

**Minutes of the Quality of Education & Safeguarding Committee Meeting**  
**Held virtually via Zoom on Tuesday 2<sup>nd</sup> May 2023**

- A. **General Business Agenda: 10.00 - 11.00**  
 B. **TPA Agenda: 11.00 – 11.30**  
 C. **WPA Agenda: 11.30 – 12.00**  
 D. **DPA Agenda: 12.00 - 12.30**

<b><u>Attendees</u></b>	<b><u>Role</u></b>
Alison Ashcroft (AA)	Principal at DPA ( <i>non-voting</i> )
Daniel Barry (DB)	Parent Governor at WPA
Leah Basilone (nee Perring) (LB)	Principal at WPA ( <i>non-voting</i> )
Sarah Bellingham (SBM)	OLT Governance & Communications Officer ( <i>Non-voting</i> )
<b>Stuart Bessent (SB)*</b>	Parent Governor TPA
Jodie Croft (JC)	OLT CEO and Board Director
Clive Davies (CD)	OLT Director of Education ( <i>Non-voting</i> )
Dena Gill (DG)	Parent Governor at DPA
<b>Alison Hill (AH)*</b>	OLT Board Director
<b>Chris Lamming (CL)*</b>	DPA Staff Governor – Assistant Principal – Behaviour & Culture at DPA
Russ Massie (RM)	OLT Board Director & <b>CHAIR</b>
Erin Moscardini (EM)	Principal at TPA ( <i>non-voting</i> )
Rachel Rees (RR)	Staff Governor at TPA
<b>Hannah Robinson (HR)*</b>	WPA Staff Governor
Ada Simpson (AS)	OLT Board Director

\*Indicates in bold if someone did not attend

<b><u>Minutes</u></b>
<b>A. <u>General Business Agenda Items</u></b>
<p><b>1. Welcome</b></p> <p>1.1 RM welcomed everyone and the meeting was declared quorate* (<i>see definition at base of minutes</i>).</p> <p>1.2 It was noted that all documents to be discussed in the meeting had been circulated by SBM prior to the meeting unless stated otherwise. It would be assumed that these had been read in advance.</p>
<p><b>2. Identify AOB/Confidential Items</b></p> <p>2.1 No confidential items or AOB were declared for the agenda.</p>
<p><b>3. Declare any conflicts of interest with agenda items and/or updates to the OLT Register of Business and Pecuniary Interests, &amp; declare receipt of hospitality</b></p>

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, other than DG's update to her entry to add that she was working currently for Oxfordshire Libraries.

**ACTION - SBM**

**4. Receive and approve previous QES Committee minutes of 17<sup>th</sup> January 2023 and discuss actions not on the agenda elsewhere**

4.1 The QES committee minutes of 17<sup>th</sup> January 2023 were approved unanimously by the committee. SBM 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 – SBM**

4.2 The actions from that meeting were confirmed as completed or in progress or were on the agenda for this meeting, with exceptions as follows:

4.3 Related to action 4, a new 'subject impact report' was planned for the 2023-2024 QES Committee meetings starting in the autumn term. This would show curriculum progression from Early Years to Year 6 in each subject. It would have a simple and consistent format across all Trust schools. It was agreed that core subject lead attendance at meetings would be valuable.

**5. Receipt external annual safeguarding audit report for DPA, TPA, and WPA**

5.1 These reports had not yet been received and would be brought as an agenda item to the next Committee meeting of the summer term. SBM to add the word 'external' to this item in the standing agenda. **ACTION - SBM**

5.2 DPA's audit would take place on 16<sup>th</sup> May 2023, WPA's on 17<sup>th</sup> July 2023. TPA's audit had already taken place but the paperwork had not yet been received.

**6. Policies for review/and approval**

6.1 There were no policies for review at this time.

**7. Collaboration between Trust schools**

7.1 JC talked about plans for the Principals' Network for 2023-2034. There would be different levels of support at various levels within each school. LB would lead on small group networks to address needs and drive improvement.

7.2 Separately, the Trust would engage an external professional to make visits to each school, carry out deep dives, and report on progress and outcomes. There would be a different focus each time, such as teaching and learning, behaviour, leadership and management, and Early Years.

**7.3** In addition, the Trust would be engaging a professional coach and mentor to support JC and Heads. A trial was taking place this term. If successful, the arrangement would continue into 2023-2024.

**7.4** JC confirmed that the budget currently allocated to the Director of Education resources was being applied to these items in a targeted fashion.

**7.5 Q:** Were there any disadvantages foreseeable with these plans, such as a duplication of effort? Also did the Principals' Network have set aims for next year and was the network intended to be more formal than this year?

**A:** The network had been more low key to date but had still been clear on priorities. The format would be similar for the following year but more formalised and LB would have more time to give to it. It would be important for the Heads to agree to and prioritise the dates for network meetings to see the most impact. JC confirmed that the system would be trialled in 2023-2024 and could be revised if needed.

**7.6 Q:** Was it worth considering bringing together small networks of teachers within the same year group across the schools, even if virtually? This might help the ECTs benefit from the more experienced teachers in those year groups.

**A:** LB agreed that it would be very helpful to have sessions which went beyond the moderation of work, to allow for discussion of challenges and the sharing of experiences.

## **8. Curriculum Focus: Music, MFL, RE, Personal Development (incl BV, SMSC, PSHE, & RSE)**

*DPA*

**8.1** AA shared the document circulated before the meeting. She explained what she wanted to achieve from a personal development perspective, and how this fitted with both Ofsted's requirements and the Trust's values. The document was designed to be reader friendly and succinct. Aspects of the PSHE, RE, and music curriculum were discussed in detail, as well as the extent of the staff training, the school's engagement with parents, the approach on mentoring, and the approach to behaviour expectations. A parent portal was planned to help parents view the curriculum content.

**8.2 Q:** Where did self-regulation come up in this area?

**A:** This came up in PSHE as well as in behaviour aspect.

**8.3** JC asked whether LB and EM might also do an 'at a glance' style sheet like this on PSHE and personal development for the WPA and TPA parents. The Heads agreed this would be helpful. **ACTION – LB & EM**

*TPA*

**8.4** EM spoke to the document circulated in advance of the meeting. EM explained that the school had a dedicated MFL teacher, who taught classes from Year 2 upwards. A Spanish week was also held annually with lots of fun and educational activities.

**8.5 Q:** Did this MFL teacher design the curriculum across the whole school?

**A:** Yes, she did. However, the offer was different for Reception and Year 1, involving songs and games, with support from the school's Spanish-speaking TA.

**Q:** Had any other of the TPA curriculum documents changed since last time?

**A:** All the documents had been refreshed apart from music, which was in progress. EM talked through her preferred approach in this regard. AA added that DPA's music curriculum was also evolving and was due to be completed by the end of term ready for September.

**Q:** PSHE was shown to start from Year one on EM's document. Where was the Early Years part of that?

**A:** This as shown on the Early Years curriculum instead.

*WPA*

**8.6** LB shared her document on personal development, which provided a high-level perspective. Not much had changed from last time. LB also shared her MFL document, as this had changed since the previous meeting. Staff had carried out CPD training in Spanish and were using 'Light Bulb Languages' to teach the subject. This resource offered You Tube video sessions with a Spanish teacher alongside well-planned resources. It covered phonics, vocabulary, and grammar, on a well-sequenced journey. Lessons started from Year 1.

**8.7** CD had observed this session on two occasions and emphasised how well this was working noting that the children had responded enthusiastically. It provided a combination of the quality of the class teacher with the behaviour management aspect of that, and the quality and authenticity of the Spanish tuition.

## **9. Parent Survey Results 2023**

**9.1** All headteachers had received their feedback from the parent survey, held annually in the spring term. A standard set of questions was used each year, based on Ofsted guidance.

**9.2** There had been a good level of feedback and each school had received its own report.

**9.3** JC asked each Head teacher for a short summary of the main element of feedback noted and how this was being addressed. JC also flagged the Board's recent request that each school hold a regular parent forum session regardless of whether questions had been submitted. This might assist with communication and engagement with parents. It would still be the case that questions requiring an answer at the session would have to be submitted in advance. The Heads acknowledged this.

**9.4** EM said that communications around SEN was a key piece of feedback. Her colleague Grace had worked hard on this with EM. Actions in progress and planned were meetings with parents, a SEN parent survey, more information to parents for clarity on what an EHCP was, and more information uploaded to the school website.

**9.5** AA had also found communication to be a key area of feedback. She was reviewing the methods currently in use for engaging with parents. For example, the newsletter content and format were being looked at. SEN information and teacher transition processes were being reviewed as well. It was planned to hold pupil profile meetings for SEN pupils with the

outgoing teacher, incoming teacher and the parent of the SEN child, to help with class transitions and target setting.

**9.6** LB also picked up on communication and said that she was continuing to explore new ways to engage with parents. Parent coffee mornings had been introduced each month on different days of the week to help with attendance. These had not yet been well attended despite robust efforts to publicise them. There was lots of information available on multiple channels currently but was something to be constantly kept under scrutiny.

**9.7** CD confirmed that based on his visits, he could not think of a group of Principals who made themselves more available to parents. The approach was very positive in this regard. If any individual issue came up it was dealt with straight away and this helped avoid escalation.

## **10. Review of sports premium allocation: spending plans and impact analysis (DPA, TPA, and WPA)**

**10.1** JC would check what data had already been shared on this earlier in the academic year, and what data the Committee needed to share by when. JC would confirm this outside of the meeting and request an update to the standing agenda as required. **ACTION - JC**

## **11. Update on OLT Annual Values Award Scheme**

**11.1** JC explained the OLT values setting process to date, to include how the values were being embedded within the schools' and Trust culture. The previous year's awards scheme was not as impactful as hoped.

**11.2** JC and the Heads had reviewed ways to celebrate and embed the values. The result was that four reward cards had been designed to reflect each value and help tie in the praise given to pupils with the values. The Trust was also planning to design a values song which all schools would sing regularly, with the children having inputted into the lyrics and melody at KS2 level. An external professional musician had been engaged to oversee this. He had already written a song for DPA which had been well received.

**11.3** In addition, there would be four annual reward trophies for Year 6 children to win and be presented with at an end of year ceremony.

**11.4** JC planned to build on this year on year. AA confirmed that her school assemblies were also aligned with the values to further embed these.

## **12. ATH 2022**

*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: 2.51 ATH 2021)*

**12.1** The committee discussed the confidential status of the documents being reviewed at this meeting, to include the internal survey data. It was agreed that other than the agenda, the approved minutes from the previous meeting and any approved final version policies,

which would be published on the Trust or school website as appropriate, the remaining documents circulated for this meeting were confidential to the Trust and would not be published.

- 12.2 DG and DB left at 10.55 (intending to return for the WPA and DPA agenda items later in the meeting).

## **B. TPA Agenda Items**

### **1. Principal's Context Dashboard – Spring Term 2023**

1.1 RR attended at 10.56.

1.2 EM shared her screen. She discussed key data from the TPA Dashboard.

1.3 EM referenced overall pupil numbers on roll (401), applications for reception places for September 2023, SEN pupil numbers and SEN support, pupil premium, EHCP numbers, pupil and staff absence rates, staff absence management, strategies for improving persistent absence rates, fire drills and evacuation times, safeguarding (including core group meetings, referrals information, pupil monitoring, child in need plans, and confirmation that the school's annual external audit had taken place) SCR checks, staffing and resources, and behaviour management to include fixed-term exclusions.

1.4 **Q:** What actions were being taken in respect of the Year 6 pupils who were persistently absent?

**A:** Strategies included friendship support, attendance panels, engagement with parents, the offer of 'indoors playtimes' in colder weather, and emotional health support involving a multi-agency approach.

1.5 **Q:** What was the attendance figure overall?

**A:** This was 94.3%, just above the national average.

1.6 **Q:** Was EM recording instances of physical restraint of a pupil in a bound and numbered book?

**A:** EM said that she was using CPOMS. AA explained that separate record keeping within the correct book was also important. LB would send EM a spare book of this type so that EM could use this to record these instances they arose. **ACTION – LB**

1.7 JC would consider whether staff absence figures should come out of the Heads' reports to the Committee, as this data was now coming to the Board from the central Trust team. It was acknowledged that a monthly absence data report was being sent to the Heads from the Trust. **ACTION - JC**

1.8 **Q:** Were the schools registered to receive Operation Encompass notifications from the borough's police force?

**A:** EM had not received any notifications since starting in September 2022. LB and AA had been trained on this recently but were unclear if that had reached its conclusion and where the record of the training would be held. Both LB and AA had been made aware of incidents

which should have come to their attention via Encompass but had not. The Heads agreed that the system was not adequate nor was the training.

**1.9** RM clarified that the notification only came through if the police officer who attended the incident deemed it high risk, or medium risk because the child had witnessed it. RM would share the latest guidance with the Heads in case helpful for a better understanding of the system. **ACTION - RM**

## **2. Analyse spring term progress and attainment data for all cohorts, and determine related implications and actions**

**2.1** EM summarised the TPA spring term data from the internal TPA dashboard, which was shown on screen.

**2.2** EM and the Committee discussed a number of items in depth to include phonics outcomes in Reception and Key Stage 1, the phonics support and monitoring strategies in place for those year groups, the combined data for Reception and later year groups, as well as reading, writing and maths outcomes and progress, with weaker year groups identified.

**2.3 Q:** What was the figure for 'expected' in the combined data for Reception?

**A:** This was currently 40%.

**2.4 Q:** Did EM have a plan for supporting with phonics?

**A:** Yes, support and interventions were in the current plan.

**2.5 Q:** Did EM have concerns about any child or group of children in Reception?

**A:** EM only had concerns about one child, where it seemed unclear why the child was not achieving as expected. For every other child it was clear what support was needed to help them improve.

**2.6 Q:** Would the target for Year 1 phonics be met?

**A:** EM was confident this would be achieved. Phonics materials were going home with parents, phonics interventions were taking place and there was a bespoke plan for every child.

**2.7** LB had seen some useful research on reading comprehension and practical intervention strategies. She would send this to EM and AA as it could be something to work together on for pupils' benefit. **ACTION - LB**

**2.8** Overall, the main focus at present was the standard of writing in the SEN pupil category. In terms of combined data, the focus was on Year 3 and Year 5. The Heads discussed strategies to help engage pupils more with their writing tasks, noting that these might differ in a boy-heavy cohort.

## **3. Review progress against SEF/SDP 2022-2023**

**3.1** The Committee discussed the value of a more 'slim line' style SDP and SEF document. It was agreed that the Heads would meet to discuss the best format for these documents with this in mind. JC wondered whether a priority page and a general development page might be

useful. CD would send the Heads a suggested template to help with this. **ACTION – CD and Heads**

**3.2 Q: What was good practice in this regard?**

**A:** CD and AA agreed that a more streamlined approach was better, containing fewer priorities. That would ensure a better focus on the bigger challenges requiring more attention, with outcomes being easier to monitor. Subject action plans would still exist underneath these documents. The school visit reports would be the evidence of what was being achieved.

**3.3** RR and EM left at 11.32

**C. WPA Agenda Items**

**1. Principal's Context Dashboard – Spring Term 2023**

**1.1** DB attended at 11.35.

**1.2** LB discussed key items from the Dashboard shared on screen, to include overall pupil numbers, numbers on the SEN Register, EHCP numbers and applications pending, support for SEN pupils not meeting the EHCP threshold, pupil premium numbers, safeguarding matters (including pupils on SIM or CP plans, children with Early Help care, other referrals, external agency involvement, and staff attendance at core group or other pupil safeguarding meetings), fire drills, pupil and staff absence to include staff absence due to recent strikes, absence monitoring, staffing and resources, as well as school website and SCR compliance.

**1.3 Q: Had there been any fixed term exclusions?**

**A:** There had been three since the last report. One involved a Year 1 child, whose EHCP was expected to come through in the next few weeks. Staff had made huge efforts to support the pupil and the parent. It was a challenging situation.

**1.4 Q: Would the school be able to meet the child's needs once the EHCP and its funding had come through?**

**A:** Possibly in the shorter term, but not for the longer term.

**2. Analyse spring term progress and attainment data for all cohorts, and determine related implications and actions**

**2.1** LB shared a document on screen which she had prepared to give context to the data discussion, concerning the numbers and impact of pupils joining mid-way through the school year.

**2.2** A total of 21 pupils had joined since September 2022. Of the 21, 57% were below expected in writing, 43% were below in reading, and 43% were below in maths. That was having a huge impact on the school's data. Various actions were in train, and these were discussed with the committee, to include meetings with class teachers and TAs, identification of learning gaps and strengths, an assessment of all needs, targeted interventions, and clear information provided on the school's behaviour and culture expectations.

**2.3** Pupils who had attended the school for over one academic year consistently showed much better outcomes. JC acknowledged the challenges.

**2.4 Q:** Had some pupils moved because of learning challenges or was it more to do with house moves into the local area?

**A:** LB thought it was a 30%-70% split, where 70% had moved into the area, and 30% had previously experienced challenges at a school or with learning goals. AA added that when a pupil moves house and school it could take a while for them to feel comfortable enough to reach their potential. CD noted that with small pupil numbers still at WPA, one child represented a relatively large percentage of the overall figure.

**2.5** LB then summarised the WPA spring term data from the internal WPA dashboard, which was shown on screen. LB ran through each year group to highlight key data and the actions being taken to address areas of need or where improvement was required.

**2.6 Q:** Would LB have set different targets for one or more cohorts had the current pupils been present at the start of the year?

**A:** LB said that this was correct and would likely have set slightly lower, more realistic targets. For example, the target of 75% for the Reception cohort might have been 70%.

**2.7 Q:** What was the data on outcomes for boys versus girls?

**A:** LB brought this up onto the screen. It was cohort specific, but LB had not identified huge trends.

**2.8 Q:** Please talk about the SEND data.

**A:** Some SEND pupils were achieving very good outcomes. Some had greater learning needs. An example was that 60% of the Year 4 SEND pupils were at ARE. It really depended on the year group.

**2.9** Overall, LB was very proud of the progress the pupils were making.

### **3. Review progress against SEF/SDP 2022-2023**

**3.1** LB shared her SDP summary and spoke to the headline points.

**3.2** LB was continuing with her focus on Early Years, on new pupils joining the school, and on all of the areas previously identified for action.

**3.3** The Committee members were asked if they had any further questions, but none were raised.

**3.4** DB left the meeting at 11.59. DG re-joined at the same time.

### **D. DPA Agenda Items**

#### **1. Principal's Context Dashboard – Spring Term 2023**

**1.1** AA discussed key items from the Dashboard.

**1.2** AA highlighted numbers on the roll (453), the breakdown of pupils by reference to ethnicity, SEN and EHCPs, figures for pupil and staff absence, strategies for managing absence, safeguarding matters to include fire drill outcomes and several child protection, child in need and Early Help cases, as well as behaviour and fixed term exclusions.

**1.3 Q:** Was the rapid rise in the number of SEN and EHCP pupils specific to Didcot or the borough, or was this the picture nationally?

**A:** AA thought that Didcot faced greater challenges than the rest of the borough due to the high turnover of staff in the SEN department at the council, and because of the lack of a specialist school. CD confirmed that the national picture looked bad everywhere, and the result might be that councils began offering mainstream schools money to set up specialist units on site.

## **2. Analyse spring term progress and attainment data for all cohorts, and determine related implications and actions**

**2.1** AA shared her internal DPA data on screen. She highlighted outcomes per year group for reading, writing, maths, phonics, and greater depth achievement, as well as the targeted strategies for increasing progress.

**2.2 Q:** Who had set the 80% target for Year 2?

**A:** AA had set that at the start of the academic year with the year group's teachers, based on the Year 1 data. AA was now querying how many of the pupils had in fact been 'at expected' as stated at the year end. AA explained that there were only national standards for Year 2 and Year 6 pupils, meaning it could be difficult to assess progress accurately in other years.

**2.3 Q:** What was the dashboard data for that year group in term one this year?

**A:** The data was not as good. Whilst most of AA's results had not changed, in fact several children at expected had moved to greater depth ('GD') and several previously below expected had moved into expected. However, there was still a big group in the 'just below' category. AA needed to understand how far below expected they were. AA was expecting to receive moderation for the Year 2 results at the academic year end for Year 2. Overall staff were working very hard, and a plan of action was in place.

**2.4 Q:** Had there been any moderation of the judgements/outcomes awarded to this year group by the teachers at the end of Year 1?

**A:** Not formally. AA also noted that it was particularly difficult to carry out a moderation for reading outcomes as judgements could only be made by hearing the children read.

**2.5 Q:** Did DPA use the NFER reading tests?

**A:** The Salford ones were used at DPA.

**2.6 Q:** For Year 1 as well?

**A:** Yes, for year one as well.

**2.7 Q:** Was it possible the Year 2 teachers were being too harsh in their assessment of the pupils?

**A:** The teachers had their action plan and were confident for improvement. Teacher assessments were not only based on test outcomes: it was a broader approach.

**2.8 Q:** What was the data on Year 2 reading at GD last term?

**A:** That had been 22% and was now 27%. It meant two pupils had risen to GD.

**2.9 Q:** Was AA confident in the actions plans?

**A:** AA was very confident.

**2.10** Writing was the big challenge. However, a recent look in the books showed very good work and lots of improvement. Many pupils were 'just below' in each year group, and many should rise to 'expected' soon.

**2.11 Q:** In AA's Ofsted inspection work had she come across other types of writing action plans which were having impact?

**A:** AA explained that writing was teacher assessed. Ofsted's focus was mainly on grammar, and it was not common to do a deep dive in this area. Instead, Ofsted looked in more detail at reading, maths and two further subjects. Writing was not considered as a subject on its own. Therefore, AA had not seen much internal data in this area.

**2.12 Q:** What percentage of EHCP and SEN pupils did Year 6 have?

**A:** There was one EHCP pupil in Year 6, whose writing was not strong.

**2.13 Q:** What was AA aiming for with that year group?

**A:** AA was aiming for mid 70s for writing, and staff were confident about achieving that. A would be checking this approach with the external writing consultant who was booked to come in. This individual was also a writing moderator and would help DPA work out how to ensure that pupils were on track.

**2.14** DG explained that she had carried out a visit at the school. She had observed lessons for Year 2, 5 and 6. She had been very impressed with how engaged the pupils were and with the enthusiasm from pupils and staff overall. DG was very happy with what she saw.

**2.15** JC emphasised that it was important to drill down into why the figures were not showing what was being seen in the classroom.

**2.16 Q:** Who was the staff lead on writing at DPA and what was the approach overall?

**A:** Writing had not been an issue pre-pandemic and the results had been much higher. Since then, the previous year, the school had suffered from lots of staffing issues due to covid absence. The Year 5 pupils ended the year lower than expected. This year, the school had put lots of resources and effort into English in various ways. The school's writing lead had been ill for the majority of the year, which had been difficult. The writing consultant would confirm that everything was in place, so it was frustrating that these outcomes were not yet showing this.

**2.17 Q:** What more could be done to support the writing lead in his return?

**A:** AA thought that the school could make more use of the external writing consultant in terms of moderation and support. AA needed to know confidently whether the current snapshot was a true picture. Writing assessments were far more subjective than for reading

and maths. Therefore, it made sense to support teachers more with that. The planning and teaching aspects of writing were both in a great place.

**2.18 Q:** Was there anything to note for PP pupils?

**A:** AA would be making PP a focus in her SDP across the board for the following year. PP pupils were often on the SEN register and were achieving well in GD in some areas. It was the pupils needing to get to expected who featured in the SEN-PP correlation.

**2.19 Q:** Could the data show a category for PP plus SEN?

**A:** Unfortunately, that was not easy to pull out using the current software.

### 3. Review progress against SEF/SDP 2022-2023

**3.1** AA shared her SDP in summary form.

**3.2** This had been updated in the Spring term. AA highlighted the notable improvement in the pupils' books. Early Years was improving with more writing opportunities and better consistency in lesson structure, which were having an impact. Reading was being prioritised and there was lots of training available for teachers on 'Read Write Ink'. The phonics focus was also continuing. Work on pupil behaviour and attitudes was going very well.

**3.3 Q:** Was AA still planning on splitting the Year 6 group into different sets for writing?

**A:** Yes, once the SATs exams had finished. This would provide extra support for those not yet at expected, and help for those capable to achieving GD.

**Meeting Closed: 12.49**

**Date of next meeting: Tuesday 4<sup>th</sup> July 2023 starting at 10am**

### Actions from QES Committee Meeting of 02.09.2023

<b>Section A</b>	<b>Action 1</b>	<b>Minute 3.2</b>	SBM to update the Register of Interests with DG's information <b>DONE</b>
	<b>Action 2</b>	<b>Minute 4.1</b>	SBM to send RM the approved version previous minutes for signing <b>DONE</b> and RM to sign these on Governor Hub
	<b>Action 3</b>	<b>Minute 5.1</b>	SBM to update the Committee's standing agenda in the Governance Handbook <b>DONE</b>
	<b>Action 4</b>	<b>Minute 8.3</b>	LB and EM to prepare 'at a glance' personal development curriculum sheets for parents similar in style to the DPA version
	<b>Action 5</b>	<b>Minute 10.1</b>	JC to review what school sports premium data was required for the Committee's review annually and at which meeting
<b>Section B</b>	<b>Action 6</b>	<b>Minute 1.6</b>	LB to send EM the correct book for recording any instances of physical restraint of a pupil
	<b>Action 7</b>	<b>Minute 1.7</b>	JC to consider whether the Heads' reports to the Committee each meeting needed to include staff absences data, or if sufficient that this was sent to the Board

	<b>Action 8</b>	<b>Minute 1.9</b>	RM to e-mail the Heads with the latest guidance on Operation Encompass
	<b>Action 9</b>	<b>Minute 2.7</b>	LB to share with AA and EM reading comprehension guidance and practical intervention strategies
	<b>Action 10</b>	<b>Minute 3.1</b>	CD to send the Heads an example template for a 'slim line' SDP and SEF, and the Heads to meet this term to agree a revised format for these documents to use at each school from September 2023

**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.*