit to the pupils of the ambassador programme, which pupils spoke about without prompting.
- There was clear evidence of the culture and behavioural expectations in practice across the school in all year groups. This was not just words but something which the children knew and were exhibiting.
- It was a very positive visit.

**3.4** JC thanked HR and DB for their helpful and detailed reports.

#### **4. Review progress against SDP**

**4.1** LB talked the Committee through progress against the core priorities in the 2023-2024 SDP for WPA, which was shown on screen with a red-amber-green colour code to show what was going well, was in progress, or presented more challenge. The Committee was asked if it had any questions.

**4.2 Q: Did the speech and language support for pupils start in nursery?**

**A:** Yes, it started with the rising 3's went on from there.

**4.3 Q: Would the school be implementing the change to a 1:5 ratio for its 2-year-olds?**

**A:** The change would be happening from September 2024.

#### **5. Agree area of spring term focus for WPA staff and parent governors**

5.1 HR would be looking at mentoring ECTs, as well as providing a verbal update at the next QES meeting on the feedback from that afternoon's staff meeting. **ACTION – HR**

5.2 DB would continue to look at school culture, noting the high numbers of new joiners arriving this academic year (the 'high transient year group' scenario). LB would help DB with canvassing parent views as well as the pupil voice. **ACTION - DB**

## 6. AOB

### *WPA Subject Impact Reports: Science, Art, DT, and Computing*

6.1 LB summarised the key aspects of her detailed curriculum subject impact reports and asked if the Committee had any questions.

6.2 Q: What did the reference to hot and cold tasks mean in the science report?

A: This was a reference to where a task sat in the overall plan.

6.3 Q: Who was the school's Science Lead?

A: Kathryn, the school's Nursery Lead, was in this role with LB's support. She was doing an amazing job.

6.4 Q: Were these reports having an impact for subject leaders?

A: Yes, they were having a big impact on subject leaders reflection, and were useful for hand over purposes to new leaders.

6.5 Q: What art skills had LB seen pupils develop most so far with this curriculum plan?

A: Perspective, in terms of line and structure, especially in the work from higher KS2.

### *Length of QES Committee Meeting*

6.6 The Principals explained that the length of the meeting was becoming hard to manage and JC agreed that this was something for her to review and adjust before the next meeting.

**ACTION - JC**

6.7 No other AOB was raised.

**Meeting Closed: 13.45**

### **Dates of next meetings:**

- Tuesday 23<sup>rd</sup> April 2024 from 10am to 1.15pm
- Tuesday 2<sup>nd</sup> July 2024 from 10am to 1.15pm

### Actions from QES Committee Meeting of 16<sup>TH</sup> January 2024

<b>Section A - General Business</b>	<b>Action 1</b>	<b>Minute 1.3</b>	Principals to update their school safeguarding policy to comply with new DfE EYFS guidance (and update this on website and Parago with SB's help if needed). <b>DONE</b>
	<b>Action 2</b>	<b>Minute 3.1</b>	SB to request signature of the approved previous minutes and publish items on the website as needed <b>DONE</b>
	<b>Action 3</b>	<b>Minute 4.1</b>	SB to upload approved policies to shared drive, Parago and websites as needed <b>DONE</b>
	<b>Action 4</b>	<b>Minute 5.2</b>	JC to circulate to the Principals the list of staff names in receipt of a CPD grant <b>DONE</b>
	<b>Action 5</b>	<b>Minute 6.1</b>	SB to move the curriculum focus agenda item into each school agenda <b>DONE</b>
	<b>Action 6</b>	<b>Minute 7.8</b>	JC to review the allocation of future Trust investment returns to CPD fund, school lunch fund, or other
<b>Section B - TPA</b>	<b>Action 7</b>	<b>Minute 3.5</b>	RT and KM to continue with governor focus areas into spring term (CPD – KM) (School culture/behaviour – RT) and update the Committee at the next meeting
<b>Section C - DPA</b>	<b>Action 8</b>	<b>Minute 1.5</b>	JC to request provision of one day per week speech and language therapy at WPA and DPA
	<b>Action 9</b>	<b>Minute 3.3</b>	JC to review the dependent leave and pay policy following feedback from staff
	<b>Action 10</b>	<b>Minute 5.1</b>	For Spring Term, DG governor focus area to be provision for SEND and vulnerable pupils, and CL to focus on CPD and new career teachers.
<b>Section E - SHPA</b>	<b>N/A</b>		
<b>Section F - WPA</b>	<b>Action 11</b>	<b>Minute 5.1/5.2</b>	For Spring Term: HR to focus on mentoring ECTs, as well as feedback on staff views at staff meeting on 16/01/2024. DB to focus on school culture for another term with a focus on new pupil joiners, and both the parent and pupil voice.

	<b>Action 12</b>	<b>Minute 6.6</b>	JC to review the agenda content/structure and frequency of the QES Committee meetings to reduce the meeting length. <b>DONE</b>
--	------------------	-------------------	---

**Excerpt from OLT Governance Handbook:**

***Voting and Quorum***

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

*The 'quorum' means the minimum number of voting Board or voting Committee members required to be present at the meeting, which in all cases is three. At the Quality of Education and Safeguarding Committee, and in relation to items requiring approval which are specific to a school, the quorum cannot comprise voting governors who are allocated to a different school.*

*If there is an equal number of votes, the chair (or the person acting as chair) - provided that he or she holds voting rights - has a second (or casting) vote.*

*Where there is a conflict between the interests of any voting Board or committee member and the interests of the Board or Committee, that person will withdraw from the meeting and will not vote. In a situation where the principles of natural justice require a fair hearing and there is any reasonable doubt as to a person's ability to act impartially, he/she will also withdraw from the meeting and not vote.*

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