

**MINUTES OF THE MEETING OF THE
ST. MARY'S & ST. SAVIOUR'S C OF E PRIMARY SCHOOLS'
LOCAL GOVERNING BODY
HELD ON 5TH MARCH 2026 AT 4PM
BY VIRTUAL ZOOM**

Present: Canon Ade Ademola (Chair)
Beverley Hall
Joe Pitchford
James Pawley
Vanessa Conant
Ruth Keane
Hannah Smith
Tom Thompson
Barry Hopwood

Clerk to the Governors: Alison Brown

Summary of agreements and actions:

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
4.1	Ofsted training link to be re-circulated	Alison	ASAP
5.1.6	Historical Data for racist incidents to be provided to Governors	Joe/Alison	ASAP
6.15.2	Invite Governors to next Ted Talks	Joe/James	

1. PRAYER, WELCOME AND APOLOGIES FOR ABSENCE

- 1.1 The Meeting commenced with a Prayer.
- 1.2 Apologies for Absence were received from Iftakhar Latif

2. DECLARATIONS OF INTEREST

- 2.1 There were no Declarations of Interest noted.

3. LOCAL GOVERNING BODY

- 3.1 The Clerk confirmed membership of the Governing Body.

4. MINUTES

- 4.1 The Minutes of the Meeting held on the 4th December 2025 were agreed as an accurate record and signed by the chair

ACTION:Ofsted training link to be resent

5. SCHOOL ITEMS

5.1 Head of School report- St Mary's

Governors acknowledged receipt of this item

5.1.1 A discussion took place on the recently released Government white paper on SEN and the updated Pupil Premium reporting. It was noted that all strategies in place are evidence-based with a strong emphasis on approaches known to have impact. Many of the practices highlighted in the White paper are already embedded within the school.

5.1.2 Attendance was highlighted as a particularly positive aspect with vulnerable pupils attending at rates above the national average. It was noted that pupils are motivated to attend not only because of academic success but also due to the school's broader personal development offer, including enrichment programmes such as the Transformers initiative.

5.1.3 The role of the Educational Endowment Foundation (EEF) in supporting schools was outlined including its provision of accessible summaries of educational research and its evaluation of strategies based on impact, evidence strength, and cost-effectiveness. Metacognitive approaches were identified as a key focus with teachers explicitly modelling their thinking processes during lessons. In writing, teachers verbalise decisions around vocabulary, sentence structure and intended impact which enables pupils to develop a deeper understanding of how to improve their own work. Over time, pupils become more confident in articulating their reasoning, leading to improved outcome

5.1.4 The use of scaffolding was also discussed, with teachers providing structured support at the early stages of learning and gradually withdrawing this as pupils gain independence. This approach ensures that pupils are appropriately supported while developing confidence and autonomy. In addition, the importance of using multiple worked examples was highlighted, as this has been shown to strengthen understanding more effectively than relying on a single model. Governors were reassured that these approaches are well embedded in classroom practice.

5.1.5 Governors noted the correspondence received from the Department for Education recognising the school's strong outcomes for disadvantaged pupils. Governors congratulated the Headteacher and staff on this achievement, recognising that this was reflective of the school's ethos and sustained commitment to its pupils.

5.1.6 A discussion was had on the behaviour data presented within the Headteacher's report with it being noted that behaviour at St Mary's remains a strength with a consistent positive approach applied across the school.

Question: The Autumn term had a higher number of racist incidents reported than previous terms. Do you consider that this may be a trend

Answer: Incident numbers remain very low overall and should be viewed with caution when identifying trends. Incidents had decreased in the Spring term to date although this data represents only a partial term. Incidents are addressed on a case-by-case basis, involving thorough investigation, engagement with parents and appropriate follow-up actions. This includes restorative work, targeted teaching where appropriate and ongoing monitoring to ensure pupils feel safe and supported. A strong emphasis is placed on proactive education including curriculum work around equality, respect and tolerance as well as wider personal development initiatives. The governing body discussed the importance of helping pupils engage thoughtfully with complex global issues and develop the ability to listen to differing perspectives respectfully.

ACTION: Historical Data for racist incidents to be provided to Governors

5.2 Head of School report- St Saviour's
Governors acknowledged receipt of this item

5.2.1 St Saviour's strong performance in the national times tables competition was highlighted with the school placing fourth in London and 31st nationally. It was noted that the competition focused on both speed and accuracy, demonstrating a high level of pupil competence. Further successes were shared in relation to STEM provision, with all three schools progressing to the national finals.

5.2.2 Attendance was reported as a continued strength with figures improving and trending positively towards 97%. Attendance for pupil premium pupils remains strong, reflecting the school's inclusive approach.

5.2.3 A range of enrichment opportunities were noted, including a visit for Year 5 pupils to the English National Opera where they attended a performance and met the cast. Such experiences support pupils' cultural capital and personal development particularly for those pupils who may not have this type of opportunity at home.

5.2.4 It was noted that the school was reviewing and aligning provisions, including the use of barrier plans, to ensure a holistic approach across the school and wider trust. This includes not only academic support but also wider opportunities that contribute to pupils' personal development and growth.

5.2.5 The Dragons Den project was discussed with it being noted the initiative enabled pupils to present ideas to improve the school and wider community, with several projects now being developed and led by pupils. Examples included curriculum-linked activities and initiatives to build confidence and pupil voice. It was noted that the project ensured participation from all pupils, including pupil premium and SEND pupils.

Question: What would you say were the priority for improvement or development at this point? So, what is the thing you're focusing on at each school?

Answer: It is difficult to identify a single priority as the schools are a complex organisation with multiple strands of development taking place simultaneously. Priorities are set out clearly within the School Development Plans, including areas such as attendance, behaviour and church distinctiveness with leadership distributed across staff to drive improvement in different areas.

The overarching priority remains the school's ethos of supporting the whole child, including academic progress, personal development and wellbeing. This includes strong provision for vulnerable and SEND pupils, with additional resources deployed beyond national expectations to ensure needs are met.

Continuous assessment and targeted intervention are embedded across the school, ensuring that all pupils are supported effectively. In addition, the school continues to explore

and refine specific initiatives, particularly in areas such as reading (e.g. corrective reading approaches), as part of ongoing improvement work.

Question: Do you think the school is equally strong in all areas, or are there some priorities for development beyond the strong academic outcomes?

Answer: There is a culture of continuous reflection and improvement. The school's sustained success is rooted in a mindset of never becoming complacent with leaders and staff regularly reviewing practice and seeking ways to refine and enhance provision. Development is ongoing across multiple aspects of school life, particularly in responding to broader barriers such as social, cultural and mental health needs. We continually evaluate how effectively we support all pupils, especially those who may face additional challenges.

The "Young Transformers" initiative for example identified that some pupil groups, including pupil premium pupils, were less able to access opportunities. As a result, additional internal support structures have been developed to ensure greater equity of access.

Question; Do you think the schools communicate these successes successfully to the wider community

Answer: Creative subjects such as music and the arts are a strength, the school does not always communicate or showcase this as effectively as it could and this may be an area for further development.

5.3 SDP mid year review-St Mary's
Governors acknowledged receipt of this item

5.4 SDP mid year review- St Saviour's
Governors acknowledged receipt of this item

5.5 Pupil Premium review-St Mary's
Governors acknowledged receipt of this item

5.6 Pupil Premium review- St Saviour's
Governors acknowledged receipt of this item

5.7 Sports Premium review-St Mary's
Governors acknowledged receipt of this item

5.8 Sports Premium review- St Saviour's
Governors acknowledged receipt of this item

5.9 Send Report's- St Mary's and St Saviour's
Governors acknowledged receipt of this item

5.9.1 A discussion took place on the SEND report. It was noted that the report demonstrated a range of established interventions, staff training and structured support in place. It was clarified that while provision has been enhanced this year, this largely reflects the embedding

and consistency of existing approaches, with a small number of new interventions introduced.

5.9.2 It was noted that initiatives such as parent meetings and coffee mornings, were recognised as positive and well received. A consistent, whole-school approach to inclusion and communication with families could further support openness and confidence.

5.9.3 The wider national challenges associated with SEND provision were discussed, including access to specialist services. It was noted that the recent White paper highlighted opportunities to strengthen collaboration and shared expertise across schools.

Question: In St Mary's Report 2 names are listed. Can you clarify Their roles

Answer: LA is an additional SENDCo who works across both schools. YV is the SENDCo at St Mary's and does not have responsibility for St Saviour's although there is collaboration across the trust. St Saviour's is a smaller school with fewer SEND needs, which is why LA supports both St Mary's and St Saviour's, while Yanni works alongside LA at St Mary's. There is also a SENDCO at St Margaret's and the three colleagues work closely together sharing information and expertise.

5.10 Statement of Entitlement

Governors acknowledged receipt of this item

5.10.1 It was noted that the document builds on previous guidance and clearly outlines expectations for RE in church schools, including its role in future SIAMS inspections. The core principles remain unchanged including the centrality of Christianity, the importance of studying other religions and worldviews and the expectation that RE is taught as a rigorous, high-quality subject. It was noted that the Trust's current approach already aligns well with these expectations, particularly through its use of theological, philosophical and social lenses and its emphasis on reflection and critical thinking. It was further noted that while there are some developments in the updated guidance the underlying vision of supporting pupils to flourish academically, spiritually and personally remains central.

5.11 White paper review

Governors acknowledged receipt of this item which had been discussed under other agenda items

6.12 EYFS Report

Governors acknowledged receipt of this item

6.14.1 Governors discussed the Early Years report and welcomed the strong alignment with national guidance including *Bold Beginnings* and *Strong Foundations*. It was noted that these frameworks provide a clear, evidence-based foundation for early education and it was confirmed that the school has embedded these principles effectively within its Reception provision.

6.14.2 A discussion took place on whether there are differences in readiness between children who attend the on-site Little Learners nursery and those who join from other settings or without prior nursery experience. It was confirmed that there can be noticeable differences particularly in areas such as phonics knowledge, spoken language with children attending the school's nursery often being better prepared for Reception. These gaps are quickly identified through early assessment and addressed through targeted teaching.

6.15 Seeds of change report
Governors acknowledged receipt of this item

6.15.1 The significant success of the project was discussed, particularly the level of pupil engagement and the meaningful impact on the wider community. It was noted that the initiative has enabled pupils to develop a deep understanding of social issues such as homelessness, supported through a well-planned programme of curriculum learning, assemblies and external speakers.

6.15.2 The success of pupil-led activities, including TED-style talks and "Tiny TED Talks," were powerful opportunities for developing confidence, public speaking and leadership skills. It was noted that pupils demonstrated a high level of knowledge and understanding, speaking articulately and with confidence about complex issues.

ACTION: Invite Governors to next Ted Talks

6.16 Pupil Premium summary
Governors acknowledged receipt of this item which had been discussed under other agenda items

7. Governors reports
Governors acknowledged receipt of these items

7.1 SEND report

7.1.1 RK noted that pupils with SEND and those eligible for pupil premium are well supported through targeted interventions and inclusive practice. Strong progress and high levels of pupil confidence were observed, alongside effective transition arrangements between classes and key stages.

RK noted she had a further visit in the last few days and would provide her report once written.

7.2 Safeguarding report

7.1.2 BH reported a highly effective safeguarding visit, highlighting the school's rigorous systems and processes, including the use of tools such as the Hackett Continuum to assess and respond to concerns.

6. POLICIES

The following policies were ratified:

Leave of Absence policy
Prevention of Sexual harassment policy
Bullying & Harrassment
History POP
Literacy POP
Science POP
Suspension and permanent exclusion
Complaints Policy
EYFS Reception POP
Modern Foreign Languages
Attendance and Punctuality
Computing and ICT
Drugs Education POP
Gifted and Talented
Geography
Homework POP
Maths POP
Asthma POP
Volunteer Helpers and Student POP
Music POP

7. DATE AND AGENDA ITEMS FOR THE NEXT MEETING

7.1 Full Governing Body Meeting 2nd July 2026 4pm

8. ANY OTHER BUSINESS/CLOSING PRAYER

8.1 It was noted that an external teaching and learning review is scheduled to take place later in the term as part of the school's ongoing cycle of monitoring, validation and improvement. The outcomes of this review would be shared and discussed at the next Local Governing Body meeting.

8.2 A wider discussion took place regarding school funding. Governors acknowledged the financial pressures faced by many schools locally, particularly those experiencing falling pupil numbers. It was explained that the school remains financially stable due to being fully subscribed alongside additional income streams such as extended provision and outreach work. It was noted that this enables the school to reinvest resources into provision and maintain a high level of support for pupils.

The Chair thanked everyone for attending the Meeting.
The Meeting closed at 17.30pm with a Prayer.

Spring 2026

SIGNED: _____  _____ (Chair)

DATED: _____ 02/07/2026 _____