



## Standards & Improvement Committee Meeting

Monday 10<sup>th</sup> November 2025, 5.30 pm

Queen Emma School

### MINUTES

---

Present:

Sean Lang (CoG & Acting Chair)	Rachel Holman
Sarah Jarman (EHT)	Cath Stubbs
Hayley Brooker	Ana Toste Rego
Nicki Simmons	Anna Biard (Clerk)

	Item	Supporting Paperwork	Notes	Actions
1	Apologies for Absence		Apologies received and accepted from Phil Kirkham No apologies received from Ambili Nair or Rev'd Rob Hawkins	
2	Declaration of interest		None declared	
3	Agree Minutes of the last meeting	Minutes 22.09.2025	No amendments and the minutes were agreed	
4	Matters Arising		<ul style="list-style-type: none"><li>The CoG wrote a note in the newsletter for Autumn A, to parents regarding the new AI Policy.</li><li>The CoG wrote an email to all teachers congratulating them of the KS2 results.</li><li>There are 2 new parents on the governing body, one parent governor and one co-opted governor. Both have been sent introductory emails by the Clerk.</li><li>Subject leaders are to be invited to the next meeting. The subjects we have covered recently are; PE, RE, Maths, Literacy and History. The subjects which still need to be covered are; History, Geography, Art and Music.</li></ul> <p><b>Governor Challenge: Do we have a linked governor for Music?</b> Response: Yes. The music subject lead is to be invited to the next meeting (CS and RC)</p>	Clerk to send linked governor list

MINUTES 10.11.2025

		<p>and the Clerk to update linked governor list and distribute.</p>	urgently
5	Target Setting for 2025/2026 (CS & NS)	<p>A Governor opened the item with a challenge: <b>How is this document created and calculated?</b>  Response: NS and CS meet with the teachers and have previously used the FFT (Fischer Family Trust) and Target Tracker to predict data, but this was not consistent. Sonar is now used which is a moment in time assessment and is more accurate.</p> <p>NS and CS meet with the teachers and phase leaders to enter their targets and see if they marry up with Sonar. If it doesn't match we check the previous year's data.</p> <p><b>Governor Challenge: How do you know if this will be correct?</b>  Response: We look at what has been taught so far and make a prediction as to whether we will be on track by the end of the year. Historically they are correct and in line with the targets set at the beginning of the year. We are pleased with the Targets for QED and QEM.</p> <p>Belinda Harvey (LA School Improvement Advisor) typically visits both schools to discuss the targets.</p> <p><b>Governor Challenge: What is communicated to parents about this?</b>  Response: Nothing. It is used behind the scenes and we use the information to communicate in a supportive way to teachers who can then put interventions in place. These numerical targets are used by the school rather than for the purposes of sharing with parents.</p> <p>The group agreed that the targets were aspirational for both schools.</p> <p>A governor made an observation that with the smaller numbers in Reception, we are able to look ahead and see where and when challenges may arise and interventions which will need to be put in place</p> <p><b>Governor Challenge: Do the DHs have any worries?</b>  Response: Not worries necessarily, we are more mindful of the level of intervention required. Where possible teaching assistants will be used to deliver additional support against a backdrop of difficult financial pressures.</p>	

			<p><b>Governor Challenge? Is there a way of making more use of this information and the targets?</b></p> <p>Response: Using the QEM Year 1 target setting data as an example and the long term impact of their current targets and where they will be in Year 6; there is currently limited capacity to put interventions in place due to financial considerations. The Year 1 cohort at QEM are not considered to all be 'Year 1'. It has encouraged us to think about our current Reception classes and ensuring they are preparing now and are ready to learn in Year 1.</p> <p>QEM Year 4 was also highlighted in that despite having good learning behaviours and no challenging behaviours, they do have a high number of children with EAL (English as an additional language) so this may present future challenges for these children.</p> <p>It was agreed that this will be taken forward to the FGB.</p>	
6	Progress towards the school development plan (SJ)	School Development Plan – Priorities (hard copy)	<p>The updates are detailed underneath the bullet points. However, some comments from the Deputy Headteachers appeared to be missing from the document. It was established that the prepared document for the meeting was not the correct version. The correct version of the School Development Plan was sent by the EHT to all attendees later on during this meeting.</p> <ol style="list-style-type: none"> <li>1. The English Hub provide support to the Phonics leads across Early Years and KS1 at both schools to enable the lowest 20% of children to meet age related expectations in Reading.</li> <li>2. We are making sure we have interventions in place for children who aren't where they should be.</li> <li>3. Tutoring with the Lightening Squad at Queen Edith has had a positive impact on phonics.</li> </ol> <p><b>Governor Observation:</b> A parent governor added that they felt that the Leader in Me is working well and in particular linking the spelling and language used in the group to the children's learning. Parents find helpful to link to at home.</p> <ol style="list-style-type: none"> <li>4. Liz Holmes has delivered support to staff to teach three phase writing and have had time to adapt their planning to this format at Queen Emma.</li> <li>5. Whole school WIGS (What are Important Goals) identified spelling in all year</li> </ol>	

		<p>groups as an area needing further development.</p> <ol style="list-style-type: none"> <li>6. Targets are ambitious as seen in the target setting documentation.</li> <li>7. Maths leaders trained staff on strategies to support progress for disadvantaged pupils.</li> <li>8. Multiplication practice increased via Times Tables Rockstars, with certificates awarded in phase assemblies each half term has resulted in more engagement from children.</li> <li>9. DfE curriculum review was released last week; we are still awaiting guidance on implications for curriculum changes.</li> <li>10. There have been many changes made to meet the EYFS reforms, required staff have completed paediatric first aid training, also Early Years Designated safeguarding training has been completed.</li> <li>11. QED are taking part in the Early Talk Boost Research Project.</li> </ol> <p><b>Governor Challenge: Who runs this?</b></p> <p>Response: The EEF (Education Endowment Foundation) and the NFER (National Foundation for Educational Research)</p> <ol style="list-style-type: none"> <li>12. QED Reception and Nursery classes are trialling a music scheme- Charanga</li> </ol> <p><b>Governor Challenge: What is Charanga?</b></p> <p>Response: It is a national programme, it publishes music programmes and is based on the Music curriculum.</p> <p><b>Governor Challenge: Looking at the Equality Objective, item 3. How are we extending establishing and extending local community links?</b></p> <p>Response: We run workshops, we invite parents to school for events, community groups hire our spaces, we have run Phonics workshops, students from Hills Road come to school once a week to read with Year 2, GenR8 (Cambridge based Christian charity), St Barnabas Church run workshops in school for the children and we also support the Community Food Hub.</p> <p>It was agreed that our existing outreach to local groups fits well with this Equality Objective.</p>	
7	Staff well-being strategy (SJ)	<ul style="list-style-type: none"> <li>• CoG gave his apologies to the group for not being able to attend the last Staff Well-being meeting.</li> <li>• The steering group still continues and we meet once a month. They have developed the action plan which is currently under review following the</li> </ul>	

			<p>completion of one cycle.</p> <ul style="list-style-type: none"> <li>• The staff well-being charter is in place, staff have been consulted, a well-being feature has been added to staff meetings and to performance reviews.</li> <li>• The question that the staff well-being charter now raises is; how is this perceived amongst staff?</li> </ul> <p>It was explained that some staff may feel that their own personal well-being is the responsibility of others. EHT went on to describe the things which have been put in place for staff well-being (signing in sheet, reading the Employee Well-being Policy etc.) There is a feeling that this is not fully understood and that all these things are put in place for staff well-being. The perception is not quite right, however awareness is much better. There are many external influences at the moment and the topic is very current; teacher well-being, directed time etc. is well documented on social media.</p> <ul style="list-style-type: none"> <li>• CoG asked the group if this item should be brought to the full governing body meeting. The response was no, we are happy to keep this in the S&amp;I meeting.</li> </ul>	
8	Attendance and Admissions – Autumn B	Attendance and Admissions – Queen Edith Attendance and Admissions – Queen Emma	<ul style="list-style-type: none"> <li>• EHT explained that the Clerk will now input attendance and admissions data for this report using the DfE website. It is more accurate than the current process (reporting from SIMS).</li> <li>• Looking at the DfE data, this puts both schools in the second decile with data extracted to 24<sup>th</sup> October.</li> <li>• Persistent absence for QED= 8.48%</li> <li>• Persistent absence for QEM= 12.1%</li> <li>• The DfE is encouraging schools to use this more.</li> </ul> <p><b>Governor Challenge: Is Persistent Absence still a problem?</b> Response: No for QED, Yes for QEM. At QEM there are a number of children (4) who are school refusers. There is an apathy about getting to school on time and there are some children on part time timetables. CoG commented on an observation he made when he visits QEM, it always appears to be the same families signing in late. A Deputy Headteacher added that support is given to parents, we show that the Federation Attendance Policy is adhered to before going down punitive route.</p>	Clerk to amend this meeting's attendance documents with the DfE data.

			<p><b>Governor Challenge: Is there a marked difference between the demographic of both schools and in relation to the differing persistent absence figures?</b></p> <p>Response: Yes QED tends to have families who favour more traditional styles, the school has been part of the community for much longer, enrolment and attendance are seen as a continuation of family tradition.</p> <p>Whereas the new school attracts a more diverse population, less connected to family traditions. It serves families from varied backgrounds who can often require more assistance and support.</p> <p>Both schools are very different despite being in the same catchment area.</p>	
9	Policies for review and ratification	Food and Nutrition Policy	<ul style="list-style-type: none"> <li>This is a new policy. It was recommended by the Local Authority Early Years Team that there should be a Food &amp; Nutrition policy for early years, however we have decided to adapt this for the whole school.</li> </ul> <p><b>Governor Challenge: Item 6 – is the use of the word ‘must’ necessary?</b></p> <p>Response: Yes, because it could be considered neglectful.</p> <ul style="list-style-type: none"> <li><u>Item 5 Birthdays and Celebrations</u>, the wording ‘to promote inclusivity’. The governors discussed that this may not be clear as to why. This sentence is to be removed. EHT to send Clerk change in wording.</li> <li><u>Item 4 Packed Lunches</u>. Is this wording in line with school policy on snacks? Yes, however the word ‘Popcorn’ needs to come out of the document.</li> <li>Nuts is listed under item 4 as a choking hazard, but it should also be listed in item 6 but it should also be under Allergies and Special Diets.</li> </ul> <p>The policy was ratified based on the above amendments</p>	
10	Safeguarding (SJ)		<ul style="list-style-type: none"> <li>Spreadsheets were set up in September for children leaving and new admissions in order to track safeguarding information shared between schools.</li> <li>A QEM gate rota has been implemented on the back playground. This is to ensure children do not try to leave (after being dropped off) before the gate was closed.</li> <li>At QED a fence needs to be installed by the main office entrance, partitioning off the KS1 playground and the path and side gate that visitors use to get to the school of office. Also at QED, a new foyer area also needs to be created. EHT will now need to put a funding bid into the Local Authority for the fence</li> </ul>	

			<p>and the foyer area.</p> <ul style="list-style-type: none"> <li>Basic safeguarding training for governors was carried out. RH and HB to record a version of this training for future use by governors.</li> </ul>	
11	Correspondence Received / Circulated		None received.	
12	What is the impact of decisions made during the previous meeting upon the standards and improvement of the Federation?		<ul style="list-style-type: none"> <li>The Staff well-being discussions have had an impact.</li> <li>CoG letters to staff about the children's progress and results in July 2025, has had a positive impact.</li> <li>We have communicated with staff and parents and showed our commitment to openness.</li> </ul>	
13	Items to be reported to Parents		No items to be reported	
14	Any other business			
15	Date of next meeting	<b>Monday 12<sup>th</sup> January 2026, 5.30pm</b>		



Signed:

*Dr Sean Lang, Chair of Governors and Acting Chair of Standards & Improvement Committee*

Date: 26/01/2026