

**Standards & Improvement Committee Meeting**  
**Monday 2<sup>nd</sup> March 2026, 5.30 pm**  
**Queen Emma School**  
**MINUTES**

Present:

Sean Lang (CoG & Acting Chair)            Hayley Brooker  
 Rachel Holman                                    Ana Toste Rego  
 Cath Stubbs                                        Ambili Nair  
 Nicki Simmons                                    Liz Gooster  
 Charlene Monk (Locum – Clerk- joined remotely)

	Item	Supporting Paperwork	Notes	Actions
1	Apologies for Absence		Apologies received and accepted from Sarah Jarman (EHT) and Phil Kirkham.	
2	Declaration of interest		None declared	
3	Agree Minutes of the last meeting	Minutes 12.01.2026	No amendments and the minutes were agreed	
4	What is the impact of decisions made during the last meeting upon the standards and improvement of the Federation?		<ol style="list-style-type: none"> <li>1. Strengthened engagement with St John's College has continued to support curriculum enrichment and raise academic expectations across the Federation. This partnership is contributing positively to opportunities for pupil development and staff professional learning.</li> <li>2. Ongoing monitoring of staff wellbeing has continued. Implementation of the Staff Wellbeing Strategy has led to increased awareness and greater consideration of wellbeing needs across all staff teams, with actions tracked through the Wellbeing Action Plan (agenda item 6, 6.1).</li> <li>3. Correspondence relating to questions raised by parents and staff regarding the potential move to a one-form entry structure has been followed up. Clarification provided has helped address concerns and improve transparency, supporting community confidence in future planning.</li> <li>4. Rules and procedures were revised following a safeguarding concern arising during a school trip involving a parent volunteer. Updated guidance now</li> </ol>	

			ensures clearer expectations and more robust safeguarding measures, strengthening pupil safety and safeguarding compliance across the Federation.	
5	Matters Arising		None	
6	Staff well-being steering Group feedback	6.1 Well-being Action Plan	<p>The Steering Group and EHT have reevaluated the Wellbeing Action Plan as agreed at the previous meeting.</p> <p>The updated plan was circulated to Governors in advance. It remains a working document, outlining priority areas identified through the wellbeing audit, the actions taken, and the emerging impact.</p> <p>The DHTs provided further detail during the meeting—particularly regarding the evaluation of the Wellbeing Action Plan and the decision to reshape the work of the Wellbeing Steering Group.</p> <p>An update was also shared on the repeated annual wellbeing questionnaire. The questionnaire (completed 26.06.25) has been collated and is now being analysed. It was acknowledging that uptake varied and was not fully representative across all schools, though general themes have been identified.</p> <p><b>Governor Challenge: Why was the staff response rate to the wellbeing questionnaire low?</b></p> <p>Response: It was noted that staff may be more inclined to respond if they had negative feedback to share; therefore, fewer responses may indicate fewer significant concerns. Although the sample size was small, the Federation LT reviewed the themes and used them to inform next steps. This included consideration of workload, PPA time, and future planning. As a direct outcome, staff at QED now have more space for protected PPA time. Where issues are raised, the school is able to reflect and plan for future improvement.</p> <p>The CoG highlighted the purpose and evolution of the Wellbeing Steering Group, noting that early meetings were highly productive, with survey findings directly informing its creation. Some smaller-scale initiatives have had a disproportionately positive impact on staff morale.</p>	

			<p><b>Governor Challenge: Did the wellbeing exercises and tools provide useful direction?</b> Response: DHT (NS) reported that the directed time calculator had been particularly effective as it provided valuable insight and was positively received.</p> <p><b>Further Comment:</b> The wellbeing work had strong initial engagement, though involvement has varied over time. DHT (NS) clarified that wellbeing is both an individual and collective responsibility across the Federation, and experiences of wellbeing naturally differ from person to person</p> <p><b>Governor Challenge: How would you rate the general wellbeing of staff currently?</b> Staff wellbeing varies depending on personal and professional circumstances. This short half-term is often demanding, and some periods—such as Year 6 SATs and middle-years production season—can feel overwhelming. Broadly, staff wellbeing is stable, though there is understandable anxiety about future changes at QEM.</p> <p><b>Governor Challenge: What more can Governors do to support staff wellbeing during upcoming changes?</b> Response: Identifying protected time for wellbeing discussions would be helpful, though finding this time within the school timetable remains challenging.</p> <p><b>Governor Challenge: Are there additional channels for communication or support for staff?</b> Response: A Governor suggested signposting staff to the charity “Education Support,” which offers mental health support for education professionals.</p> <p>It was <b>agreed</b> that wellbeing will remain a standing discussion item. Phase Leads continue to feed back to SLT, enabling open and appropriate dialogue across the Federation.</p> <p>The CoG thanked the Wellbeing Steering Group for their continued work and the DHTs for the comprehensive action plan and feedback.</p>	
7	School development priorities (Governors and EHT)	School Development priorities – Apr 2026 to March 2027	<p>The School Development Priorities document was circulated to Governors ahead of the meeting. The report outlined the key priorities and rationale across:</p> <ul style="list-style-type: none"> <li>• Quality of Teaching and Learning</li> </ul>	

		<ul style="list-style-type: none"> <li>• Personal Development, Behaviour and Welfare</li> <li>• Leadership and Management</li> <li>• Federation Equality Objectives</li> </ul> <p><b>Governor Challenge: CoG – With reference to the <i>Quality of Teaching and Learning</i> section, particularly the English and Maths priorities, is the Federation concerned about these areas?</b> Response: DHT (NS) There is significant focus on raising outcomes. Writing is a whole-school priority and progress will take time; changes will not be dramatic within a single year. This is a national issue, not specific to the school or Federation.</p> <p><b>Governor Challenge: CoG – Regarding <i>Leadership and Management</i>, especially the financial recovery plan and its rationale—are we concerned about the potential impact on pupils?</b> Response: DHTs noted that classes now have a single teacher and no Teaching Assistants. While interventions previously had strong impact, staffing levels no longer permit them. Only pupils with EHCPs receive TA support, and this support cannot usually be shared. This is affecting SEND provision and contributing to increased pressure on teacher wellbeing. The DHTs are also providing additional teaching cover. Some individual pupils are already showing noticeable impact.</p> <p>The CoG highlighted that financial pressures are being felt across the Federation and nationally. The issue extends beyond SEND funding; the wider financial crisis in schools is influencing workloads and provision. <b>Action:</b> CoG to raise the financial pressures and their impact on learning with the FGB with the intention of disseminating the information more widely, both to parents and perhaps in the media.</p> <p>DHT (CS) noted that, while the intent of the SEND White Paper appears positive, concerns remain regarding the existing EHCP backlog, funding limitations, and the practical impact on workload for the SENDCo and teaching staff.</p> <p><b>Governor Challenge: Could staff be shared or utilised across the Federation?</b> Response: Staffing levels are already extremely limited, particularly at QEM, leaving very little capacity for flexible deployment across schools.</p>	<p>CoG to raise the financial pressures and their impact on learning with the FGB with the intention of disseminating the information more widely, both to parents and perhaps in the media.</p>
--	--	---	--

8	Attendance Report (HB/CS/RH)	<p>Queen Edith – Attendance and Admissions  Queen Emma – Attendance and Admissions</p>	<p>Both QED and QEM attendance reports were circulated prior to the meeting.</p> <ul style="list-style-type: none"> <li>• QED: This academic year so far the attendance figure for the whole school stands at 95.8% with 4.2% authorised absence and 1.0% unauthorised absence.</li> <li>• Persistent Absence (QED): 9.6%</li> <li>• QEM: This academic year so far the attendance figure for the whole school stands at 94.4% with 5.6% authorised absence and 1.1 % unauthorised absence.</li> <li>• Persistent Absence (QEM): 19.2%, largely due to school refusal</li> </ul> <p>It was noted that absence levels typically increase around the Easter break due to families taking extended holidays.</p> <p><b>Governor Challenge: Does the school receive support for pupils who are school refusers?</b>  Response: Yes, the LA Advisers provide recommendations in a supportive way.</p> <p><b>Governor Challenge: What impact do Local Authority fines have regarding absence?</b>  Response: The LA works with the school in a supportive capacity. The LA expect evidence of a robust system to manage attendance, appropriate support in place, and clear efforts to reduce persistent absence, including therapeutic provision and the involvement of family workers</p>	
---	------------------------------	--	---	--

9	Policies for review and ratification	<p>9.1 Curriculum Policy</p> <p>9.2 Remote Learning Policy</p> <p>9.3 Home Learning Policy</p> <p>9.4 Teaching, Learning and Monitoring Policy</p> <p>9.5 Assessment Policy</p>	<p>Minimal updates highlighted in yellow. <b>The policy was accepted</b></p> <p>No changes. <b>The policy was accepted</b></p> <p><b>The policy was accepted</b></p> <p>Minimal updates highlighted in yellow. <b>Governor Challenge: How can the school further promote the Teaching, Learning and Monitoring Policy's expectation that learning is a shared commitment with parents, given that many parents appear unaware of this aspect?</b> Response: Governors discussed and <b>agreed</b> to strengthen parental awareness by including a relevant curriculum update in the weekly school's newsletter. Governors also <b>agreed</b> to signposting parents to the school website for curriculum support materials. <b>Action:</b> Governors (LG &amp; ATR) to produce a write-up for the weekly newsletter highlighting existing online resources that parents can use with their children. <b>The policy was accepted</b></p> <p><b>The policy was accepted</b></p>	<p>Governors (LG &amp; ATR) to produce a write-up for the weekly newsletter highlighting existing online resources that parents can use with their children.</p>
10	Safeguarding (HB)		<p>In the absence of the EHT (SJ) DHT (HB) provided an update:</p> <ul style="list-style-type: none"> <li>• Governor (ATR) met with the EHT on 27.02.2026 to review cyber security arrangements and measures put in place to protect pupils.</li> <li>• Governors (LG) and (IN) have a safeguarding visit scheduled with the EHT for 06.03.2026</li> <li>• Several staff members have recently renewed their safer recruitment training.</li> <li>• The EHT is booked onto my Prevent Lead training in June.</li> <li>• The EHT and DHT (HB) have updated the First Aid Risk Assessment, which has been shared with the Federation LT.</li> </ul>	
11	Correspondence Received / Circulated		<ul style="list-style-type: none"> <li>• As noted at the last committee meeting, some staff had expressed surprise regarding the One form entry letter.</li> </ul>	

			<ul style="list-style-type: none"> <li>The CoG has since provided additional clarification and met with the QEM staff before half term to discuss the proposal, invite objections and outline next steps.</li> <li>An Extraordinary FGB will take place in the coming weeks.</li> </ul>	
12	Actions for Governing Body to discuss/carry out CPD/ arrange a visit/etc. from this meeting/previous FGB (CD)		<ul style="list-style-type: none"> <li>Wellbeing: It was agreed that wellbeing will continue as a standing agenda item. Phase Leads will continue to provide feedback to SLT to support open and effective dialogue across the Federation.</li> <li>CoG: Raise the financial impact on learning at the next FGB meeting for Governor awareness.</li> <li>Include a weekly newsletter highlighting existing online resources that parents can use with their children</li> </ul>	
13	Items to be reported to Parents		No items to be reported	
14	Any other business SATS Governor Observer		A governor is required to observe the administration of SATS at each school, any session during SATs week. These take place on 11 <sup>th</sup> to 14 <sup>th</sup> May and are in the mornings. AN <b>agreed</b> to attend.	
15	Date of next meeting	<b>Monday 20<sup>th</sup> April 2026, 5.30pm</b>		



Signed:  
Dr Sean Lang, Chair of Governors and Acting Chair of Standards & Improvement Committee)

Date: 16/06/2026