

Standards & Improvement Committee Meeting
Monday 12th January 2026, 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
Phil Kirkham (jointed remotely)	Ambili Nair (jointed remotely)
Nicki Simmons (jointed remotely)	Charlene Monk (Locum – Clerk- jointed remotely)

Guest:- Rod Cornaby Year 3 Teacher (Music) – agenda item 2 (left at 5.51pm)

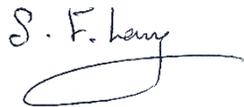
	Item	Supporting Paperwork	Notes	Actions
1	Apologies for Absence		Apologies received and accepted from Liz Gooster.	
2	Queens' Federation Music Teachers to give presentation (SC & RC)	MUSIC @ Queens Federation Report to Governors: January 2026	<ul style="list-style-type: none"> CS presented the report outlining the current music curriculum, future plans, pupil voice, aims, skills, and progression by cohort. The aim being to ensure that all pupils have equitable access to music education, fostering enjoyment, confidence, and achievement; developing understanding of musical dimensions; and providing regular opportunities for performance. QED Year 3 Teacher (RC) has stepped into the music teaching role and is currently familiarising himself with the responsibilities, the current music curriculum and future development plans. QED & QEM has been contacted by St John's College Outreach regarding an invitation for <i>Evensong</i> at St John's College, Cambridge, scheduled for 18th March 2026. Discussion on future of music, governance of curriculum and assessment review specifics remain unclear. 	

			<ul style="list-style-type: none"> • Emphasis on strengthening diversity and access to music education in early years, with later alignment to statutory requirements. • Budget constraints noted; priorities include musicians visiting schools, college choir engagement, and provision of musical instruments. <p>Governor Challenge: Is there a perception among parents that music classes include the teaching of musical instrument? Response: Yes, however music lessons do not focus on instrument tuition. Music classes aim to develop key ongoing musical skills, provide singing opportunities in assemblies, and aim to create positive experiences through performance. Additionally, visiting musicians perform during school assemblies.</p> <p>Governor Can the school reach out to the Cambridge Student Community Action group programme, which organises musical events around Cambridge? Response: Organise events around Cambridge. Action: RC to contact Contact Us – Cambridge Student Community Action</p> <p>The CoG thanked contributors for a comprehensive report, highlighting high expectations and praising the breadth of activity.</p>	RC to contact Cambridge Student Community Action group
3	Declaration of interest		None declared	
4	Agree Minutes of the last meeting	Minutes 10.11.2025	No amendments and the minutes were agreed	
5	What is the impact of decisions made during the last meeting upon the standards and improvement of the Federation?		<ul style="list-style-type: none"> • Enabled effective monitoring of progress against the School Development Plan (SDP). • Increased general awareness and consideration of staff wellbeing. 	
6	Matters Arising Staff well-being strategy (SJ)		<ul style="list-style-type: none"> • EHT reported that the steering group impact is limited; attendance inconsistent, hindering progress. • Positive impact of steering group noted that staff have been encouraged to focus on personal wellbeing, e.g. via wellbeing books (QEm) and joint school staff participation in “Traitor Challenge” competition. • Staff open to discussing wellbeing impacts; current measures include effective use of directed time, restricted email hours (7am–6pm), and adherence to established guidelines. 	

			<ul style="list-style-type: none"> • Leadership Team (LT) continues to prioritise staff wellbeing; however, the steering groups objectives and expectations show minimal/limited progress. • A designated leader is required, and the groups' purpose remains unclear and lacking constructive direction as the Head has always been clear as a member of staff that she would be happy to 'facilitate' but not 'lead' the group. • Mental Health First Aiders and NHS workshops available to staff • Recognised that wellbeing is cultural, not meeting-based; preference for individual initiatives over top-down formalised approach. • Significant risk identified due the school's current financial situation at Queen Emma <p>Action: Steering Group to repeat a staff wellbeing questionnaire (last completed at the start of the wellbeing steering group) to gather quantitative data and to evaluate the Wellbeing Audit. Summarise outcomes, compare results, identify gaps, and present the audit with green/amber/red updates at the next S&I meeting (Spring Term 2). Subsequently, share results and identified gaps with the Full Governing Body (FGB) in the Summer Term 1 meeting. RH commented that a complete review of the audit would be at the expense of staff wellbeing. It was agreed that the actions from the steering group would be evaluated and presented to the S&I committee at their next meeting. The questionnaire would be repeated and added to, if necessary.</p>	<p>Steering Group / EHT to evaluate Wellbeing action plan</p>
7	Data outcomes – Autumn Term B (NS/CS)	Queen Edith – Autumn Term data report Queen Emma – Autumn Term data report	<p>Both data outcome reports were circulated prior to the meeting.</p> <p>Governor Challenge: How useful is this exercise, is the data valuable?</p> <p>Response: The data reports are essential for the EHT for resource planning— identifying needs, comparing national vs QFederation data, and reviewing previous years.</p> <p>DHT (NS) agreed, noting the document is historically useful and very important.</p> <p>Governor Challenge: A Governor asked whether a trajectory of progress, over a 3–5-year period, could be provided/shared?</p> <p>Response: Yes, the July 24/25 data reports, showing a 3-year data outcomes/tends, can be shared however caution advised due to cohort variability (pupil movement during school journey).</p>	

			<p>DHT (NS) noted a consistent 5-year pattern of progress, with low writing attainment has been identified as a recurring issue. The approach to writing has since been revised, in addition to valuable input from LA Subject advisers.</p> <p>Governor Challenge: Has investment in writing shown success? Does data reflect impact of interventions?</p> <p>Response: Yes, though cohort dependent. Writing interventions are mapped to decisions and reflected in data.</p> <p>Action: Governors section of the website should be arranged so that these reports are kept together, to make it easier to find them and trace trends over longer periods</p>	Governors section of website arranged for ease of access to reports
8	School development priorities (Governors and EHT)	School Development priorities – Apr 2026 to March 2027	The document was not ready in time for this meeting*deferred.	
9	Attendance Report (HB/CS/RH)	Queen Edith – Attendance and Admissions Queen Emma – Attendance and Admissions	<p>Both QED and QEM attendance reports were circulated prior to the meeting.</p> <ul style="list-style-type: none"> • QED: , SEN EHCP, low attendance at 3.8% (overall school attendance 96.2%), Free School Meals and SEND Support overall attendance remains good. • Persistent Absence (QED): 9.1% • Persistent Absence (QEM): 16.8% (defined as less than 90% attendance) • Strongly worded letters have been issued to parents of persistently absent pupils in Year 1 at QEM. A whole school letter has also been issued to address lateness. <p>Governor Challenge: Do strongly worded letters regarding Persistent Absence have an impact?</p> <p>Response: Yes, there is a whole-school impact. In some cases, letters initiate conversations with parents, enabling the school to provide support.</p>	
10	Policies for review and ratification		None	
11	Safeguarding (SJ)		<ul style="list-style-type: none"> • Fire Door: Identified as unsafe; this issue is part of the ongoing project and associated expenditure. • A safeguarding concern arose when a parent volunteer on a school trip shared pupil's locations via an informal WhatsApp group. This compromised safeguarding protocols. Parents accompanying trips will be 	

			reminded not to share location details or discuss pupils with other parents during trips.	
12	Correspondence Received / Circulated		<ul style="list-style-type: none"> • CoG received two responses/letters from two separate parents regarding the One form entry, requesting more information ; CoG sent a response to the parents explaining the rationale and reasons behind the decision. • Staff expressed surprise regarding the One form entry letter; CoG has provided additional information and explanation. 	
13	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"> • CoG expressed interest in attending a music-focused assembly, linked to the Queens' Federation music teachers' presentation, which covered Agenda Item 2. • Safeguarding visit/audit to be conducted, including completion of an audit. 	<p>CoG to attend music-focused assembly.</p> <p>CoG safeguarding visit/audit</p>
14	Items to be reported to Parents		No items to be reported	
15	Any other business		None	
16	Date of next meeting	Monday 2nd March 2026, 5.30pm		



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

Date: 03/03/2026