

Minutes of the OLT Quality of Education & Safeguarding Committee Meeting
Held virtually via Zoom on 17th October 2023

- **Part A:** General Business – 1 hour (10.00-11.00)
- **Part B:** TPA – 25 mins (11.05-11.30)
- **Part C:** WPA – 25 mins (11.35-12.00)
- **Part D:** DPA – 25 mins (12.05-12.30)
- **Part E:** SHPA – 25 mins (12.35-13.00)

Invitees	Role	Term of Office Ends	Attendance
QES Committee Members (Voting)			
1. Daniel Barry (DB)	Parent Governor at WPA	26/09/2025	Present
2. Jodie Croft (JC)	OLT CEO and Board Director	Ex-officio	Present
3. Dena Gill (DG)	Parent Governor at DPA	17/10/2025	Present
4. Chris Lamming (CL)	Staff Governor at DPA	31/12/2024	Present
5. Russ Massey (RM)	OLT Board Director	08/11/2025	Present
6. Kirstie Maricourt (KM)	Staff Governor at TPA	12/10/2027	Absent
7. Hannah Robinson (HR)	Staff Governor at WPA	03/01/2027	Present
8. Ada Simpson (AS)	OLT Board Director	29/03/2026	Present
9. Rupi Thiara (RT)	Parent Governor at TPA	12/10/2027	Absent
2 x Vacancies: SHPA Parent Governor, SHPA Staff Governor,			
OLT Staff (Non-voting)			
Alison Ashcroft (AA)	Executive Principal at DPA & SHPA		Present
Leah Basilone (LB)	Principal at WPA		Present
Sarah Bellingham (SB)	OLT Governance & Communications Officer		Present
Sally Clarke (SC)	OLT Director of Education		Present
Erin Moscardini (EM)	Principal at TPA		Present
Lianne Vickers (LV)	AP, Inclusion Manager & SENDCo at DPA		Present

Minutes

A. General Business Agenda Items

1. Welcome & Appoint Chair for 2023-2024

1.1 JC welcomed everyone, made introductions, and the meeting was declared quorate* (see definition at base of minutes). No apologies had been received.

1.2 It was noted that all documents to be discussed in the meeting had been circulated by SB prior to the meeting unless stated otherwise. It would be assumed that these had been read in advance.

1.3 RM had put himself forward to stand as interim Chair for the 2023-2024 academic year. The Committee approved this appointment unanimously.

2. Identify AOB or Confidential Items

2.1 No confidential items or AOB were declared for the agenda

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

3.1 There had been no receipt of hospitality.

3.2 There were no conflicts of interest declared with the agenda items. There were no updates declared to the entries in the OLT Register of Business and Pecuniary Interests. **ACTION - SB**

4. Receive and approve previous QES Committee minutes of 4th July 2023 and discuss actions not on the agenda elsewhere

4.1 The QES committee minutes of 4th July 2023 were approved unanimously by the committee. SB would ask the Chair to sign them and would upload the approved version to the OLT website, as well as upload the record of attendance at this meeting. **ACTION – SB**

4.2 The actions from that meeting were confirmed as completed or in progress or were on the agenda for this meeting.

5. Receipt external annual safeguarding audit report for WPA (from July 2023)

5.1 This report was confirmed as received. Minor recommendations had been flagged but no actions had been listed.

5.2 DPA had been advised by OCC to conduct the audit itself every other year (internally) but using the council template, with OCC attending to carry out the audit on an alternate year basis.

5.3 The next external WPA safeguarding audit had been booked in for June 2024, which should provide time for receipt of the report by the summer 2024 QES Committee meeting.

6. Receive annual OLT Policy Scheme of Delegation (within OLT Governance Handbook)

6.1 SB confirmed that she had added in the SHPA Travel Policy, which was specific to that school, and had cross checked the table against the latest DfE statutory guidance on required policies for academy trusts and review frequency.

6.2 The Committee had no questions about this document.

7. Policies for review and approval – TPA & WPA Remote (Blended Learning Policy)

7.1 JC confirmed that she was happy that these policies would be approved by the school Principals at this review interval, and at each future review interval, based on the (non-statutory) guidance about this policy type. SB would update the Trust Policy Scheme

Delegation on this point and would upload the final version policies to Parago and the school websites as needed. **ACTION - SB**

8. Collaboration between Trust schools

8.1 JC provided a verbal update on the Principals' Partnership.

8.2 Two meetings had been held so far this term, at which the Partnership's current core priorities had been discussed. Examples included speech and language support for pupils, and support for writing outcomes. Success criteria were being developed for use by each school to help in-depth monitoring and evaluation.

8.3 Q: What schedule of meetings was in place?

A: Six meetings were planned in total for the academic year, with three held in person and three virtually. The in-person meetings would include an element of peer review and would help contextualise the information discussed at meetings.

8.4 Q: Recognising that these meetings were helping to creating consistency in terms of measuring attainment and progress, what else were they designed to help with?

A: In the spring term, the Partnership would be looking at the lines of enquiry from the autumn 1 and 2 meetings and would include a focus on the schools network underpinning the Partnership and the oversight of moderation. The findings in the Director of Education's ('DoE') autumn reports would also be reviewed.

8.5 JC confirmed that SC would be stepping down from the DoE role soon, meaning that there was an opportunity to review its scope. The Trust was looking for an interim solution for the remainder of this academic year, with a permanent role likely to be advertised for 2024-2025.

8.6 Q: Was every school in the Trust experiencing the same challenges in improving pupil's writing outcomes?

A: There was a lot of cross-over. Speech and language was very closely linked with writing outcomes, as well as stamina for writing, and the impact of SEN. The Partnership's moderation grids would help the schools review and discuss outcomes meaningfully, even where assessment types were not necessarily identical.

8.7 Separately on collaboration, JC explained that pupils from DPA, TPA, and WPA had written and produced a new Trust song, with the help of a professional musician. JC expressed her thanks to the Principals for accommodating the videographer on site recently to help record this.

9. Curriculum Focus: Reading, Writing, Maths & Phonics – Overview of long-term plans per year group

DPA

9.1 AA confirmed that the document folder for this meeting contained DPA's subject impact reports for these aspects of the curriculum. CL discussed key areas of focus within the school's reading plan, as linked with the strengths and weaknesses shown by the reading outcome data. The writing plan was discussed in detail, linked with DPA's desire to improve

the writing outcomes seen at the end of the previous academic year. A 'progression of skills approach' was an important part of this.

9.2 DPA's phonics plan was discussed. The data appeared strong, but any areas of weakness were being addressed for example via follow-on phonics interventions for specific pupils who were further behind. Key parts of the maths plan were discussed for KS1 and KS2, to include a restructuring and updating of the foundation stage planning, to bring this inline with other aspects of the curriculum, as well as the continued use of the maths mastery approach.

9.3 The subject impact reports had been provided rather than documents describing the curriculum, because the main curriculum elements had not changed, other than in writing, which would be discussed in more detail as part of the DPA Agenda.

SHPA

9.4 There were no subject impact reports yet as the school had newly opened. The curriculum areas shared the same progression framework in place at DPA. Currently the school only had a Reception and a Nursery class.

9.5 Q: The reports seemed to show that phonics outcomes were a little lower at DPA in Reception class, and similar at WPA. Were any measures in place to support with this at SHPA?

A: AA had not yet identified any pupil at SHPA who was at a particularly low level, but would keep this under close review.

TPA

9.6 EM explained that there had been some big curriculum changes. These had been included in the overview curriculum documents shared for Reading and Writing.

Much in the way that DPA had done, the school had reviewed both the order and the way in which writing components were taught, with a greater focus on skills progression. The school was using the 'what a good one looks like' ('WAGOLL') approach and was ensuring that writing topics linked with the rest of the curriculum for that year group.

9.7 EM discussed the school's plan for Reading, to include the focus on vocabulary, on reading skills progression, and on the inclusion of a new focus on poetry. Outcomes for reading had been high the previous year, which was showing the positive impact of the approaches in use.

9.8 Q: What had been the biggest change to the curriculum at TPA?

A: It was now much clearer in terms of the focus areas and the desired progressions.

9.9 The Maths plan had been updated based on a desire to help improve outcomes since the end of the previous year. This included building more challenge into the learning for more able pupils, as well as helping the ECTs with subject understanding and confidence when teaching.

9.10 Q: Did the White Rose maths programme focus enough on multiplication?

A: Lots of additional strategies were in place for supporting pupils with their times tables, such as the online Times Tables Rockstars programme and app, and more.

9.11 Q: How was EM finding it, taking the lead on so many curriculum areas?

A: EM was not leading on the Reading or Writing curriculum but was for the other areas. Many staff were on maternity leave and there were many ECTs at the school currently. Key for EM was leading effectively on Maths.

9.12 JC confirmed that she would help Erin review this, in case she had too much to take on. **ACTION - JC**

WPA

9.13 LB confirmed that the Maths curriculum had not changed much, as it had proved so effective as shown by the 2022-2023 Year 2 data which had been well above national average. This year group's maths outcomes had been high every year to date since Reception. Key to this was ensuring that the children understood and had firm foundations early on. White Rose was being used as a basis. Timetables were being boosted through the use of Times Tables Rockstars from the end of Year 1, and it had been very encouraging to see this in use so far. The new maths lead had been well trained and provided training to other staff, to include a lot of support given to the four ECTs.

9.14 There had been no change to phonics and the results were very high for the current year groups in question.

9.15 LB discussed the approaches to Reading at WPA, to include a focus on vocabulary, inference, and retrieval.

9.16 For Writing, the curriculum summary now included more clarity about how it was taught, to include the use of scaffolding which allowed children to feel more confident producing their own work.

10. Approve Academy term, holiday, occasional, and INSET days for 2024-2025

10.1 RM asked if anyone had questions on these, which had been circulated via the documents in the folder.

10.2 Q: Were the dates in line with the local authority dates in each case?

A: The Principals each confirmed that this was the case.

10.3 Q: The Trust Board had approved a sixth inset day per school each academic year. Had that been included in each case?

A: AA confirmed that it had been included in the DPA dates, however the day had been left unlabelled to allow for flexibility on what it would be best used for.

10.4 JC asked whether Principals would consider using this day to provide additional training or support for staff. SC added that she had come across schools holding a 'Wellbeing Day', with the whole team attending the site for a well-being activity.

10.5 It was agreed that a sixth inset would be useful at each school, and the Committee approved each school's 2024-2025 term dates, pending the inclusion of that sixth date if not already included. **ACTION – EM & LB**

11. Review of impact of previous academic year's pupil premium (PP) allocation and review PP plans for current year (to be published by 31st December)

11.1 Each Principal was asked to provide a headline update on PP and a summary of key focus areas for the current academic year.

SHPA

11.2 AA confirmed that there were no PP children at the school yet, therefore no report was required at this time.

DPA

11.3 There were now fewer children in the PP category, but many were on the cut-off point for support. The PP plans had changed slightly, as the school now had a three-year plan. However, the approaches and actions were similar to those outlined previously, such as the use of a school family support worker funded by the government's PP grant.

11.4 There were two staff members funded by this grant, both having a very positive impact at the school. Examples were helping with family and pupil resilience, helping prevent families reaching crisis point, and helping pupils with behaviour in classrooms. There was now little money for after school tutoring, but this had received a low take up. However, there was now an additional teacher in Year 5 partly funded in this way, as well as a maternity returner who would be an additional resource for the same year group, based on outcome data and the need for targeted support.

11.5 **Q:** Was any tutoring going on for PP children?

A: This was still being offered, but it was infrequently taken up. The additional resources in place were always aimed at PP children. CL added that many clubs were offered at 2.40pm on a Friday, to encourage take-up, and with places prioritised for PP pupils.

11.6 The Committee agreed that it was helpful to do as much as possible within the school day, to enhance access and uptake by PP children.

TPA

11.7 The approach had not changed significantly. There would now be more focus on maths resourcing, to ensure that the newer teachers had the support they needed to teach confidently and effectively. The school was still providing PP children support with the cost of trips, clubs, and uniform. There was also a scholars programme in place. In addition, the school was training a staff member to be an emotional literacy support assistant ('ELSA'), given the number of PP children on the SEN register.

11.8 **Q:** Did EM think that a behaviour mentor would provide useful support at TPA?

A: EM thought that it would be useful to have a mentor for pupils with issues such as anxiety. AA added that in her experience, SLT mentors could be very helpful, in addition to ELSA staff members, for helping pupils to discuss strong and weak points in the school week and how they were feeling.

11.9 Q: Did TPA have access to the mental health schools team?

A: EM confirmed that they did.

11.10 Q: Was an educational psychologist ('EP') service quality control applied to the training and work of TPA ELSA staff members?

A: EM confirmed that it was.

WPA

11.11 LB confirmed that the school's three-year PP strategy had not changed much since it was put in place. This year's strategy included the appointment of a part-time family support worker to help with safeguarding and child protection matters and SEN support. There were huge numbers of children on CP and CIM plans in the local area, which particularly impacted the PP cohort. There would be an increasing need for support in this area.

11.12 JC reminded the Principals of the need to publish their PP information on the school website by 31st December 2023 and this was noted by all.

12. Receive school website compliance reports: DPA, SHPA, TPA & WPA

12.1 The Committee confirmed these as received.

13. Review and approve school residential trips: DPA, SHPA, TPA & WPA

13.1 The Principals confirmed that there were no new residential trip types to approve.

14. ATH 2023

Agree committee recommendation to trustees as to confidential status of the meeting's documents (excluding the agenda, approved minutes, & approved final version policies, which are for publishing) (Ref: 1.45 ATH 2023)

14.1 The committee discussed the confidential status of the documents being reviewed at this meeting, to include the internal survey data. It was agreed that other than the agenda, the approved minutes from the previous meeting and any approved final version policies, which would be published on the Trust or school website as appropriate, the remaining documents circulated for this meeting were confidential to the Trust and would not be published.

14.2 DB & HR left at 11am, intending to return for the WPA agenda items starting at 11.35. DG & CL also left at this time, intending to return for the DPA agenda items starting at 12.05.

B. TPA Agenda Items

1. Review National Test Results and other published data: all cohorts, and determine related implications and actions

1.1 EM referred to the local authority produced data, which provided the TPA outcomes from July 2023 as compared to other relevant schools. This had been colour-coded to show positives and negatives. EM ran through the outcomes per each year group, and per key subject area, flagging the comparisons each time.

1.2 The Committee were asked if they had any questions.

1.3 JC noted that TPA had seen several Principals over recent years which had been a challenge, in terms of consistency of oversight. EM confirmed that this was now a focus at a senior level.

2. Principal's Context Dashboard

2.1 EM shared her screen and discussed key data from the TPA Dashboard.

2.2 EM flagged where the document had produced one or two errors in cohort numbers, such as EAL.

2.3 EM discussed matters to include: absence and attendance figures per year group as compared to national average, fire drills, exclusions, safeguarding and child protection data, staffing and maternity leave arrangements, staff vacancies, complaints, SEN cases and support, EHCP cases and applications, CAMS support, the latest EP appointment schedule, IEPs monitoring, and staff training. She then discussed key points on the action plan for the current year, to include strategies for improving KS2 Maths outcomes, and interventions to support pupils with reading and phonics weaknesses.

2.4 Q: What was the waiting list for CAMS in Richmond?

A: The waiting time was 18 weeks for an initial phone consultation.

2.5 Q: Was the minority ethnic background statistic correct?

A: EM confirmed that it was correct.

3. Review annual SEND Policy and SEND Information Report to recommend for Board approval

3.1 The Committee were comfortable to recommend this for Board approval. **ACTION - SB**

4. Approve pupil progress and attainment targets for current academic year

4.1 EM brought up her targets information on screen. The data included the previous year's outcomes. EM outlined the targets per year group, to include the combined outcome targets, providing reasons for how these had been set

4.2 Q: How many Year 6 children were there to focus on in terms of writing outcomes?

A: EM thought around 5 pupils.

4.3 Q: Did EM have specific intervention plans for writing at the school?

A: EM explained that the bulk of each cohort stayed in the room with the class teacher, receiving support in small groups as needed, whereas the children already at greater depth ('GD') did accelerated learning with a teaching assistant ('TA').

4.4 The Committee approved the TPA targets for this academic year. These were ambitious but there were suitable support plans in place. EM said that her staff members were aware that the targets were high but that the senior staff had worked closely with her to set these.

5. Review SEF for previous academic year and approve priorities on SDP

5.1 This agenda item had already been discussed within the earlier discussion about TPA's data dashboard.

6. Academic Advisor feedback on school visit 1: TPA Report 1

6.1 SC had visited the school on 21st September 2023, when she had met with several members of staff. She spoke to the key parts of her report to include a mention of curriculum focus areas, strengths observed such as high behaviour expectations throughout the school day, and areas needing support with an explanation of the plans in place to help with these, such as stronger collaboration with the local authority support service, and increased SENDCo training for staff.

6.2 Actions agreed at the end of the visit were discussed, to include clarity of the curriculum offer to parents, best use of subject leadership time and empowerment, more clarity and rewards linked with SDP priorities, clarity of behaviour expectations for visitors to the school, and help with the reinforcement and quality of early years interactions.

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

6.4 SC confirmed the areas of focus for the next visit, to be held by the new DoE. These had been shared internally.

7. Agree termly areas of focus for TPA staff governor

7.1 JC referred to the staff governor areas of focus listed in the OLT Governance Handbook and asked the Principal to confirm which one might be most appropriate for the current term.

7.2 It was agreed that the outcomes of the current term's staff survey would be useful to help determine this. The staff governor, as well as the parent governor, would be welcome to feed-back at the next Committee meeting about any visit or conversation which may have taken place by then, or to prepare questions to ask on the agreed topic at that next meeting.

ACTION – EM & TPA Staff Governor

8. Agree termly areas of focus for TPA parent governor

8.1 JC referred to the staff governor areas of focus listed in the OLT Governance Handbook and asked the Principal to confirm which one might be most appropriate for the current term?

8.2 EM would look closely at this when the new parent governor came in for her scheduled visit in a fortnight's time. It was agreed that sensible focus areas at this time might be the inclusiveness of the curriculum as well as the pupil voice around their experience of the curriculum. **ACTION – EM & TPA Parent Governor**

8.3 EM left the meeting at 11.32

C. WPA Agenda Items

1. Review National Test Results and other published data: all cohorts, and determine related implications and actions

1.1 HR and DB rejoined the meeting at 11.35. LB shared her screen to show the previous year's outcomes.

1.2 The lowest attaining cohort was identified. The EYFS GLD level was also flagged along with corresponding targets, as well as a description of the impact of new pupils having joined, several with low starting academic levels and other challenges.

1.3 The Committee was asked if it had any questions.

1.4 Q: Were the GLD outcomes linked with self-regulation or a mix of issues?

A: HR confirmed that this was mostly linked with the regulation side of things. Lots of pupils had come in who were not in a position to access the curriculum well at all. However, much work had taken place to support pupils and there had been great improvements. It had nonetheless impacted the end of year results. Staff had been conservative with their assessment of which children had met goals, to properly prepare the school for the amount of support needed in later years.

2. Principal's Context Dashboard

2.1 LB said that the information in the data dashboard had changed slightly again since the document was circulated. She confirmed new total number of pupils on roll and the number on the SEN Register. She also flagged the breakdown of pupils by needs and ethnicities, to include numbers of confirmed EHCP cases and EHCPs being applied for.

3. Review annual SEND Policy and SEND Information Report to recommend for Board approval

3.1 LB shared her SEND Report on screen. She explained that the numbers changed frequently and that this was very much a live document. Key parts of the action plan included: close attention paid to the detail of ECHP paperwork, ensuring a successful handover to the new school SENDCo, ensuring SEND pupils and the lowest 20% made as much progress as possible, and importantly, the provision of speech and language support in the early years. There was limited help available for this last point from the local authority so the school was looking at what it could afford to offer.

3.2 LB explained that the school received very little from the local authority in terms of EHCP funding per pupil. There were now eight pupils waiting for an EHCP, so this presented a challenging picture. AA added the context that Oxfordshire County Council ('OCC') had recently failed its Ofsted review, meaning that it was failing every child on the SEN Register and was the worst in the country. There was very limited funding per child given the extent of the support required in what were often complex and time-consuming cases. WPA and DPA were having to bear significant costs to avoid disruption to other pupils and to support the child in question.

3.3 LB also ran through her data on fire drills, behaviour, safeguarding processes and compliance, staffing, complaints, website compliance, and SCR checks.

3.4 The Committee had no further questions and were comfortable to recommend the policy and report for Board approval. **ACTION - SB**

4. Approve pupil progress and attainment targets for current academic year

4.1 LB discussed the targets which had been set per year group and per subject area, with a focus on Year 4 and pupils' particular needs. LB included mention of pupils who sat at 'just below' and the targets for the combined attainment.

4.2 Q: What did LB think Year 4 would achieve?

A: Based on her data analysis, LB thought the outcome would be about 68% GLD, if every achieved as staff expected. This outcome would change though depending on pupils who joined in-year.

4.3 The Committee unanimously approved the targets set at WPA.

5. Review SEF for previous academic year and approve priorities on SDP

SDP

5.1 The SEN and Early Years parts had been honed, to help manage the increasing needs of pupils and to enhance school readiness for new starters.

6. Academic Advisor feedback on school visit 1: WPA Report 1

6.1 SC visited the school on 14th September 2023. She met with LB, the SENDCo, and other staff. She observed classes and took part in a book share with a new pupil at the school.

6.2 There had been a clear benefit from the 'pre-teaching' of phonics to support weaker pupils. LB had an ambitious vision for the school and a keen awareness of the need to develop systems which could grow as the school grew. A scaling-up was being planned in all senses.

6.3 SC had seen exemplary behaviour throughout the day. It was evident that this had been embedded within the children as the behaviour had been observed whether an adult was present or not. The new SENDCo's experience and knowledge was impressive. She now needed time re-establish a network to help support the school.

6.4 Actions identified at the end of the visit were focussed on supporting pupils in early years with low starting points, to include via the engagement of parents, staff, local community, and local providers. It was about helping all stakeholders understand what school readiness looked like.

6.5 Actions also included a focus on SEND systems, although these were already well underway. In addition, there was a focus on what were the prevalent needs in the school as linked with the CDP plan for staff. Speech and language would be a key part of that.

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

7. Agree termly areas of focus for WPA staff governor

7.1 JC explained the range of staff governor focus areas to HR, as set out in the OLT Governance Handbook. JC envisaged each governor selecting and agreeing one focus area with the Principal per term. The governor might ask questions at school later this term and feedback at the next meeting or be ready to ask questions on this topic at the next meeting. It was about providing challenge for the school leaders and about giving the governor more structure and greater impact.

7.2 JC asked LB for her views. LB explained that the SDP was split into three sections – SEN, Early Years, and the ‘WPA Way’. LB and HR agreed that HR would focus this term on ‘working environment’ with a focus on Early Years and communication, to include what it was like to be a practitioner in WPA in that context.

8. Agree termly areas of focus for WPA parent governor

8.1 Linked with the discussion about the staff governor focus area, it was suggested that DB look at the ‘WPA Way’ aspect of the SDP, in particular looking at pupil voice and school culture. More details could be found on this in the handbook, and the Committee was grateful for any visit or conversation held with the school on that later this term, and any feedback at the next meeting.

8.2 SB would send out materials to the governors to help with governors’ engagement in these activities. **ACTION - SB**

9. AOB

9.1 No AOB was raised.

9.2 DB and HR left at 11.55.

D. DPA Agenda Items

1. Review National Test Results and other published data: all cohorts, and determine related implications and actions

1.1 CL and DG rejoined the meeting at 12pm.

1.2 AA shared her screen to show the statutory report generated from 'Insight'. In summary, she discussed: the previous year's EYFS outcome, phonics outcomes, EHCP figures, outcomes for KS1 and KS2, to include GD, Writing, Maths, Reading, and combined subjects, the use and impact of external moderation, the outcomes of the Year 4 times tables check compared with national average, and the plan to have a particular focus on combined outcomes for Year 5 and 6.

1.3 AA confirmed that lots of measures had been put into place from May 2023. The school had overhauled its writing strategy this September and the impact of that was being closely monitored. AA discussed the specific aspects of the writing strategy which had changed, and the impact was already being seen.

1.4 Reading had already been discussed via the subject impact report received by the Committee. Maths would receive a real focus in Early Years and Year 1.

1.5 JC explained that there had been a huge amount of reflection and change since May 2023, to include the recent introduction of rapid recovery targets for many pupils. The Trust and DPA were expecting these children to be where they should have been academically, by Christmas, had there not been a dip.

2. Principal's Context Dashboard

2.1 AA discussed key items from the Dashboard. These included demographics and pupil mobility, SEND pupil numbers, rates of absence and persistent absence, safeguarding plans and processes, fire drills, panic alarm, suspensions, staffing, vacancies, and recruitment.

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

3. Review annual SEND Policy and SEND Information Report to recommend for Board approval

SEND Report

3.1 LV spoke to the key parts of the report. These included: the number of EHCP applications in progress, the number of pupils waiting for approved EHCPs to be written with EP support, the number of pupils on the SEN Register, the number of pupils who may need to go onto the SEN Register soon, SEN training for staff, the use and impact of an EP service through the Didcot Partnership, as well as referrals to external agencies including CAMS and occupational therapy and the long delays frequently experienced in getting pupils and families seen.

3.2 Q: It seemed odd that the statutory-based EP pupil assessment process would be online and not in-person?

A: AA agreed that this seemed inadequate. Local authority appointed EPs were not even attending the school when requested by DPA to meet with pupils and families in cases of very complex needs.

3.3 AA confirmed that there was a detailed section on SEND in the SDP, meaning that the targets had been taken out of this document to avoid duplication. JC asked if AA could insert a 'top three', into the Report for completeness, before re-sending to SB to bring to the Board for approval with the SEND Policy. **ACTION – AA/SB**

4. Approve pupil progress and attainment targets for current academic year

4.1 AA shared these targets on screen. AA explained that she had considered every single child and wanted to ensure every child at 'just below' achieved 'at expected'. She was also aiming to strengthen the children just 'at expected' to ensure that achievement was secure.

4.2 Reading, Writing, and Maths targets were discussed.

4.3 GD targets were similar to the previous year, but it was hoped that pupils would do even better this time, especially in writing.

4.4 Targets would be reviewed when the data came in at Christmas. CL asked the Committee to note that the writing assessments had changed and should be more reflective of what the children are achieving, However, it would mean it was more challenging to compare outcomes directly with previous years.

4.5 The Committee approved these targets. JC and AA confirmed that they had been carefully thought about and integrated into teachers' performance management targets.

5. Review SEF for previous academic year and approve priorities on SDP

SDP

5.1 LB and AA had discussed this in detail to help produce a more concentrated document. There were four targets this year: Reading, Writing, Maths, and SEND. These were shared on screen.

5.2 AA discussed the curriculum aspects in detail to include personal development within the provision.

5.3 Professional development for staff was outlined, with mention of courses and levels and staff enthusiasm for the offer.

6. Academic Advisor feedback on school visit 1: DPA Report 1

6.1 SC had visited DPA on 28th September 2023.

6.2 She had carefully drilled down on the quality of self-evaluation and how the disappointing results were being dealt with. The detail was in the report. SC had captured evidence of the positive impact being felt and key reflections of the staff, to include AA's reflection on the appropriate use of the 'read write ink' system and the best ways to support staff and pupils with writing and phonics improvements.

6.3 Strengths included consistency across every class, especially in terms of scaffolding (WAGOLL), which was voiced by pupils who were enjoying the approach, as well as the inclusion of grammar throughout the lesson, and lessons building upon each other to provide a clear progression of skills. It was also clear to SC from the visit that Trust's values were really lived in the school and pupils showed a clear understanding of these.

6.4 In terms of actions, SC had been reviewing the suggested use of 'ChatGPT' as a means of quickly providing text for staff to use in the scaffolding part of lessons, to help with workload. It was important to balance workload concerns with the consistent provision of high-quality resources.

6.5 CL at DG left at 12.44.

7. Agree termly areas of focus for DPA staff governor

7.1 AA would discuss and agree this with CL and confirm to JC. **ACTION - AA**

8. Agree areas of termly focus for DPA parent governor

8.1 AA would discuss and agree this with DG and confirm to JC. **ACTION - AA**

9. AOB

9.1 No AOB was raised.

E. SHPA Agenda Items

1. Review National Test Results and other published data: all cohorts, and determine related implications and actions

1.1 AA gave an update on the progress on site, noting the target finish date of 22 December 2023. Staff had been fantastic, and pupils were having a great experience despite the building delays.

1.2 There was data from a previous year to consider.

2. Principal's Context Dashboard

2.1 AA shared this on screen. She confirmed pupil numbers in the Nursery and in Reception, the absence of any PP, SEN, or EHCP pupils at this time, and the fact that none of the pupils were on a CP or CIM plan. No behaviour issues had been observed. Attendance was at 99%. A fire drill had been done to account for site issues, but the process would be adjusted as building work continued.

2.2 Appropriate staffing was in place and was working well. Curriculum planning was being shared between SHPA and DPA.

3. Review annual SEND Policy and SEND Information Report to recommend for Board approval

3.1 There was no SEND Report at this time as there was no data to include in one.

4. Approve pupil progress and attainment targets for current academic year

4.1 A target of 76% had been set for Reception, but this would be kept under review as the staff got to know the children better. Attainment was where it should be so far.

5. Review SEF for previous academic year and approve priorities on SDP

SDP

5.1 The SDP was shown on screen.

5.2 Strengths included a strong leadership team supported by the SLT at DPA and the shared curriculum development and planning between SHPA and DPA. The school would be focussing on establishing a safe, nurturing, and caring environment. Routines and expectations were in place, and the school was looking at its learning culture to include interactions between staff and children.

5.3 SHPA would also be focussing on establishing its reputation in the community. Another seven pupils would be joining the Nursery after Christmas. To date, parents had shown a respectful interest and curiosity about the progress of work on the school site when invited to visit, and there had been no complaints.

6. Academic Advisor feedback on school visit 1: SHPA Report 1

6.1 SC had visited the school on 7th September, although it had not yet opened to families at that point due to the delays.

6.2 She had observed a good level of Early Years expertise from staff and had noted that the environment and resources set up for the pupils had been excellent. SC's report contained a summary of her discussions with staff.

6.3 The new Vice-Principal would be looking at Early Years maths planning across both SHPA and DPA with fresh eyes. SC had been helping her with this by suggesting resources, particularly suited to the Nursery setting. This would help with staff confidence as pupil numbers increased.

7. Agree termly areas of focus for SHPA staff and SHPA parent governor

7.1 No staff or parent governor had yet been appointed

8. AOB

8.1 No AOB was raised.

Meeting Closed: 12.59

Dates of next meetings:

- Tuesday 16th January 2024 from 10am to 1pm
- Tuesday 23rd April 2024 from 10am to 1pm
- Tuesday 2nd July 2024 from 10am to 1pm

Actions from QES Committee Meeting of 17th October 2023

Section A- General Business	Action 1	Minute 3.2	SB to update the Register of Interests noting no updates to entries for this year DONE
	Action 2	Minute 4.1	SBM to request signature of the approved previous minutes and publish items on the website as needed DONE
	Action 3	Minute 7.1	SB to upload approved policies to shared drive, Parago and websites as needed DONE
	Action 4	Minute 9.12	JC to review scope/breadth of EM's curriculum leadership responsibilities to identify where she might need support DONE
	Action 5	Minute 10.5	EM/LB to include a sixth inset for staff in term dates for 24-25, with a wellbeing focus DONE
Section B - TPA	Action 6	Minute 3.1	SB to bring TPA SEND Policy and Report to the Board for approval DONE
	Action 7	Minute 7.2 & 8.2	EM to confirm agreed area of staff governor and parent governor focus for the autumn term <i>by 10th November</i> and let JC & SB know DONE
Section C - WPA	Action 8	Minute 3.4	SB to bring WPA SEND Policy and Report to the Board for approval DONE
	Action 9	Minute 8.2	SB to send local governors materials to assist with oversight of and reporting on termly focus areas DONE
Section D - DPA	Action 10	Minute 3.3	AA to update the SEND Report and send to SB, for SB to bring to Board for approval with SEND Policy DONE
	Action 11	Minute 7.1 & 8.1	AA to confirm agreed area of staff governor and parent governor focus for the autumn term <i>by 10th November</i> and let JC & SB know DONE

Excerpt from OLT Governance Handbook:
Voting and Quorum

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

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

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

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

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