Quality of Education and Safeguarding (QES) Committee Minutes

JULY 2026

Order	School	Date	Time
1	Sires Hill Primary Academy (SHPA)	**Tues 7th July** 2026	09:45 – 11:00
2	Didcot Primary Academy (DPA)	**Tues 7th July** 2026	11.00 – 12:15
3	Twickenham Primary Academy (TPA)	**Thurs 9th July** 2026	09:45 – 11:00
4	Wantage Primary Academy (WPA)	**Thurs 9th July** 2026	11:00 – 12:15

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Sires Hill Primary Academy Minutes

Didcot Primary Academy Minutes

Twickenham Primary Academy Minutes

Wantage Primary Academy Minutes

Appendix A – Summary of consolidated Action Points

Appendix B – Governor Termly Focus Area

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Sires Hill PRIMARY ACADEMY

1.Sires Hill Primary Academy (SHPA)

Held via Microsoft Teams on Tuesday 7th July 2026, 09:45 – 11:00

Meeting commenced at 09:45 a.m. via Microsoft Teams

Attendance

Name / Role	Position	Attendance
Duncan Millard (DM)	Board Director – QES Co-Chair	Present
Jodie Croft (JC)	CEO / Board Director	Present
Leah Basilone (LB)	Deputy CEO (DCEO)	Present
Alison Ashcroft (AA)	Executive Principal – DPA & SHPA	Present
Jameer Emamally (JE)	Parent Governor (SHPA)	Present
Hana Hamilton (HH)	Clerk (Governance & Communications Officer)	Present

Absent / Apologies

Name / Role	Position	Attendance
Emmy Taylor (ET)	Acting Staff Governor (SHPA) – Maternity cover	Apology Accepted

1. Approval of Teams transcript, welcome and apologies for absence

Report introduced by: Chair

The Chair welcomed all attendees to the meeting and confirmed that the meeting was quorate throughout.

The Committee acknowledged that Microsoft Teams transcription had been enabled solely to support the accurate drafting of minutes

✅ **APPROVED:** Use of Teams transcription.

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2. Identification of Any Other Business (AOB)

The CEO requested that proposed changes to the Trust's governance and stakeholder-engagement arrangements for the 2026/27 academic year be considered under Any Other Business.

No other items were raised.

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3. Declarations of Interest and Register of Business & Pecuniary Interests

Members were invited to declare any actual or potential conflicts of interest relating to the agenda, together with any relevant business, pecuniary or hospitality interests.

No additional declarations were made.

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4. Approval of Previous QES Committee Minutes and Matters Arising

Report introduced by: Chair

The Committee reviewed the **April 2026** SHPA QES Committee minutes.

Members confirmed that the minutes represented an accurate record of the previous meeting. Matters arising were either complete or addressed within the substantive agenda items.

- ✅ **APPROVED: April 2026** SHPA QES Committee minutes
- ☐ **ACTION:** Upload approved minutes to the OLT website and GovernorHub.

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5. Demographic Context, SEND and Safeguarding Report

Report introduced by: Executive Principal

The Executive Principal presented the summer-term demographic, SEND, attendance and safeguarding overview.

Demographic and attendance context

Pupil numbers remained stable, with some additional admissions into Year 2. Reception was significantly oversubscribed, with 15 children remaining on the waiting list.

SEND numbers had remained broadly stable since the previous meeting. A further EHCP assessment application had been submitted, with an outcome expected during the autumn term.

Attendance remained exceptionally strong. Persistent absence was very low, with only two compulsory-school-age pupils falling below 90%. Leaders confirmed that both cases arose from specific circumstantial or medical reasons rather than an established pattern of absence.

The Committee noted that three year groups recorded no persistent absence and one recorded 3.7%, compared with the national figure presented of 13.1%.

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Director Question / Challenge

The CEO asked whether the two cases below 90% represented isolated circumstances or were likely to have an ongoing effect upon attendance.

Response / Assurance Provided

The Executive Principal confirmed that both cases related to one-off circumstances, including hospital-related absence. The individual attendance records had been reviewed and no recurring pattern or wider concern had been identified.

The Committee recognised the positive attendance culture and the contribution made by curriculum opportunities, school events and the welcoming environment. Leaders reported that pupils were visibly enthusiastic about attending school.

Safeguarding context

The safeguarding position had remained broadly stable since the previous meeting.

There had been no further suspensions following the previously reported incident. Additional support had been introduced for the pupil concerned and was reported to be having a positive impact.

The Committee received an update regarding children supported through Team Around the Family arrangements, child-protection plans and other statutory or non-statutory processes.

The external safeguarding audit planned for the summer term had been postponed by Oxfordshire County Council following the school's recent inspection and external validation. It was anticipated that the audit would be rescheduled for the autumn term, although a confirmed date was not yet available.

☐ **ACTION**: Executive Principal to confirm the revised date of the external safeguarding audit once received.

Alternative provision

The safeguarding dashboard had been expanded to identify pupils accessing alternative provision. No pupils were accessing alternative provision at the time of the report, although one pupil was expected to do so subsequently.

The Committee was assured that OLT schools used only registered provision approved by Oxfordshire County Council.

Director Question / Challenge

The Chair requested greater assurance regarding the safeguarding checks and risk-assessment arrangements applied before a pupil attended alternative provision.

Response / Assurance Provided

Leaders confirmed that only registered, local-authority-approved settings were used. It was agreed that future reporting should provide directors with a concise overview of the checks, risk assessments and monitoring arrangements applied.

Behaviour monitoring

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The Parent Governor asked whether behaviour and safeguarding entries were analysed over time to establish whether incidents were increasing or decreasing and whether personal-development work was having an impact.

The Executive Principal confirmed that trends were monitored. However, because SHPA remained a small school, leaders primarily tracked behaviour at individual-pupil level. This enabled support to be introduced promptly where a child appeared repeatedly within the recording system.

Many entries represented low-level comments or incidents requiring a brief educational response rather than evidence of poor behaviour. Behaviour across the school remained exemplary overall.

Safeguarding dashboard and statutory training

The Committee noted that future dashboards would include:

- pupils accessing alternative provision;
- statutory allergy awareness and training requirements;
- relevant updates arising from revised exclusion guidance; and
- updates linked to Keeping Children Safe in Education.

✅ **APPROVED:** Safeguarding report received and scrutinised with assurance.

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6. Analysis of Summer-Term Progress and Attainment

Report introduced by: Executive Principal

The Executive Principal presented the end-of-year attainment outcomes.

Early Years Foundation Stage

The school had set a challenging target of 75% of Reception pupils achieving a Good Level of Development. Final attainment was **77%**, exceeding the target.

The Committee noted a difference between outcomes for boys and girls. Leaders explained that the small cohort meant that individual pupils had a significant effect upon the percentages. Two boys with substantial additional needs had not achieved a Good Level of Development in any area, which materially affected the overall boys' figure.

Academic outcomes within reading, writing and mathematics were stronger than the overall Good Level of Development measure suggested. The principal barriers for some pupils related to communication and language, listening and attention, self-regulation, managing conflict and personal development.

Director Question / Challenge

The CEO asked whether the lower outcome for disadvantaged pupils indicated an area of concern when compared with recently published national information.

Response / Assurance Provided

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Leaders explained that the disadvantaged cohort was extremely small and included pupils with SEND. Percentages therefore represented only a very small number of individual pupils and were not statistically reliable as evidence of a wider trend.

The DCEO advised that the Trust may need to consider disadvantage more broadly in future, including vulnerability, learning barriers and contextual factors, rather than relying solely upon eligibility for free school meals.

The Committee was assured that outcomes for pupils without SEND were very strong and that no material concern had been identified.

Year 1 phonics

The school had set a target of 88% for the Year 1 phonics screening check. The final outcome was **94%**, exceeding the target.

One pupil had joined the school shortly before the screening check and had not had sufficient time to benefit fully from the school's phonics programme. Leaders confirmed that this pupil's outcome affected the overall percentage.

The Committee congratulated staff on exceeding an already ambitious target.

Director Question / Challenge

The Chair noted the difference between boys' and girls' outcomes and asked how this would be addressed.

Response / Assurance Provided

The Executive Principal confirmed that leaders would continue tracking the individual boys concerned as they moved into Year 1. Their learning trajectories and specific areas of need would be reviewed to ensure that appropriate support was provided.

Year 2 outcomes

Leaders explained that Year 2 had experienced considerable pupil movement during the year. The original targets had been based upon the cohort in place at the end of the previous academic year. Several pupils had subsequently joined the school with differing starting points, including some working substantially below age-related expectations.

The Committee was assured that the apparent reduction against the original targets did not indicate that existing pupils had regressed.

Final outcomes included:

- **Reading:** 91% working at the expected standard and 43% at greater depth;
- **Writing:** 83% working at the expected standard and 17% at greater depth, with greater-depth attainment above the previous year;
- **Mathematics:** 57% achieving greater depth against an exceptionally ambitious target of 62%.

Each pupil represented more than four percentage points within the cohort, meaning that movement of one pupil had a substantial effect upon the headline figures.

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The Committee recognised that pupils were achieving strongly overall and formally thanked staff for the work that had secured the outcomes.

✅ **APPROVED:** Summer-term progress and attainment data received and scrutinised with assurance.

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7. Receipt of PE and Sport Premium Report

Report introduced by: Executive Principal and DCEO

The Committee received the school's evaluation of PE and Sport Premium expenditure for 2025/26.

The DCEO advised that no detailed guidance had yet been published regarding reporting requirements for 2026/27. Current information indicated that schools would receive funding for the first term only, up to December 2026, after which the existing PE and Sport Premium funding stream was expected to end.

For SHPA, this was expected to reduce annual funding from approximately £16,000 to approximately £4,000.

The Committee noted that the school had received separate inclusion funding of approximately £4,000. However, this did not compensate fully for the reduction in PE and Sport Premium funding.

Director Question / Challenge

The Chair asked what effect the withdrawal of PE and Sport Premium funding would have upon the school's provision.

Response / Assurance Provided

The Executive Principal explained that SHPA had not relied significantly upon external sports coaches. Class teachers were expected to teach PE as part of the curriculum, meaning that the immediate effect upon staffing and delivery would be less significant than at schools that commissioned external providers.

PE would nevertheless become a focus within the 2026/27 School Development Plan to ensure that curriculum quality remained strong following the withdrawal of funding.

The CEO advised that the effect would vary across the Trust, as some schools currently used external providers and would need either to fund those arrangements from their core budgets or review the delivery model.

APPROVED: PE and Sport Premium evaluation received and scrutinised.

☐ **ACTION**: Include PE within the 2026/27 School Development Plan and monitor the effect of reduced premium funding upon provision.

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8. Digital Safety Reports

Report introduced by: CEO

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The CEO confirmed that the statutory web-filtering, monitoring and cyber-incident reports had been completed for SHPA.

No cyber incidents, filtering concerns or significant online-safety issues had been identified. All relevant checks had been passed.

The Committee agreed that future digital-safety assurance could be incorporated into the safeguarding dashboard using an appropriate RAG rating. This would reduce duplication and remove the need for a separate standing agenda item where no exception or concern had arisen.

APPROVED: Digital-safety reports received with assurance.

☐ **ACTION**: Incorporate digital-safety compliance, filtering, monitoring and cyber-incident status into the safeguarding dashboard for future meetings.

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9. DCEO Update: Support and Challenge Visits and School Development Plan

Report introduced by: DCEO

The DCEO presented the findings from the most recent support and challenge visit, undertaken on 9 June 2026, together with an update on the School Development Plan.

The DCEO commended the school's responsiveness. Where small refinements had been identified through monitoring, leaders and staff had acted quickly and constructively.

A detailed review of Year 2 data had confirmed that apparent reductions within the headline figures resulted from pupil mobility and differing starting points rather than regression by existing pupils.

Reception and phonics

Whole-class phonics in Reception was identified as a strength. Leaders had previously identified that one intervention group was not progressing at the same rate as the wider class. Provision had been reorganised, resulting in improved progress.

Strong phonics practice had also had a positive effect upon reading fluency, writing and sentence construction.

Literacy teaching in Reception was described as particularly strong, with:

- clear teacher modelling;
- high expectations for all pupils;
- repeated oral rehearsal before writing;
- inclusive strategies that reduced disengagement; and
- secure links between phonics, reading and writing.

Areas for continued refinement included number and letter formation and ensuring that support staff had the confidence and knowledge required to reinforce these expectations consistently.

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Year 1 and the wider curriculum

A Year 1 music lesson was highlighted as an example of strong foundation-subject teaching. Pupils were developing secure vocabulary and retaining key knowledge over time.

The DCEO also observed effective teaching in religious education. Pupils demonstrated thoughtful and respectful engagement with different cultures and beliefs, reflecting strengths previously identified through external inspection.

Leaders would continue to strengthen presentation, consistency between lessons and the quality of learning where lessons were delivered by supply or cover staff.

Director Question / Challenge

The Chair commented upon the depth and precision of the DCEO's monitoring and asked how this professional challenge contributed to sustained improvement.

Response / Assurance Provided

The DCEO explained that the process involved detailed professional dialogue with the Executive Principal, consideration of individual pupils' starting points and close examination of classroom practice.

The Chair recognised this as an example of the value of Trust-level school-improvement support: experienced leaders were able to debate practice, identify small refinements and act quickly to improve outcomes.

The DCEO confirmed that the School Development Plan remained on track. Leaders had a clear understanding of the school's next stage of development and no material concerns were identified.

The Executive Principal paid tribute to the staff team, noting that working within a growing school required considerable flexibility and commitment. Staff shared the school's vision and maintained effective operation even when senior leaders were working across sites.

APPROVED: DCEO support and challenge report and School Development Plan review received with assurance.

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10. Staff and Parent Governor Feedback

Staff Governor Feedback

Report introduced by: DCEO on behalf of the Acting Staff Governor

The Acting Staff Governor had reviewed:

- Insight attainment and progress information;
- SEND data;
- pupil-premium information;
- SEND learning plans;
- classroom interventions; and

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- support for early-career teachers.

The report reflected positively upon the progress made by pupils with SEND and those eligible for pupil premium. Leaders explained that movement from significantly below expectations to closer to age-related expectations represented substantial progress for individual pupils, even where pupils had not yet reached the expected standard.

The Committee noted the extensive range of interventions delivered by a small staff team. Rotas and staff deployment were managed precisely to ensure that pupils received planned support and that missed provision was minimised.

The predominant areas of SEND related to communication and interaction, speech and language, social, emotional and mental-health needs and autism-spectrum needs. Some pupils had limited or no verbal communication.

The report also found that the early-career teacher felt well supported and had made substantial professional progress. Leaders described the teacher as highly effective and confirmed that mentoring and support had contributed positively to her development.

Communication with parents was considered balanced and proportionate. Leaders remained mindful of providing sufficient information without overwhelming families.

Director Question / Challenge

The CEO queried whether the pupil-premium table suggested a reduction in outcomes over the year.

Response / Assurance Provided

The DCEO explained that the table's presentation was unclear and that the subject areas had been displayed in a way that could be misinterpreted as a chronological trend.

The underlying data had been checked directly within Insight. This confirmed positive movement, including improvement in writing and mathematics. Newly admitted pupils without earlier assessment information also affected the presentation.

The Committee was assured that no concern had been identified.

APPROVED: Staff Governor report received and noted.

Parent Governor Feedback

The Parent Governor's report had been submitted after the deadline for circulation. Members had therefore not had sufficient time to review it in advance.

The Committee agreed that the report would not be considered at this meeting and reminded members that papers should normally be submitted at least one week before the meeting.

The Parent Governor confirmed that recent workload pressures had contributed to the delay and agreed that the report could be deferred.

☐ **ACTION**: Parent Governor feedback report to be carried forward or incorporated into the next appropriate stakeholder-engagement activity.

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11. Review of Trust Pupil Survey Results

Report introduced by: CEO

The CEO advised that the pupil survey analysis had not yet been shared with school leaders due to competing end-of-term pressures.

It was considered important that principals had an opportunity to review and contextualise their school-level findings before the consolidated report was presented to the Committee.

The item was therefore deferred.

☐ **ACTION**: Present the pupil survey findings following review and contextualisation by school leaders.

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12. Annual Safeguarding Audit

Report introduced by: Chair

The Committee noted that the external safeguarding audit planned for the summer term had been postponed by Oxfordshire County Council following the school's recent inspection.

The audit was expected to take place during the autumn term.

☐ **ACTION**: Executive Principal to confirm the revised audit date and present the report and associated action plan to the next appropriate QES meeting.

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13. Any Other Business

Recognition of Acting Staff Governor

The Chair recorded the Committee's formal thanks to the Acting Staff Governor for her contribution during the period of maternity cover.

Members praised the professionalism with which she had undertaken the role, including her contribution during the school's inspection and the quality of the monitoring work she had completed.

The Committee also recognised her professional development from teaching assistant to teacher and school leader as a strong example of career progression, mentoring and staff retention within the Trust.

It was confirmed that she would remain at SHPA in a leadership role.

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14. Confidentiality of Meeting Documents and Discussions

The Committee considered the status of the documents and discussions arising from the meeting.

In accordance with the Academy Trust Handbook, the Committee recommended that sensitive safeguarding information, pupil-level information and other confidential supporting papers should remain confidential.

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The agenda, approved minutes and approved final versions of publishable documents would remain available for publication in accordance with the Trust's governance arrangements.

APPROVED: Confidential status of the relevant meeting documents and discussions.

Meeting closed at 10:35 a.m

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Didcot PRIMARY ACADEMY

2. Didcot Primary Academy (DPA)

Held via Microsoft Teams on Tuesday 7th July 2026, 11:00 – 12:15

Meeting commenced at 11:00 a.m. via Microsoft Teams.

Attendance

Name / Role	Position	Attendance
Duncan Millard (DM)	Board Director – QES Co-Chair	Present
Jodie Croft (JC)	CEO / Board Director	Present
Leah Basilone (LB)	Deputy CEO (DCEO)	Present
Alison Ashcroft (AA)	Executive Principal – DPA & SHPA	Present
Lianne Vickers (LV)	Staff Governor (DPA)	Present
Shannon Fenlon Knights (SFK)	Parent Governor (DPA)	Present
Hana Hamilton (HH)	Clerk (Governance & Communications Officer)	Present

Absent / Apologies

Name / Role	Position	Attendance
N/A	N/A	N/A

1. Approval of Teams Transcript, Welcome and Apologies for Absence

Report introduced by: Chair

The Chair welcomed attendees to the DPA section of the meeting and confirmed that the meeting was quorate.

The Committee acknowledged that Microsoft Teams transcription had been enabled solely to support accurate note-taking and the preparation of the draft minutes.

✅ **APPROVED:** Use of Microsoft Teams transcription.

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2. Identification of Any Other Business

The CEO requested that proposed changes to the Trust's QES and stakeholder-engagement arrangements for 2026/27 be considered under Any Other Business.

No other items were identified at this stage.

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3. Declarations of Interest and Register of Business and Pecuniary Interests

Members were invited to declare any actual or potential conflicts of interest relating to the agenda, together with any relevant business, pecuniary or hospitality interests.

No additional declarations were made beyond those already recorded on the Trust's Register of Business and Pecuniary Interests.

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4. Approval of Previous QES Committee Minutes and Matters Arising

Report introduced by: Chair

The Committee reviewed the **April 2026** DPA QES Committee minutes and confirmed that they represented an accurate record of the meeting.

No additional matters arising were identified that were not covered elsewhere on the agenda.

✅ **APPROVED: April 2026** DPA QES Committee minutes.

☐ **ACTION:** Upload the approved minutes to the OLT website and GovernorHub.

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5. Demographic Context, SEND and Safeguarding Report

Report introduced by: Executive Principal

Demographic context

The Executive Principal reported that DPA remained full, with waiting lists across all year groups.

There had been some pupil mobility towards the end of the academic year. This included military families being posted elsewhere, one family returning to its home country and one pupil transferring to specialist provision. Leaders were not concerned about the overall roll because any vacancies were expected to be filled from the waiting lists.

SEND context

The school had 22 pupils with Education, Health and Care Plans, including one plan that had not yet been fully entered on Arbor because it remained in draft form.

Leaders were aware of at least two pupils with very high levels of need due to join Reception in September. A further Education, Health and Care needs assessment was also in progress.

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The Executive Principal expressed concern about the increasing complexity of need and the school's capacity to provide suitable support within existing staffing and funding arrangements.

Attendance

Attendance remained very strong. Overall absence was reported at approximately 3.7%, while persistent absence was at one of the lowest levels recorded by the school.

Leaders attributed this position to sustained attendance work and close engagement with families.

Two cases were subject to local-authority involvement and could progress towards prosecution.

The Committee congratulated the school on its attendance outcomes, which remained stronger than the national position.

✅ **APPROVED:** Demographic, SEND and attendance information received and scrutinised with assurance.

Safeguarding and suspensions

The Executive Principal confirmed that safeguarding systems, policies and statutory requirements remained in place.

Operation Encompass

The Committee noted a high number of Operation Encompass notifications.

Leaders explained that the scope and detail of notifications had changed over time. Notifications were no longer restricted solely to incidents of domestic abuse and could include broader police involvement, concerns reported by a parent or incidents occurring away from the family home.

It was agreed that the terminology used within the safeguarding dashboard should be reviewed so that it accurately reflected the wider scope of Operation Encompass notifications.

☐ **ACTION:** Amend the safeguarding dashboard terminology so that Operation Encompass notifications are not described solely as domestic-abuse incidents.

Behaviour, bullying and CPOMS records

Behaviour at DPA was described as exceptional overall.

The number of recorded behaviour incidents reflected thorough reporting and investigation rather than widespread poor behaviour. For most pupils, follow-up action had an immediate positive impact. A smaller number of pupils required sustained and individualised support.

Recorded bullying concerns largely related to one or two pupils, including pupils from the same family. The headline figure therefore required contextual interpretation and did not represent a corresponding number of separate pupils.

Racist incidents remained low and were appropriately recorded.

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The Committee also noted that CPOMS was used to record SEND observations. These entries might relate to unusual behaviours, communication or emerging needs and did not necessarily require a sanction or an immediate safeguarding response.

The observations were used to build an evidential picture, including information required to support Education, Health and Care needs assessment applications.

✅ **APPROVED:** Safeguarding and behaviour report received and scrutinised with assurance.

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6. Analysis of Summer-Term Progress and Attainment

Report introduced by: Executive Principal

The Executive Principal presented the end-of-year attainment outcomes.

Year 6 statutory assessment results

Year 6 statutory assessment outcomes were not available at the time of the meeting because of the national delay in the release of results.

The school had been advised that results might not become available until shortly before the end of term. Year 6 reports would therefore contain teacher-assessment information, clearly identified as such and subject to change once statutory test results were received.

The English and mathematics leaders would review the released papers promptly, particularly for pupils working close to attainment thresholds. Clerical or marking-review requests would be submitted where appropriate and within the national deadline.

The Committee expressed concern about the effect of the delay upon pupils, families and staff.

The school had received an external monitoring visit during the administration of statutory assessments. No concerns had been identified regarding the school's administration or compliance.

☐ **ACTION:** Executive Principal to circulate headline Year 6 statutory assessment outcomes to the Committee once available.

Early Years Foundation Stage

The school had set a target of 75% of pupils achieving a Good Level of Development. Final attainment was **80%**, exceeding the target.

Outcomes for boys and girls were both strong.

One pupil's progress had changed significantly after Easter and an Education, Health and Care needs assessment had been initiated. Leaders explained that, before this change, the pupil had been on course to achieve a Good Level of Development.

The disadvantaged group comprised seven pupils, two of whom had SEND and one of whom had a high level of need. The Committee noted that the small cohort required careful contextual interpretation.

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Year 1 phonics

The school had set a target of 88% for the Year 1 phonics screening check. Final attainment was **93%**, with strong and broadly comparable outcomes for boys and girls.

Two pupils within the cohort were disadvantaged and both also had SEND. One passed the screening check and one did not. The Committee recognised that the subgroup percentage represented only two pupils.

Every Year 2 pupil required to retake the phonics screening check passed.

Multiplication tables check

The percentage of pupils achieving full marks was **63%**, compared with a national comparator of approximately 35% used when targets were set.

A number of pupils scored 24 out of 25, narrowly missing the full-marks measure.

Leaders had introduced an additional White Rose resource to strengthen multiplication fluency. This was expected to provide continued benefit as the cohort progressed into Years 5 and 6.

Reading, writing and mathematics

Year 2 reading attainment was **87%** against a target of 81%.

Year 2 writing attainment was **78%** against a target of 73%.

Year 6 writing teacher assessment was **82%** against a target of 72%.

Leaders attributed improved writing outcomes partly to the school's work on strong foundations, including sentence construction, handwriting, spelling and phonics.

An AI-assisted assessment tool had been used to support the review of writing portfolios, particularly for pupils working close to assessment thresholds.

Leaders confirmed that the tool supplemented rather than replaced professional teacher judgement. Staff had reviewed the evidence carefully and retained responsibility for all final assessment decisions.

Year 2 mathematics outcomes also exceeded the school's targets.

The Executive Principal emphasised that White Rose Maths was effective when teachers actively taught and adapted the materials rather than simply delivering the presentation slides.

The Committee congratulated the school on exceeding targets across most of the available measures.

Year 3 data

Year 3 was identified as an anomaly within the wider positive school picture.

Eight pupils had moved from greater depth to the expected standard, while some pupils had moved into the just-below category.

Leaders had already identified the concern and planned to undertake:

- detailed meetings with teachers;

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- pupil-level gap analysis;
- review of patterns within the data;
- evaluation of intervention effectiveness; and
- targeted planning as the cohort moved into Year 4.

✅ **APPROVED:** Available summer-term progress and attainment data received and scrutinised with assurance.

☐ **ACTION:** Executive Principal and DCEO to review the Year 3 cohort through gap analysis, intervention evaluation and individual-pupil tracking as pupils move into Year 4.

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7. Receipt of PE and Sport Premium Report

Report introduced by: Executive Principal

The Executive Principal presented the school's evaluation of PE and Sport Premium expenditure and explained the anticipated effect of the withdrawal of the funding.

DPA had historically used the funding to strengthen provision through initiatives including:

- outdoor gym equipment;
- trim trails;
- Forest School staffing and training;
- additional swimming provision; and
- wider sporting opportunities.

The school had deliberately avoided routinely using external sports coaches because leaders wanted class teachers to retain the knowledge and confidence required to teach PE.

Leaders understood that the funding would be substantially reduced or withdrawn after the first term of 2026/27, although detailed national guidance had not yet been issued.

Swimming

Swimming remained a significant cost. Pool hire, instructors and transport created an overall cost that was increasingly difficult to sustain.

Provision had already been reduced to Year 3 only.

The school had previously offered top-up swimming for pupils who had not met the expected standard, but this was unlikely to remain affordable without the premium.

The Committee noted that ten hours of school swimming were sufficient for some pupils but not for children with limited prior experience or confidence in water.

Despite the reduced provision, the proportion of pupils achieving swimming proficiency remained comparatively strong.

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Director Question / Challenge

The CEO asked whether schools would remain accountable for statutory swimming outcomes despite the withdrawal of the associated funding.

Response / Assurance Provided

Leaders confirmed that no clear guidance had yet been issued. It remained uncertain whether reporting requirements or expectations would change.

DPA had achieved the Platinum School Games Mark for two consecutive years, following previous Gold awards.

PE would be included within the 2026/27 School Development Plan to protect the quality and profile of provision.

The Committee also noted wider uncertainty regarding SEND funding and the possibility of local-authority recoupment.

✅ **APPROVED:** PE and Sport Premium evaluation received and scrutinised.

☐ **ACTION:** Include PE within the 2026/27 School Development Plan and assess the effect of funding reductions upon swimming and wider sports provision.

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8. Digital Safety Reports

Report introduced by: CEO

The CEO confirmed that the statutory filtering, monitoring and cyber-incident reports had been completed for DPA.

All checks had passed and no digital-safety or cyber-security concerns had been identified.

The Committee agreed that future digital-safety assurance would be incorporated within the safeguarding dashboard rather than retained as a separate agenda item where there was no exception to report.

✅ **APPROVED:** Digital-safety reports received with assurance.

☐ **ACTION:** Add filtering, monitoring and cyber-incident compliance to the safeguarding dashboard for future meetings.

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9. DCEO Update: Support and Challenge Visit and School Development Plan

Report introduced by: DCEO

The DCEO presented findings from the support and challenge visit undertaken on 22 June 2026.

Monitoring had included core and foundation subjects, SEND provision, teaching-assistant deployment, curriculum consistency and pupil progress.

Strengths identified

The school continued to demonstrate:

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- a calm and purposeful culture;
- consistent classroom expectations;
- strong learning environments;
- increased use of visual resources for pupils with SEND;
- effective use of concrete resources in mathematics;
- responsive leadership;
- strong data awareness; and
- consistent curriculum delivery.

Reception mathematics was identified as a particular strength. Children were confidently using concrete resources and leaders were considering how mathematical learning could be extended further through continuous provision.

Teaching assistants were generally deployed effectively. Observations in Years 2 and 5 showed pupils completing the same work as their peers with suitable scaffolding and a slower pace where required.

One teaching assistant in lower Key Stage 2 required further development and was receiving intensive support through a formal support plan led by the Vice Principal.

SEND and scaffolding

Further development was required in Years 3 and 5 to strengthen scaffolding for pupils with SEND and lower prior attainment.

In some lessons, whole-class models placed excessive cognitive demand upon pupils who were still working at an earlier stage.

Leaders were developing more accessible visual steps and adapted materials while maintaining access to age-appropriate curriculum content.

In a fast-paced Year 5 mathematics lesson, most pupils coped well, but some required written or visual modelling in addition to verbal explanation.

Year 3 cohort

The DCEO confirmed that the Year 3 position had been identified before the visit and had been examined in detail with leaders and teachers.

The rapid identification of the issue and the school's refusal to accept the data without further investigation were recognised positively.

The next steps included gap analysis, review of intervention effectiveness and close monitoring as the cohort moved into Year 4.

Director Question / Challenge

The Chair asked whether the Year 3 position represented a wider concern regarding the quality of teaching.

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Response / Assurance Provided

The DCEO confirmed that the wider evaluation of the school remained strong.

The concern was cohort-specific and had already been identified by leaders. The school remained calm, consistent and purposeful, with targets exceeded in most other areas.

Continued support would focus upon pupils with SEND, pupils with lower prior attainment and the transition of the Year 3 cohort into Year 4.

The School Development Plan priorities of mathematics, SEND and writing had all demonstrated progress.

✅ **APPROVED:** DCEO monitoring report and School Development Plan review received with assurance.

☐ **ACTION:** Leaders to complete the Year 3 gap analysis and intervention review and monitor the cohort closely during transition into Year 4.

---

10. Staff and Parent Governor Feedback

Parent Governor Feedback: Continuing Professional Development

Report introduced by: Parent Governor

The Parent Governor presented a review of continuing professional development and staff development.

Evidence had been gathered from:

- previous inspection reports;
- NGA guidance;
- the Trust recruitment pack;
- the school staff information pack;
- school documentation; and
- discussion with the Executive Principal.

The review considered:

- the culture of professional development;
- staff choice and access;
- links to the School Development Plan;
- appraisal and performance management;
- budgeting;
- coaching and mentoring;
- leadership development; and
- evidence of impact.

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The report found a strong Trust and school commitment to professional development.

Staff had access to regular courses and subscription-based training. Uptake of optional National Professional Qualifications had been high.

Statutory training was well planned through INSET days, while provision also responded to emerging school needs, including emotionally based school avoidance, pathological demand avoidance and SEND.

Professional-development opportunities were available to teaching staff, support staff, pastoral workers and senior leaders.

Coaching had strengthened the senior leadership team and supported greater cohesion. Specialist staff, including behaviour, learning-mentor and family-support roles, received ongoing support from educational psychologists and other professionals.

The school had a strong record of developing and promoting staff internally.

Governor Question / Challenge

The Parent Governor asked:

- whether staff were directly asked if the professional-development offer met their needs;
- whether the revised appraisal approach was clearly supported by policy; and
- whether the Board modelled the same emphasis upon development rather than individual performance targets.

Response / Assurance Provided

Leaders explained that staff continued to be assessed against job descriptions, professional standards and role expectations.

Principals retained specific objectives, including agreed non-negotiable data expectations.

The Trust had moved away from setting multiple individual targets for all staff. Instead, leaders used learning walks, observations, monitoring, coaching and professional dialogue to assure the quality of practice and identify development needs.

Where whole-school needs were identified, training was provided collectively. Where an individual continued not to meet expectations after receiving support, formal capability procedures were used.

Performance-related pay had also been separated from the previous target-setting model. Staff not subject to capability procedures progressed within their applicable pay band.

The Committee agreed that this approach aligned with the principles identified within the NGA guidance.

✅ **APPROVED:** Parent Governor report received and noted.

Staff Governor Feedback: Teaching and Learning

Report introduced by: Staff Governor

The Staff Governor presented a review of teaching and learning.

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Evidence included:

- the staff handbook;
- school non-negotiables;
- the termly monitoring schedule;
- learning-walk and lesson-observation documentation;
- work scrutiny;
- feedback from DCEO challenge visits;
- discussion with senior leaders; and
- feedback from an early-career teacher.

The report found clear and consistently communicated expectations for high-quality teaching.

The school's non-negotiables and EEF-informed teaching model provided a shared understanding of expected classroom practice.

Quality-first teaching was central to provision for pupils with SEND and those eligible for pupil premium. Pupils were expected to learn alongside their peers wherever possible, with work adapted through effective scaffolding.

Additional INSET training had been provided so that teachers and learning-support assistants understood how to scaffold tasks appropriately.

Learning walks, lesson observations and work scrutiny were used consistently to test whether agreed expectations were evident in practice.

Standardised documentation enabled monitoring to be undertaken by a wider range of senior and subject leaders.

Early-career teachers received regular observation, feedback and mentoring. Where additional support was needed, leaders responded quickly through coaching, team teaching and targeted support.

Whole-school monitoring findings were shared collectively where appropriate. Individual feedback was provided privately where concerns related to a particular member of staff.

The Staff Governor concluded that expectations were high, monitoring was consistent and discrepancies were addressed promptly.

Staff also benefited from observing practice within DPA and other schools, while external visitors had observed and learned from DPA practice.

Future considerations included the effect of proposed national curriculum changes and SEND reforms upon school expectations and monitoring systems.

The Committee commended the quality and depth of the report.

✅ **APPROVED:** Staff Governor report received and noted.

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11. Review of Trust Pupil Survey Results

Report introduced by: CEO

The CEO advised that the pupil survey report had not yet been completed for Committee consideration.

The item would remain within the reporting cycle and be brought forward once school leaders had reviewed and contextualised the outcomes.

☐ **ACTION:** Present the pupil survey findings at the next appropriate QES meeting.

---

12. Annual Safeguarding Audit

Report introduced by: Chair

The Committee noted that the DPA safeguarding audit remained due.

No audit report was available for consideration at this meeting.

☐ **ACTION:** Present the safeguarding audit report and associated action plan when completed.

---

13. Any Other Business

Recognition of Vice Principal

The Executive Principal formally thanked the Vice Principal for her contribution during the academic year.

The Committee noted that she had:

- stepped successfully into the Vice Principal role;
- supported the development of the school's new SENCO;
- continued to provide SENCO support at SHPA;
- supported SEND leadership at WPA; and
- contributed significantly to strengthening DPA's leadership capacity.

The Chair also thanked the Vice Principal for the contribution she had made to QES meetings.

Recognition of Clerk and Committee Members

The Chair thanked all members for their contribution during the academic year.

The Clerk was thanked for coordinating papers and meeting arrangements, which had supported the effective running of the Committee.

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14. Confidentiality of Meeting Documents and Discussions

The Committee considered the status of the documents and discussions arising from the meeting.

It was agreed that sensitive safeguarding information, pupil-level information and other confidential supporting papers should remain confidential.

The agenda, approved minutes and approved final versions of publishable documents would remain available for publication in accordance with the Trust's governance arrangements.

✅ **APPROVED:** Confidential status of the relevant meeting documents and discussions.

Meeting closed at 12:00 p.m

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Twickenham PRIMARY ACADEMY

3.Twickenham Primary Academy (TPA)

Held via Microsoft Teams on Thursday 9th July 2026, 09:45 – 11:00

Meeting commenced at 09:45 a.m. via Microsoft Teams.

Attendance

Name / Role	Position	Attendance
Jenelle Ross-McIntyre (JRM)	Board Director – Chair	Present
Jodie Croft (JC)	CEO / Board Director	Present
Leah Basilone (LB)	Deputy CEO (DCEO)	Present
Erin Moscardini (EM)	Principal – TPA	Present
Kirstie Maricourt (KM)	Staff Governor (TPA)	Present
Rupi Thiara (RT)	Parent Governor (TPA)	Present
Hana Hamilton (HH)	Clerk (Governance & Communications Officer)	Present

Absent / Apologies

Name / Role	Position	Attendance
N/A	N/A	N/A

1. Approval of Teams Transcript, Welcome and Apologies for Absence

Report introduced by: Chair

The Chair welcomed attendees to the TPA section of the meeting and confirmed that the meeting was quorate.

The Committee acknowledged that Microsoft Teams transcription had been enabled solely to support accurate note-taking and preparation of the draft minutes. The approved minutes would remain the only formal record of the meeting.

✅ **APPROVED:** Use of Microsoft Teams transcription.

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2. Identification of Any Other Business

The CEO requested that proposed changes to the Trust's QES and stakeholder-engagement arrangements for 2026/27 be considered under Any Other Business.

No other items were identified at this stage.

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3. Declarations of Interest and Register of Business and Pecuniary Interests

Members were invited to declare any actual or potential conflicts of interest relating to the agenda, together with any relevant business, pecuniary or hospitality interests.

No additional declarations were made beyond those already recorded on the Trust's Register of Business and Pecuniary Interests.

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4. Approval of Previous QES Committee Minutes and Matters Arising

Report introduced by: Chair

The Committee reviewed the April 2026 TPA QES Committee minutes and confirmed that they represented an accurate record of the meeting.

No additional matters arising were identified that were not addressed within the substantive agenda.

✅ **APPROVED:** April 2026 TPA QES Committee minutes.

☐ **ACTION:** Clerk to upload the approved minutes to the OLT website and GovernorHub.

---

5. Demographic Context, SEND and Safeguarding Report

Report introduced by: Principal

Demographic and attendance context

The Principal reported that the school's demographic profile had remained broadly stable since the previous QES meeting.

Persistent absence had reduced significantly during the term. The school's attendance position had improved when compared with Department for Education benchmarking information.

The school had not received an active Education Welfare Officer service since approximately January because the allocated officer was on long-term absence. The school had continued to be charged for the service and was challenging those charges.

In the absence of external support, the Principal and attendance team had strengthened internal monitoring and used the FFT 360 attendance report to analyse attendance by pupil group.

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Attendance health check

The school had commissioned an attendance health check through Achieving for Children.

The review would provide challenge similar to a safeguarding audit and would consider the school's readiness for attendance expectations within the revised inspection framework.

The school's attendance officer and another member of staff had also attended local-authority attendance training.

The training confirmed that the school was already implementing the expected approaches. Leaders would nevertheless explore giving class teachers a stronger role in making early contact with families when attendance began to decline.

✅ **APPROVED:** Demographic and attendance information received and scrutinised with assurance.

Safeguarding context

The Principal reported an increase in the number and complexity of safeguarding referrals during the year.

Alternative provision

The safeguarding dashboard had been updated to identify pupils accessing alternative provision.

One pupil attended a local-authority emotionally based school avoidance provision for one morning each week.

The Principal held regular Team Around the Child meetings with the provision lead and had arranged a visit to confirm that the safeguarding, operational and educational arrangements were appropriate.

Director Question / Challenge

The CEO asked whether the school had an appropriately designated member of staff responsible for looked-after and previously looked-after children.

Response / Assurance Provided

The Principal confirmed that a designated teacher for looked-after children was in place.

The DCEO explained that the dashboard terminology would be updated for October to encompass looked-after children and children who were previously in care.

The school had also achieved an Attachment Aware Schools Award. Staff had received training to strengthen their understanding of attachment and to ensure that pupils felt known, welcomed and supported.

☐ **ACTION:** Update the safeguarding dashboard terminology relating to looked-after and previously looked-after children.

Behaviour, CPOMS and restrictive physical intervention

The largest category of CPOMS entries related to behaviour because all behaviour concerns were recorded through the system.

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CPOMS was therefore used both as a safeguarding system and as a wider information and monitoring database.

The school had introduced a separate recording category for incidents involving restrictive physical intervention or preventing a pupil from moving in a particular direction to maintain safety.

Relevant teaching assistants had received training and a new staff flowchart had been developed.

The procedure would be reflected within the revised Behaviour Policy and Child Protection and Safeguarding Policy.

☑ **APPROVED:** Safeguarding report received and scrutinised with assurance.

☐ **ACTION:** Incorporate the restrictive physical intervention flowchart and reporting requirements into the revised Behaviour and Child Protection and Safeguarding policies.

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6. Analysis of Summer-Term Progress and Attainment*

Report introduced by: Principal

The Principal presented the end-of-year attainment outcomes.

Note: Year 6 outcomes at the time of meeting were delayed nationally by the DfE.

Early Years Foundation Stage

The school met the challenging Good Level of Development target it had set for Reception.

Leaders explained that the cohort was small and included pupils with significant additional needs and attendance barriers.

The local-authority expectation was that schools should work towards approximately 83% of pupils achieving a Good Level of Development over the next two years.

The Principal expressed concern that a fixed expectation might not take sufficient account of individual pupil need or cohort context.

Director Question / Challenge

The CEO asked whether the local-authority expectation applied regardless of the characteristics and needs of the cohort.

Response / Assurance Provided

The Principal confirmed that the expectation appeared to be applied broadly.

The CEO reiterated that Trust targets should remain ambitious but realistic and grounded in the starting points and needs of individual pupils.

The Committee agreed that pupils developed at different rates and that target setting should provide stretch and aspiration without disregarding individual context.

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Phonics

The Principal commended the Year 1 team and phonics lead for strong outcomes within a challenging cohort.

Four non-verbal pupils had been disapplied from the phonics screening check because of the complexity of their needs.

Leaders had tracked every pupil closely throughout the year through colour-coded analysis, frequent review and targeted intervention.

Pupils had received multiple daily opportunities to practise phonics.

Year 2 outcomes were also strong. One pupil educated outside their chronological year group had taken the screening check at a different point.

Excluding that pupil, all Year 2 pupils required to retake the check had passed.

The Committee noted that additional professional support provided to one Year 1 teacher had resulted in clear improvements in subject knowledge, confidence and classroom practice.

✅ **APPROVED:** Phonics outcomes received with assurance and staff congratulated on the impact of targeted intervention.

Multiplication tables check

The Committee discussed the multiplication tables check, which reports the proportion of pupils achieving full marks of 25 out of 25.

Leaders explained that many pupils had scored between 20 and 24 and that the timed nature of the assessment was particularly challenging for pupils with processing difficulties.

A gender difference was evident within the cohort.

This was linked to the profile of individual pupils, including girls who were recent admissions, pupils with low confidence in mathematics and one pupil with diagnosed dyscalculia.

Leaders would undertake further pupil-level analysis as the cohort moved into Year 5.

The Committee noted positively that 14% of pupils with SEND achieved full marks within a timed online assessment.

☐ **ACTION:** Year 5 leaders to review multiplication outcomes by pupil and gender and provide targeted support during 2026/27.

Reporting progress for pupils with complex SEND

The Principal asked the Committee to interpret SEND percentages carefully.

One Reception pupil with an EHCP followed a wholly bespoke curriculum and was working at a pre-speaking and pre-writing stage.

A recorded outcome of 0% against the Early Years Foundation Stage framework did not indicate an absence of progress or low expectations.

The pupil was making progress against individual EHCP outcomes, but this was not reflected in the statutory dashboard.

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Director Question / Challenge

The CEO asked how future reporting could give the Committee assurance regarding the school's work and the pupil's actual progress when national measures continued to show 0%.

Response / Assurance Provided

The Principal confirmed that the pupil had:

- a bespoke timetable;
- an adapted curriculum;
- appropriate adult support;
- regular meetings with the family; and
- individual progress measured against EHCP outcomes.

An additional page had been included within the pupil's annual report to celebrate progress against those outcomes and avoid presenting the family with a report consisting only of "not met" judgements.

The Committee agreed that future dashboards should record whether appropriate curriculum adaptation, support and individual progress measures were in place for pupils working outside statutory frameworks.

☐ **ACTION:** Develop future dashboard reporting to demonstrate curriculum adaptation and progress against individual outcomes for pupils with complex SEND.

Year 2 and Year 6

Year 2 pupils had met the targets set by the school.

Book scrutiny and assessment evidence supported the reported outcomes.

Leaders identified combined reading, writing and mathematics as an area for continued improvement.

Year 6 statutory test outcomes had not yet been released nationally. This accounted for the blank Year 6 statutory assessment section within the dashboard.

Year 6 writing outcomes were reported as strong.

The Principal commended the phase team for:

- targeted small-group intervention;
- strong whole-class teaching;
- broad and ambitious curriculum content;
- effective use of experienced Year 6 staff; and
- increased collaboration across Years 5 and 6.

The Committee noted that boys' and girls' writing outcomes were closely aligned and that there was no significant disparity between disadvantaged and non-disadvantaged pupils.

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This was considered particularly positive because approximately 10% of the cohort had EHCPs and four pupils had been disapplied from statutory tests.

Director Question / Challenge

The CEO asked for the narrative behind the reduction from the Year 6 greater-depth writing target to the final teacher-assessment outcome.

Response / Assurance Provided

The Principal explained that the difference represented approximately two pupils and was influenced by pupil mobility and the continued use of formulaic writing by some pupils who had not demonstrated sufficient independence for greater depth.

The Committee accepted the contextual explanation and congratulated the school on the overall outcomes.

✅ **APPROVED:** Available summer-term attainment and progress information received and scrutinised with assurance.

☐ **ACTION:** Principal to circulate the Year 6 statutory assessment outcomes once released.

---

7. Receipt of PE and Sport Premium Report

Report introduced by: Principal

The Principal presented the final-year evaluation of PE and Sport Premium expenditure.

Funding had supported:

- external coaching in sports where internal confidence was lower, including tag rugby and cricket;
- participation in competitions;
- gymnastics;
- swimming;
- staff development; and
- a wider range of sporting opportunities.

The school employed confident internal swimming teachers and provided swimming to pupils in Years 4, 5 and 6.

Each year group received a block of swimming provision, meaning pupils had repeated opportunities to develop confidence and proficiency before leaving primary school.

Swimming took place at a nearby secondary school with a full-depth pool and appropriate facilities.

The short walking distance avoided prohibitive transport costs.

The repeated swimming provision had supported strong outcomes and enabled pupils to participate successfully in swimming galas.

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The Committee noted the value of the provision and congratulated the school on the breadth of opportunities offered.

✅ **APPROVED:** PE and Sport Premium report received and scrutinised.

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8. Digital Safety Reports

Report introduced by: CEO

The CEO confirmed that the statutory digital-safety checks had been completed.

One security check initially recorded a failure. The check was rerun by the IT provider and subsequently passed.

The Trust was investigating the reason for the original result.

Initial information suggested that it related to a missed keystroke or technical issue rather than any pupil being exposed to inappropriate material.

The Committee agreed that future digital-safety checks would be incorporated within the safeguarding dashboard rather than considered as a separate standing item.

✅ **APPROVED:** Digital-safety report received, subject to completion of the technical investigation.

☐ **ACTION:** Incorporate filtering, monitoring and cyber-security compliance into the safeguarding dashboard from October 2026.

---

9. DCEO Update: Support and Challenge Visit and School Development Plan

Report introduced by: DCEO

The DCEO presented findings from recent school-improvement monitoring, including learning walks, book moderation, data review and meetings with senior leaders.

The DCEO also commended the Year 6 production.

Pupils, including those with SEND and EHCPs, had participated successfully and the performance was polished and inclusive.

Behaviour, conduct and soft starts

Behaviour and conduct continued to improve.

Strong practice was observed where teachers were positioned at classroom doors and pupils entered classrooms with clear expectations.

Effective soft-start practice was observed in Years 1 and 2, supporting a calm beginning to the school day.

Further consistency was required across the school because some pupils arriving during the extended entry period did not always engage in purposeful activity.

The Principal explained that soft-start work could not introduce new learning because pupils arrived at different times.

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Leaders would instead develop a sequence of independent consolidation tasks, such as mathematics practice and handwriting.

Year 4 mathematics

Year 4 mathematics was calmer than during the previous visit, with improved use of assessment-for-learning strategies.

Leaders would continue reinforcing high expectations for active listening and participation within identified classes.

Year 5 mathematics and structured talk

Year 5 mathematics demonstrated strong subject knowledge, accurate use of vocabulary and well-pitched learning.

Pupils with SEND were supported through scaffolding and appropriate teaching-assistant deployment.

The next step was to increase structured pupil talk and reduce reliance upon hands-up responses from individual pupils.

Governor Question / Challenge

The Parent Governor asked what structured talk opportunities would look like in practice.

Response / Assurance Provided

The DCEO explained that structured talk could include:

- sentence stems;
- choral responses;
- partner discussion;
- table discussion;
- rehearsing an answer with a teaching assistant; and
- ensuring that all pupils verbalised key language rather than relying only on volunteers.

The Parent Governor welcomed this approach, noting that pupils had expressed a desire for more opportunities to contribute during lessons.

Early-career teacher support

An observation of a Key Stage 1 early-career teacher identified strengths in behaviour management, classroom routines and consideration of pupils with SEND.

Development points related to modelling and subject knowledge within a specific English lesson.

The identified misconceptions had already been addressed by senior leaders.

Data accuracy

A 22% disparity had been identified within Year 4 data.

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The Principal, DCEO and receiving Year 5 teacher were reviewing the information to ensure accuracy and establish a clear understanding of the cohort before transition.

School Development Plan

The School Development Plan priorities had remained focused upon:

- consistent expectations and non-negotiables;
- behaviour and attendance;
- Early Years provision and outcomes; and
- leadership development and personalisation.

No significant concerns or red flags were identified.

The priorities had also been validated through external school-improvement review by Achieving for Children.

The Committee recognised that the School Development Plan had led to demonstrable improvement.

✅ **APPROVED:** DCEO monitoring report and School Development Plan review received with assurance.

☐ **ACTION:** Establish a consistent whole-school approach to purposeful soft-start activities.

☐ **ACTION:** Increase structured pupil-talk opportunities across the curriculum.

☐ **ACTION:** Complete the review and correction of the Year 4 data disparity before transition into Year 5.

---

10. Staff and Parent Governor Feedback

Parent Governor Feedback: Continuing Professional Development

Report introduced by: Parent Governor

The Parent Governor presented a review of continuing professional development and staff development.

Evidence included:

- staff training records;
- the annual training timetable;
- the Teaching and Learning Policy;
- discussion with an experienced senior leader and ECT mentor; and
- information relating to staff induction and support.

Mandatory whole-school training was delivered through INSET days and was reported to be up to date.

Teachers received regular Tuesday CPD sessions.

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Although these sessions were considered valuable, the timing at the end of a long working day could affect staff energy and engagement.

Teaching assistants received a separate weekly CPD session on Monday mornings.

The school made specific cover arrangements to enable attendance, and this was considered an unusually strong offer.

Follow-up “training into action” sessions enabled staff to reflect upon implementation, raise challenges and share practice.

Training was delivered by the Principal, assistant principals, subject leaders and external specialists.

SEND and neurodiversity were frequent areas of development because of the diversity and complexity of pupil need.

The Committee heard that initial teacher training did not always prepare new teachers adequately for the level of SEND, parental communication and professional responsibility encountered in school.

The school supplemented this through:

- weekly mentoring;
- observations;
- team teaching;
- half-termly neurodiversity training;
- educational psychologist input;
- speech and language training;
- external subject specialists; and
- child-specific training.

The report noted that the previous appraisal cycle had provided three formal opportunities each year for individual career and development conversations.

Since this was no longer mandatory, take-up had reduced.

Logistical and funding pressures also made ad-hoc release time difficult to arrange.

The Parent Governor identified possible concerns regarding:

- loss of routine individual development conversations;
- limited promotion opportunities;
- staff retention over time;
- funding for external development;
- support for staff who were performing adequately but might feel overlooked; and
- ensuring staff could identify their longer-term aspirations.

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Director Question / Challenge

The Chair asked how staff could be given a clear and evidenced opportunity to identify individual professional-development needs if formal appraisal meetings were no longer routine.

Response / Assurance Provided

The CEO explained that pay and performance had been separated in line with union guidance.

The Trust had redirected leadership capacity away from general target-setting and towards more intensive support for staff whose practice required improvement.

Learning walks, monitoring and support plans enabled leaders to identify concerns earlier and intervene more effectively.

Staff who wished to discuss career development could request a meeting. However, the Committee acknowledged that not all staff would feel confident or sufficiently motivated to initiate this themselves.

The Chair suggested introducing a professional-development survey through which staff could identify:

- areas of interest;
- career aspirations;
- training needs;
- barriers to development; and
- whether they wanted a follow-up conversation.

The Committee considered that this would provide a clear route for all staff without requiring an immediate return to the previous appraisal model.

✅ **APPROVED:** Parent Governor report received and noted.

Staff Governor Feedback: Teaching and Learning

Report introduced by: Staff Governor

The Staff Governor presented a review of consistency in teaching and learning.

The school had moved towards more targeted and individualised feedback rather than applying the same development message to all teachers.

This had reduced unnecessary anxiety and enabled leaders to focus directly upon specific areas of practice.

Shared planning was identified as a significant strength.

Teachers planned collaboratively and exchanged responsibility for different curriculum areas, supporting consistency across parallel classes.

The Staff Governor suggested increasing opportunities for:

- staff to visit classrooms across different floors and phases;

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- peer observation focused upon good practice;
- sharing classroom environments and working walls;
- cross-Trust school visits;
- staff exchanges; and
- welcoming student teachers who could bring new research and approaches.

The Principal confirmed that the school had registered its interest with Roehampton University and was in a stronger position to host student teachers because staff capacity and teaching quality had improved.

Marking and assessment workload

The Staff Governor raised the workload created by standardised testing and associated marking.

Teachers could be required to mark approximately 120 papers in addition to normal teaching and planning responsibilities.

The Principal explained that standardised testing was important because it triangulated:

- work in pupils' books;
- standardised assessment outcomes; and
- teachers' professional knowledge of pupils.

The Committee discussed whether a reduced-marking week or an alternative planning approach could be introduced during assessment periods.

☐ **ACTION:** Principal and DCEO to consider the practicality of reduced-marking expectations or adjusted curriculum planning during standardised assessment weeks.

✅ **APPROVED:** Staff Governor report received and noted.

---

11. Review of Trust Pupil Survey Results

Report introduced by: CEO

The CEO advised that the pupil survey analysis had been completed but had not been disseminated in time for consideration at this meeting.

The report would be presented to the Board and returned to QES after school leaders had reviewed the findings.

☐ **ACTION:** Present the pupil survey findings at the next appropriate QES meeting following school-level review.

---

12. Annual Safeguarding Audit

Report introduced by: Principal

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The school had completed its external safeguarding audit but had not yet received the final written report.

Leaders confirmed that the audit had identified only a small number of minor development points, primarily relating to site-safety refinements.

No significant concerns had been raised regarding CPOMS, DSL practice or the school's wider safeguarding systems.

Actions already known to the school had been addressed.

The Principal confirmed that planning was underway for the September INSET safeguarding update, including changes arising from Keeping Children Safe in Education 2026 and revised Single Central Record requirements.

☐ **ACTION:** Present the final safeguarding audit report and completed action plan once received.

---

13. Any Other Business

None.

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14. Confidentiality of Meeting Documents and Discussions

The Committee considered the status of the documents and discussions arising from the meeting.

It was agreed that sensitive safeguarding information, pupil-level information, staffing matters and other confidential supporting papers should remain confidential.

The agenda, approved minutes and approved final versions of publishable documents would remain available for publication in accordance with the Trust's governance arrangements.

✅ **APPROVED:** Confidential status of the relevant meeting documents and discussions.

Meeting closed at 11:00 a.m.

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Wantage PRIMARY ACADEMY

4.Wantage Primary Academy (WPA)

Held via Microsoft Teams on Thursday 9th July 2026, 11:00 – 12:15

Meeting commenced at 11:00 a.m. via Microsoft Teams.

Attendance

Name / Role	Position	Attendance
Jenelle Ross-McIntyre (JRM)	Board Director – Chair	Present
Jodie Croft (JC)	CEO / Board Director	Present
Leah Basilone (LB)	Deputy CEO (DCEO)	Present
Hannah Robinson (HR)	Principal – WPA	Present
Aindri Palipane (AP)	Staff Governor (WPA)	Present
Hana Hamilton (HH)	Clerk (Governance & Communications Officer)	Present

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Absent / Apologies

Name / Role	Position	Attendance
Tara Passfield (TP)	Parent Governor (WPA)	Apologies Accepted

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1. Approval of Teams Transcript, Welcome and Apologies for Absence

Report introduced by: Chair

The Chair welcomed attendees to the WPA section of the meeting and confirmed that the meeting was quorate.

The Committee acknowledged that Microsoft Teams transcription had been enabled solely to support accurate note-taking and preparation of the draft minutes. The approved minutes would remain the only formal record of the meeting.

The absence of the Parent Governor was noted.

✅ **APPROVED:** Use of Microsoft Teams transcription.

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2. Identification of Any Other Business

The CEO requested that proposed changes to the Trust's QES and stakeholder-engagement arrangements for 2026/27 be considered under Any Other Business.

No other items were identified at this stage.

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3. Declarations of Interest and Register of Business and Pecuniary Interests

Members were invited to declare any actual or potential conflicts of interest relating to the agenda, together with any relevant business, pecuniary or hospitality interests.

No additional declarations were made beyond those already recorded on the Trust's Register of Business and Pecuniary Interests.

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4. Approval of Previous QES Committee Minutes and Matters Arising

Report introduced by: Chair

The Committee reviewed the April 2026 WPA QES Committee minutes and confirmed that they represented an accurate record of the meeting.

No additional matters arising were identified that were not addressed within the substantive agenda.

✅ **APPROVED:** April 2026 WPA QES Committee minutes.

☐ **ACTION:** Clerk to upload the approved minutes to the OLT website and GovernorHub.

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5. Demographic Context, SEND and Safeguarding Report

Report introduced by: Principal

Pupil numbers and mobility

The Principal reported that WPA continued to receive comparatively high numbers of pupils joining the school during the academic year.

Many in-year admissions were not initially keeping pace with pupils who had attended WPA for longer. Recent admissions included:

- two pupils with Education, Health and Care Plans; and
- three pupils who had arrived with no English.

This had an immediate effect upon:

- staffing deployment;
- intervention capacity;
- provision for existing pupils with identified needs; and

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- overall attainment and progress information.

The school also continued to support a comparatively high proportion of disadvantaged pupils. Leaders had strengthened their work to ensure that all eligible families were registered for pupil premium funding.

The SEND register continued to grow because pupils frequently arrived with either complex SEND or needs that initially presented similarly to SEND because of limited English.

A significant number of pupils with higher levels of need would leave Year 6 at the end of the year. Several had secured specialist-school places and the required transition work had been completed.

Reception intake and future stability

For the second consecutive year, the school had secured a full Reception intake.

The Principal considered this a positive indication of future stability. Filling the school from the lower year groups with families choosing WPA at the normal point of admission was expected gradually to reduce reliance upon in-year admissions.

Director Question / Challenge

The CEO asked which year groups would continue to have vacancies during 2026/27.

Response / Assurance Provided

The Principal confirmed that:

- Year 2 retained several vacancies;
- Year 3 was full, with one class increased to 31 because of the admission of a pupil with an EHCP;
- one Reception class had also increased to 31 because of an EHCP admission;
- Year 1 had only approximately three remaining places; and
- one vacancy remained within the cohort moving into Year 6.

The school wished to fill the Year 6 vacancy promptly because of the importance of stability during the statutory assessment year.

Although mobility was expected to continue, leaders anticipated that it would be lower than in previous years.

The Committee noted that the current Year 1 cohort, moving into Year 2, continued to include significant needs and would require close monitoring.

✅ **APPROVED:** Demographic, pupil-number and SEND information received and scrutinised with assurance.

Attendance and persistent absence

The Principal reported that the school's attendance trajectory remained positive overall.

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Fire safety and lockdown procedures

The school had completed its three scheduled fire drills successfully.

Additional unplanned drills had also taken place, including:

- a drill during lunchtime; and
- a drill while parents were on site.

These had provided useful assurance that procedures were effective outside normal classroom conditions.

A lockdown drill had also been completed successfully.

Actions identified following the drill had largely been completed, including the installation of manifestation on glazed areas.

One remaining concern was that the manifestation could be peeled away by a pupil with SEND. The school would assess whether it could be installed on the opposite side of the glass, although this would require specialist access equipment.

Social-care involvement and early help

The number of pupils subject to formal social-care intervention had reduced slightly.

Alternative provision

A comparatively high number of pupils had accessed alternative provision during the year.

CPOMS trends and parental communication

The school recorded behaviour concerns diligently on CPOMS to identify patterns and maintain a clear chronology of intervention.

The number of entries did not necessarily represent high-level behaviour incidents. Many records were made to demonstrate how the school had identified and responded to emerging patterns.

Parental communication continued to require substantial leadership time.

☐ **ACTION:** Reinforce the school and Trust communication expectations with existing and incoming families during 2026/27.

✅ **APPROVED:** Safeguarding, behaviour, attendance and alternative-provision report received and scrutinised with assurance.

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6. Analysis of Summer-Term Progress and Attainment*

Report introduced by: Principal

The Principal presented the end-of-year attainment outcomes.

Note: Year 6 outcomes at the time of meeting were delayed nationally by the DfE.

Early Years Foundation Stage

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Reception pupils exceeded the school's Good Level of Development target.

The Committee noted positively that outcomes for boys and girls were closely aligned, including within reading, writing and mathematics.

The Principal attributed the outcomes to a revised Early Years approach that placed greater emphasis upon:

- purposeful learning through play;
- practical mathematics;
- high-quality adult interaction;
- oral language and sentence development;
- gross- and fine-motor development;
- reduced cognitive load; and
- developmentally appropriate expectations.

The school had introduced Mastering Number through practical activities rather than formal written work. Staff maintained evidence within floor books to demonstrate pupils' learning and progress.

The approach had been particularly successful for children who were not initially ready for formal learning.

Staff had also completed "May I Join You?" training, focusing upon high-quality adult interaction during children's play.

An external Early Years review had previously challenged the school to reduce the level of formality and ensure that expectations were developmentally appropriate.

Leaders responded by increasing oral language, creativity and purposeful play while retaining high ambition.

Director Question / Challenge

The CEO asked whether the revised approach particularly benefited boys or was equally effective for girls.

Response / Assurance Provided

The Principal explained that the approach represented good practice for all pupils.

Movement, predictable routines and reduced cognitive load supported boys who were more inclined towards active learning, while girls retained access to writing and more formal opportunities where these matched their interests and readiness.

The Staff Governor confirmed that the approach had been transformative for boys and girls. Regular free-writing opportunities and the celebration of children's work had encouraged pupils who had previously been reluctant to write.

The DCEO confirmed that the provision aligned with the increased national focus upon secure foundations before pupils moved to more formal learning.

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For the first time, disadvantaged Reception pupils were outperforming their non-disadvantaged peers in some areas. Where outcomes were not higher, the gaps were very small.

The Principal reflected that some disadvantaged pupils arrived with limited experience of high-quality interaction, talk and purposeful play. Restoring those foundational experiences enabled pupils to develop language, resilience and academic readiness.

The Committee recognised the approach as a significant success.

Year 1 phonics and multiplication tables check

Year 1 achieved **96%** in the phonics screening check.

The school was also highly satisfied with its multiplication tables check outcomes.

Following weaker outcomes in the previous year, leaders had introduced a clear improvement plan and daily practice.

The teaching team had monitored pupils' performance throughout the year and had a secure understanding of likely outcomes well in advance of the statutory check.

The next cohort would be larger and include greater levels of need, but the school intended to retain the successful approach.

The Committee formally congratulated staff on the outcomes.

Year 6 statutory assessment and writing

Year 6 statutory test outcomes were unavailable at the time of the meeting because of the national delay in results.

The school had received an external monitoring visit during the administration of the assessments. The visitor had been satisfied that all procedures were followed correctly.

The cohort differed significantly from previous years and the school had therefore set targets that reflected pupils' starting points and levels of need.

Leaders were pleased that pupils who could access school had participated in the assessments, including those receiving a combined nurture and classroom model.

For some pupils, participation involved completing only part of an assessment, but the experience had been managed appropriately and inclusively.

Year 6 writing exceeded the school's target.

Leaders attributed the improvement to:

- focused leadership of writing;
- lessons learned from the previous year's moderation;
- early identification of pupils working close to thresholds;
- targeted spelling, punctuation and grammar intervention;
- writing seminars; and

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- sustained teaching-assistant support.

The school felt confident in its writing judgements because of the expertise developed through previous moderation.

The Committee noted the positive increase in pupils achieving greater depth.

☐ **ACTION:** Principal to circulate the Year 6 statutory assessment outcomes once released.

Year 2 outcomes

Year 2 pupils exceeded the school's targets at the expected standard.

Greater-depth outcomes in writing and mathematics were below the targets set.

The Principal explained that the cohort had experienced in-year admissions and that staff had applied assessment standards carefully.

Leaders nevertheless recognised that pupils needed more opportunities to demonstrate greater depth independently.

In some areas of the school, scaffolding may have unintentionally limited what pupils were able to demonstrate without support.

The new English leadership team would review how creative and independent opportunities could be strengthened while maintaining appropriate support.

Year 3 and Year 5

Leaders also identified over-scaffolding as an area for development in Year 3.

Support needed to be matched more precisely so that pupils did not become dependent upon prompts or have their potential capped.

Year 5 had experienced considerable pupil mobility. The school had lost several pupils working at the expected or greater-depth standard and admitted pupils with limited English and complex SEND.

Although this affected the data, leaders had also identified concerns regarding pace and consistency of teaching.

The Key Stage 2 leader had provided modelling and book moderation. Initial improvement was not fully sustained, and further support had therefore been introduced.

Teachers from the year groups above and below were working with the team to strengthen progression into Year 6.

✅ **APPROVED:** Available summer-term attainment and progress information received and scrutinised with assurance.

☐ **ACTION:** Review scaffolding in Years 2 and 3 to ensure that pupils have sufficient opportunity to demonstrate independent and greater-depth learning.

☐ **ACTION:** Continue targeted leadership support and monitoring for the current Year 5 cohort as it moves into Year 6.

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7. Receipt of PE and Sport Premium Report

Report introduced by: Principal

The school received **£18,140** in PE and Sport Premium funding during the year.

The full allocation had been spent, with total sports-related expenditure exceeding the amount of the premium.

Funding had supported a range of activities, including extracurricular opportunities for disadvantaged pupils and pupils accessing nurture or alternative provision.

Sport had formed an important part of the school's wider engagement model.

Swimming

The school's swimming outcomes were lower than expected.

The Principal explained that this was influenced partly by pupils who could not access the provision because of:

- alternative educational arrangements;
- attendance barriers;
- physical disabilities; or
- complex additional needs.

Swimming was currently provided in Year 5.

The school questioned whether swimming should be moved earlier within the curriculum cycle so that there was sufficient time to provide top-up sessions before Year 6.

Leaders recognised that removing pupils unable to attend from the data would leave only a small number requiring additional provision. However, commissioning transport and lessons for three or four pupils would be disproportionately expensive.

Director Question / Challenge

The Committee asked how pupils who had not met the swimming standard could receive further support without incurring unreasonable transport and staffing costs.

Response / Assurance Provided

The Principal suggested that options could include:

- moving swimming earlier in the curriculum;
- providing an intensive block for identified pupils; or
- identifying alternative local provision.

The DCEO confirmed that swimming costs were creating difficulties across the Trust and agreed to review the position with the Principal.

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The Committee also noted that the anticipated removal of PE and Sport Premium funding would make future provision more difficult.

✅ **APPROVED:** PE and Sport Premium report received and scrutinised.

☐ **ACTION:** Principal and DCEO to review the timing and affordability of swimming provision, including options for pupils requiring top-up swimming.

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8. Digital Safety Reports

Report introduced by: CEO

The CEO confirmed that all required digital-safety, filtering and monitoring checks had been completed.

All checks had passed and no concerns had been identified.

✅ **APPROVED:** Digital-safety reports received with assurance.

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9. DCEO Update: Support and Challenge Visits and School Development Plan

Report introduced by: DCEO

The DCEO explained that the principal summer-term visit had been postponed because the school had closed early during exceptionally hot weather.

A full learning review, with inclusion as its central focus, was scheduled for the following day.

The report presented to the Committee therefore summarised evidence gathered during Summer 1 and the beginning of Summer 2.

Monitoring had included:

- learning walks;
- book reviews;
- meetings with the Principal;
- discussions with the SENCO;
- review of teaching and learning;
- evaluation of inclusion; and
- consideration of planning for 2026/27.

Strengths identified

The DCEO identified the following strengths:

- consistency in teaching and learning;
- high-quality support from teaching assistants;
- experienced teaching assistants mentoring newer colleagues;

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- secure planning for additional high-needs funding;
- development of the school's nurture and shadow-school model;
- increasing use of trauma-informed practice;
- strong use of the Boxall Profile to demonstrate social and emotional progress;
- effective implementation of the "WPA Way"; and
- appropriate use of Curriculum Maestro as a framework rather than a scripted programme.

Book reviews demonstrated consistency, while pupil voice indicated that pupils understood what they were learning and could explain their progress.

Measuring progress beyond age-related standards

The DCEO recognised that many pupils were working several years below age-related expectations but were making substantial social, emotional and engagement progress.

The Committee agreed that this progress needed to be captured and reported alongside academic measures.

Year 5

Year 5 remained a priority.

Leaders had identified concerns regarding the pace of learning and consistency between the two teachers.

Pupil mobility had also materially changed the cohort. The school had lost pupils working at expected and greater depth and admitted several pupils working significantly below the expected standard, including pupils with EHCPs and limited English.

The Committee was assured that leaders had looked beyond mobility and had challenged the quality and consistency of teaching.

Support included:

- modelling by the Key Stage 2 leader;
- book moderation;
- observation of strong practice in Year 4;
- support from the Year 6 teacher; and
- transition planning for pupils moving into Year 6.

Pupils with English as an additional language were receiving substantial curriculum adaptations and would continue to receive targeted support in September.

Year 3 and scaffolding

In Year 3, some pupils had received excessive scaffolding.

Although support was necessary because of the level of need, it could restrict independence and limit pupils' ability to demonstrate greater depth.

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A new teaching team would be in place for Year 3 in September.

The current Year 4 teacher would also take on additional responsibility for monitoring lower Key Stage 2 alongside the Assistant Headteacher.

Key priorities included:

- reviewing writing scaffolds;
- matching support carefully to individual need;
- reducing the use of scaffolding as a default strategy;
- supporting pupils working just below expected or greater depth;
- increasing independence and perseverance; and
- strengthening monitoring of writing lessons.

The central leadership question was how to increase participation and engagement in writing without creating dependence upon scaffolds.

School Development Plan

The DCEO confirmed that the School Development Plan priorities had been actively pursued throughout the year.

Targets had either been met or had clear plans for continuation into 2026/27.

✅ **APPROVED:** DCEO monitoring report and School Development Plan review received with assurance.

☐ **ACTION:** Complete the scheduled inclusion-focused learning review and incorporate the findings into the 2026/27 improvement plan.

☐ **ACTION:** Strengthen monitoring and support for Year 5 as the cohort moves into Year 6.

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10. Staff and Parent Governor Feedback

Staff Governor Feedback: SEND Provision

Report introduced by: Staff Governor

The Staff Governor's focus for the summer term was the impact of SEND support upon teaching and learning.

Evidence included:

- the School Development Plan;
- the DCEO's spring support and challenge report;
- attainment information from January and April;
- discussion with the Principal; and
- review of the school's SEND practice.

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The review considered:

- how SEND support influenced classroom engagement and achievement;
- examples of tailored intervention improving outcomes; and
- how SEND provision aligned with the school's wider improvement priorities.

Inclusive practice

The Staff Governor concluded that SEND provision was deeply embedded within teaching practice from Nursery to Year 6.

New pupils were assessed immediately through teacher observation so that barriers and support needs could be identified.

The school maintained its principle of helping pupils to "keep up, not catch up" wherever possible.

Progress was tracked through:

- Insight;
- Boxall Profiles;
- Sandwell assessments;
- Salford reading assessments; and
- other diagnostic tools.

These measures enabled leaders to consider academic, social and emotional progress.

Classroom practice included:

- soft starts;
- "Toast and Talk" check-ins;
- chunked learning;
- visual timetables;
- now-and-next boards;
- calm corners;
- Zones of Regulation resources;
- sensory diets and breaks; and
- teaching-assistant support for both learning and emotional regulation.

Teachers reviewed pupil profiles and EHCP provision regularly, drawing upon teaching-assistant knowledge and parental feedback.

Interventions

The Staff Governor highlighted a range of successful interventions, including:

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- Nuffield Early Language Intervention;
- Emotional Literacy Support Assistant provision;
- Zones of Regulation;
- FFT reading;
- Mastering Number;
- Fluency Bee;
- the Mulberry Bush social and emotional curriculum; and
- nurture-hub provision.

The school had also invested in specialist training, including:

- PACE-informed practice;
- Mulberry Bush training;
- “May I Join You?”;
- SEND and SEMH training; and
- regular diagnostic assessment.

Emerging questions

The Staff Governor asked:

- how successful practice would remain consistent between phases;
- how the school would meet increasing SEMH demand sustainably; and
- how Boxall, Sandwell and Salford information would be shared at transition points alongside academic data.

Response / Assurance Provided

The Principal confirmed that the school was expanding its ELSA capacity.

One member of staff would lead ELSA provision in Key Stage 2, while another was being trained for Early Years and Key Stage 1.

A play therapist had been employed for two days each week and had begun delivering small-group work in addition to individual sessions.

The school had completed a detailed review of Section F provision within pupils’ EHCPs and grouped pupils according to shared social, emotional and communication needs.

Three members of staff would deliver structured nurture provision during the week using the Mulberry Bush curriculum and Boxall Profile outcomes.

The Principal had also contacted Insight and was reviewing four potential approaches for recording and reporting Boxall progress within the system.

This would support clearer transition information and enable social and emotional progress to be considered alongside academic attainment.

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The Committee commended the Staff Governor's comprehensive report and recognised the substantial work being undertaken by teachers and support staff.

✅ **APPROVED:** Staff Governor report received and noted.

Parent Governor Feedback

The Parent Governor was absent and had not submitted a report.

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11. Review of Trust Pupil Survey Results

Report introduced by: CEO

The CEO advised that the pupil survey analysis had been completed but had not progressed through the reporting process in time for consideration at this meeting.

The report would be circulated once it had been reviewed and contextualised.

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12. Annual Safeguarding Audit

Report introduced by: Principal

The school's external safeguarding audit was scheduled for **30 September 2026**.

No audit outcome was therefore available at the time of the meeting.

☐ **ACTION:** Present the external safeguarding audit report and associated action plan following the September audit.

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13. Any Other Business

Recognition of Staff Governor

The Committee noted that the Staff Governor would be leaving WPA at the end of the academic year to relocate closer to her family.

Members formally thanked her for:

- the quality and depth of her QES reports;
- her insight into teaching, learning and SEND;
- her contribution to Committee scrutiny; and
- her wider service to the school.

The Staff Governor thanked the Committee for the opportunity to contribute.

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14. Confidentiality of Meeting Documents and Discussions

The Chair confirmed that the meeting discussions and supporting documents were confidential.

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Sensitive safeguarding information, pupil-level information, staffing matters and other confidential papers would not be published.

The agenda, approved minutes and approved final versions of publishable documents would remain available in accordance with the Trust's governance arrangements.

✅ **APPROVED:** Confidential status of the relevant meeting documents and discussions.

Meeting closed at 12:05 p.m.

Disclaimer – Microsoft Teams Meeting Transcript

These meetings were held via Microsoft Teams. The automatic transcription function was enabled solely to assist in the accurate production of draft minutes. The transcript is not the formal record of proceedings. Approved minutes, once confirmed by the Board, constitute the only official record. Transcripts are stored securely and deleted following formal approval of the minutes. By attending, participants acknowledged and consented to the use of transcription for governance purposes.

Appendix A – Consolidated Action Points

Covers QES Committee meetings held on 7 and 9 July 2026 for SHPA, DPA, TPA and WPA

Action No.	Scope	Owner	Agenda Item	Action	Deadline
1	Trust-wide	Clerk	4	Upload the approved July 2026 QES minutes to the OLT website and GovernorHub.	Following formal approval
2	Trust-wide	DCEO	8	Incorporate digital-safety compliance, filtering, monitoring and cyber-incident status into the safeguarding dashboard for future meetings.	October 2026 / next reporting cycle
3	Trust-wide	CEO / DCEO	11	Present the pupil survey findings following review and contextualisation by school leaders.	Next appropriate QES meeting
4	Trust-wide	Principals / Executive Principal	12	Present the completed safeguarding audit reports and associated action plans.	Next appropriate QES meeting following each audit

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Action No.	Scope	Owner	Agenda Item	Action	Deadline
5	Trust-wide	CEO	13	Present the proposed QES and stakeholder-engagement model to the Board and communicate the outcome to governors, representatives and school leaders.	Following Board consideration
6	SHPA	Executive Principal	5	Confirm the revised date of the external safeguarding audit once received.	Once the revised date is received
7	SHPA	Executive Principal	7	Include PE within the 2026/27 School Development Plan and monitor the effect of reduced premium funding upon provision.	2026/27 School Development Plan cycle
8	SHPA	Parent Governor / Governance Lead	10	Carry forward the Parent Governor feedback report or incorporate it into the next appropriate stakeholder-engagement activity.	Next appropriate meeting or activity
9	DPA	CEO/ Executive Principal	5	Seek legal or specialist advice regarding the school's right and responsibility to remove the pupil from roll. Continue pursuing written confirmation from the local authority and communicate the confirmed position to the family.	As soon as practicable
10	DPA	Executive Principal / DCEO	5	Amend the safeguarding dashboard terminology so that Operation Encompass notifications are not described solely as domestic-abuse incidents.	Next safeguarding dashboard cycle
11	DPA	Executive Principal	6	Circulate headline Year 6 statutory assessment outcomes to the Committee once available.	Oct QES 2026
12	DPA	Executive Principal	7	Include PE within the 2026/27 School Development Plan and assess the effect of funding reductions upon swimming and wider sports provision.	2026/27 School Development Plan cycle

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Action No.	Scope	Owner	Agenda Item	Action	Deadline
13	TPA	DCEO	5	Update the safeguarding dashboard terminology relating to looked-after and previously looked-after children.	October 2026
14	TPA	Principal	5	Incorporate the restrictive physical intervention flowchart and reporting requirements into the revised Behaviour Policy and Child Protection and Safeguarding Policy.	Next policy review
15	TPA	Principal	6	Circulate the Year 6 statutory assessment outcomes once released.	Oct QES 2026
16	WPA	Principal / Attendance Lead	5	Maintain a clear inspection-ready narrative evidencing the school's attendance interventions, exceptional Year 6 cases and the underlying improvement across the wider pupil body.	Ongoing
17	WPA	Principal	6	Circulate the Year 6 statutory assessment outcomes once released.	Oct QES 2026

Document Reference Disclaimer

All documents and reports referred to within these minutes were circulated to members via GovernorHub in line with the corresponding agenda and published in advance of the meeting. Each minute item recorded herein directly corresponds to the relevant numbered agenda item for that meeting. Supporting papers are retained on GovernorHub as part of the official governance record in accordance with Omnia Learning Trust protocols.

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Appendix B – Staff & Parent Governor Termly Focus Areas (2025–2026)

This appendix records the agreed termly thematic focus allocation for Staff and Parent Governors, ensuring structured stakeholder voice is systematically embedded within QES Committee oversight and challenge.

Name	Role	Autumn Term (reporting into QES Jan 2026)	Spring Term (reporting into QES April 2026)	Summer Term (reporting into QES on July 2026)
DPA				
Shannon Fenlon Knights	Parent Governor	Curriculum and Communication	Personal Development	CPD and Staff Development
Lianne Vickers	Staff Governor	Behaviour and Attendance	Safeguarding	Teaching and Learning
SHPA				
Jameer Emamally	Parent Governor	CPD & Staff Development	Personal Development	Behaviour and Attendance
Emmy Taylor	Acting Staff Governor	Curriculum and Communication	Safeguarding	Teaching and Learning
TPA				
Rupi Thiara	Parent Governor	Safeguarding	Curriculum and Communication	CPD and Staff Development
Kirstie Maricourt	Staff Governor	Behaviour and Attendance	Personal Development	Teaching and Learning
WPA				
Tara Passfield	Parent Governor	Curriculum and Communication	Personal Development	CPD and Staff Development
Aindri Palipane	Staff Governor	Safeguarding	Behaviour and Attendance	Teaching and Learning