

**MINUTES OF THE MEETING OF THE  
ST MARGARET'S CE PRIMARY SCHOOL LOCAL GOVERNING BODY  
HELD ON THURSDAY 4th DECEMBER 2025  
AT 10.30AM  
VIA ZOOM**

Present: Ven. Canon Ade Ademola (Chair)  
Hilton Idahosa  
Alan Harris  
Alisha Anderson  
Leila Campbell-Gayle  
Danielle Peters  
Sophie Bannon  
Amir Lemouchi

Clerk Ms Alison Brown

**Summary of agreements and actions:**

<b>Minute reference</b>	<b>Formal agreements and/or actions identified</b>	<b>Named person(s) for action(s) identified</b>	<b>Completion date</b>
4.1	To note appointment Ven. Canon Ademola as Chair of Governors for academic year 2025/26	Governors services	ASAP
4.2	To note appointment Hilton Idahosa as Vice Chair of Governors for academic year 2025/26	Governors services	ASAP
4.3	To note appointment of all lead governors	Governors services	ASAP
7	To receive outstanding annual forms from Governors	AB	ASAP

**1. WELCOME AND APOLOGIES FOR ABSENCE**

- 1.1 AA welcomed all and opened the meeting with a prayer Ven. Ade Ademola
- 1.2 Apologies were received and accepted from Beverley Hall, Toyin Dairo, Rvd Mark Adams and Angela Alabi
- 1.2 The Clerk confirmed that the meeting was quorate.

**2. DECLARATIONS OF INTEREST**

- 2.1 There were no declarations made pertaining to any of the agenda items for this meeting.

**3. GOVERNING BODY**

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Chair's Initials:

AA

- 3.1 The Clerk confirmed that there would be a staff Governor vacancy in the Spring term
- 3.2 Danielle Peters was ratified to the governing body as a foundation Governor

**4. APPOINTMENT OF OFFICERS**

4.1 Election of Chair for the academic year 2025/26

The Clerk welcomed nominations for the position of Chair of Governors. AL proposed that Ven Ade Ademola be elected as Chair of Governors for the 2025/26 academic year; this was seconded by SB. With no other nominations and no objections Ven. Ade Ademola was duly elected as Chair.

**ACTION: To note appointment Ven. Ade Ademola as Chair of Governors for academic year 2025/26**

4.2 Election of Vice-Chair for the academic year 2025/26

The Clerk welcomed nominations for the position of Vice Chair of Governors. SB proposed that Hllton Idahosa be elected as Vice Chair of Governors for the 2025/26 academic year; this was seconded by AL. With no other nominations and no objections Hllton Idahosa was duly elected as Vice Chair.

**ACTION: To note appointment MHllton Idahosaas Vice Chair of Governors for academic year 2025/26**

4.3 Election of Lead Governors

Governors agreed the following Lead Governor allocations for the academic year 2025/26:

- SEND –Leila Campbell-Gayle
- Curriculum– Hilton Idahosa
- Safeguarding- Alisha Anderson

**ACTION:To note appointment of all lead governors**

**5. MINUTES**

- 5.1 Governors received the minutes of the governing board meeting held on 3rd July 2025 and agreed these to be an accurate record of the meeting.

**6. CHAIR’S ACTION**

- 6.1 The Chair advised the following had been ratified under Chairs action since the last meeting:

Fire Procedures

Pay policy

Admissions

**7. LOCAL GOVERNING BODY ANNUAL FORMS 2025/2026**

7.1 Governors acknowledged receipt of the following annual documents circulated prior the meeting

- Pecuniary Interest Form
- Code of Conduct Form
- Safeguarding Declaration
- Acceptable IT Agreement
- Skills Analysis Form

**ACTION: To receive outstanding annual forms from Governors**

Chair's Initials: AA
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## 8. SCHOOL ITEMS

### 8.1 Headteachers report

8.1.1 Governors were informed that Little Learners Nursery Group will open a new site at St Margaret's in early 2026 for children aged 9 months to 3 years. Although an external provider and not part of Genesis Education Trust, this development is expected to have a significant positive impact on the school. Little Learners delivers exceptional early years provision, with experienced staff and Outstanding-rated settings at St Mary's and St Saviour's. This partnership is anticipated to support children in starting school with stronger language, social and developmental foundations, benefiting the wider school community long term.

8.1.2 SB gave an update on the continuation of the Seeds of Change project into the new year. Since the beginning of last year, £7,000 has been raised through a range of events and themed days. This term, staff are working collaboratively to plan the 'Hope Lights Up' project. As a Church of England school, the life and teachings of Jesus remain central to the curriculum and wider school vision. The project reflects on how Jesus advocated for the most vulnerable and marginalised, noting that he was born homeless and became a refugee shortly after his birth. Pupils learn about his life, his conflict with institutions and public opinion, and his message of love and inclusion.

This learning is linked directly to the Seeds of Change initiatives, including *We Cannot Walk Alone* and the Homelessness programme, encouraging pupils to consider issues of marginalisation and social justice in today's political landscape. Children are encouraged to respond with critical yet hopeful thinking and action. As part of the project, pupils are invited to 'give away' a meaningful object to someone who may feel forgotten, either within their community or, where appropriate, more widely with the support of a trusted adult.

8.1.3 Governors were informed that there are currently no health and safety concerns to report. The most recent fire drill was completed successfully, with full evacuation of the building achieved in 2 minutes and 33 seconds.

8.1.4 Governors were informed that the KS2 SATs outcomes are extremely strong. The combined expected standard (ARE) was 85%, significantly above the national average of 62%, placing the school 23 percentage points above national. Subject outcomes were as follows: Reading 88%, Writing 82%, and Maths 96%, reflecting consistently high attainment across all areas.

SB reported that an application had been submitted to dis-apply one pupil who had very recently arrived in the country and has limited English. The outcome of this application is expected next week.

It was also noted, as detailed in the Pupil Premium report, that disadvantaged pupils are making progress in line with their peers despite typically lower starting points, ensuring they are not at a disadvantage in terms of attainment and progress.

8.1.5 It was noted that the Phonics screening outcome was 96%. For the Multiplication Tables Check (MTC), 90% of pupils achieved full marks (25/25). All pupils scored at least 23 out of 25, with the exception of one child who scored 13 but demonstrated significant progress across the year.

8.1.6 Governors were informed that the Black History Month event was highly successful. All pupils were given the opportunity to learn about a diverse range of influential Black figures from history, including individuals beyond those traditionally highlighted, with a focus on areas such as women in science and other underrepresented fields.

Pupils explored the lasting impact these figures have had on society today and completed individual projects as part of their learning. These projects were shared with the wider community at a well-attended celebration event. Governors noted the strong parental engagement and the pride shown in showcasing the quality of pupils' work.

8.1.7 The following behaviour incidents were recorded and reviewed by Governors. It was noted that two pupils currently on Pastoral Support Plans (PSPs) are at risk of suspension. Staff are working closely with these pupils and their families, implementing targeted support to prevent escalation and avoid suspension wherever possible.

Incident Type	Autumn Term
Exclusions	0
Suspensions	0
Racial Incidents	0
Bullying Incidents	0
Behaviour Charts	2
Pastoral Support Plans	2

8.1.8 The following safeguarding needs were reported. It was noted that the festive period can sometimes lead to an increase in safeguarding concerns. Staff remain vigilant during this time. The Learning Mentor is currently providing additional support to a number of families. Christmas tokens have been distributed to pupils in receipt of Pupil Premium funding and to others who may find the period particularly challenging, to enable them to purchase items such as pyjamas or take part in activities they might not otherwise be able to access.

Group	Autumn Term
Child Protection Plan	1
Child in Need Plan	0
Social Worker Involvement	2
Children of concern	4

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*Question: The figures seem lower than previously, is this the case?*

*Answer: The figures are currently lower. Staff are working proactively to support families at an early stage, with a higher number of Early Help interventions in place. This ensures that concerns are addressed promptly and reduces the need for escalation to social worker involvement. Outreach support has been particularly successful, with no progression to higher levels of need.*

*In addition, the school hosts regular coffee mornings for SEND parents, helping to build a supportive community with shared understanding. The borough also provides in-school support, including Speech and Language and Autism specialists, which has had a significant and positive impact on families*

*Question: How many EHCP plans are currently in place? Has the number increased since the last meeting as I am aware we were waiting on some?*

*Answer: the number of pupils with EHCPs has increased from 6 to 10 since the previous meeting. There are currently 7 additional applications pending. The borough has one of the highest numbers of children waiting for EHCP assessments, resulting in significant delays.*

*There is currently a restructure of SEND services within the Local Authority and processes are continuing to shift. The school will continue to provide high-quality provision, working closely with parents, the wider community and the Local Authority to ensure pupils' needs are met. These challenges are being experienced across Local Authorities, with high turnover of EHCP coordinators having a significant impact on the timeliness of EHCP processing. The school has formally raised concerns regarding waiting times. In the interim, provision is implemented as soon as additional needs are identified, rather than waiting for funding to be confirmed, although funding allocations can take considerable time to be processed.*

8.1.9 It was noted that attendance was good, currently at 96% which is above the national average of around 93%

8.1.10. It was noted that the number of pupils moving out of London remains similar to last year, particularly in relation to secondary transfer. The school has undertaken extensive work with families regarding next steps and out-of-borough secondary school applications. As a result, a number of pupils relocate during Years 5 and 6 to improve their chances of securing places at preferred secondary schools further afield. This is particularly evident among pupils working at Greater Depth Standard (GDS) where families may move to access grammar schools or provision perceived to be stronger.

Governors discussed the noticeable shift in pupils' ambitions and increasing confidence to apply for grammar schools and pursue opportunities beyond the local area. While this mobility presents challenges for the school, Governors acknowledged that families seeking the best possible outcomes for their children is a positive reflection of raised aspirations.

*Question; How many on role currently*

*Answer: 394. We often have leavers and starters in September and the numbers tend to level out. Year 3 and 4 have places but the other years have waiting lists. We are hopeful that the opening of the nursery on site will also improve numbers*

## 8.2 SDP 2025-2026

Governors acknowledged receipt of this item

8.2.1 Governors were informed that the School Development Plan has been expanded this year to include 11 priority areas, compared to the usual 5. This reflects alignment with the new Ofsted framework, which places a stronger emphasis on clear evidence and demonstrable impact across all areas of provision. Confidence was expressed that the school's work is exemplary across all areas. The revised SDP has been structured to clearly articulate and evidence the breadth and depth of provision, enabling the school to precisely identify, document and showcase the impact of its work within each framework area.

8.2.2 Greater Depth Standard (GDS) in Writing remains a key area of focus. Current outcomes are around 20%, The school is confident that there is strong potential for more pupils to achieve at this level.

An active and strategic approach is taken from Year 5, where teachers identify pupils with GDS potential early and ensure targeted support is in place to secure greater depth attainment across the curriculum. Pupils are taught in small groups by experienced staff to refine their writing skills, with a particular emphasis on the editing process and the explicit teaching of how to strengthen, adapt and enhance their work.

The target for this academic year is 35% GDS in Writing. SB expressed confidence that this figure will be achieved, if not exceeded. Year 6 pupils are already working close to, or at, the expected standard for greater depth. It was noted that the exceptional work undertaken in Year 5, where strong foundations are embedded to ensure pupils transition into Year 6 well-prepared, enables teachers to build effectively on established skills.

Governors were informed that the Year 6 Leader has been successfully put forward to train as a Local Authority moderator. This role involves receiving specialist training and visiting other schools to ensure that teacher assessments are accurate, consistent and in line with national standards.

The Year 6 Leader has already led internal moderation within the school and will continue training throughout the year. Governors noted that this is a significant professional achievement and that the expertise developed through this role will further strengthen assessment practice within the school and across the Trust.

## 8.3 Pupil Premium Report 2025-2026

Governors acknowledged receipt of this item

## 8.4 PE and Sport Premium Report 2025-2026

Governors acknowledged receipt of this item

## 8.5 End of Year Data

Governors acknowledged receipt of this item. This was discussed under item 8.1

## 8.6 Ofsted Framework Update

Governors acknowledged receipt of this item

8.6.1 Governors were informed that the new Ofsted framework has been in place since November. The school is due a full inspection under this new framework, which could take place in the summer term, although it is more likely to occur in Autumn 2026.

Under the previous system, inspections were categorised as Section 5 or Section 8. The school's last inspection was a Section 8, which recommended a full Section 5 inspection. Under the new framework all inspections are now full inspections. There is no longer a single overall judgement such as 'Outstanding'. Instead, schools are evaluated across a broader range of categories.

New subject toolkits have been released outlining clearly what inspectors will look for in order to judge provision as 'Strong' in each area. Inclusion is a significant focus within the framework, particularly provision for pupils with SEND and those who are disadvantaged. It was noted that the criteria are now very explicit and evidence-based. A judgement of 'Strong' is considered broadly equivalent to the previous 'Outstanding', with an additional 'Exceptional' category within each area. Leaders stated that while the school will aim for 'Exceptional', this is recognised as an extremely ambitious target.

There will no longer be traditional deep dives into specific subjects such as Reading or Science. Inspections will involve a larger team of inspectors, likely four rather than one or two. The Headteacher will conduct learning walks with one other staff member and may visit any class or speak to any member of staff. Leaders will have greater flexibility to showcase areas of strength and practice they are particularly proud of. It is anticipated that the new framework will promote a more collaborative inspection process.

It was noted that leaders continue to view inspection as a constructive process that holds the school to account and acts as a force for good. While inspections under the new framework are expected to be rigorous and intensive, feedback from other schools indicates that the process, although demanding, has been fair and increasingly collaborative. Leaders welcome the opportunity to demonstrate the strength of provision and the impact of the school's work.

Inclusion was highlighted as a particular strength of the school and a significant focus within the new framework, confidence was expressed that the framework places children at its centre and the emphasis on evidencing the high-quality provision and outcomes for disadvantaged pupils and those with SEND was welcomed.

It was also noted that there is a renewed focus on achievement and data. While previous frameworks placed less emphasis on progress measures, inspectors will now begin with a detailed review of data, including outcomes over the past three years in Phonics, the Multiplication Tables Check (MTC), KS2 SATs and EYFS. There will be particular scrutiny of progress over time, especially for pupils with SEND and those eligible for Pupil Premium. Governors were informed that the school's data over the past three years is very strong for all pupil groups, including disadvantaged pupils.

## 8.7 Curriculum review 2025

Governors acknowledged receipt of this item

8.7.1

Thanks were noted to all staff from the Governing body for their continued hard work

**9. POLICIES**

Governors ratified the following Policies:

- Behaviour
- SEND
- ECT policy
- SEND Complaints Policy
- SEND information report
- Supporting Pupils with medical conditions
- Children with health needs who cannot attend school
- RSE policy
- Inclusion
- Equality objectives
- Accessibility plan statement
- Performance Appraisal- Teachers
- Learning Environment
- Teaching and Learning
- Staff with children in school

**10. GOVERNORS' TRAINING**

- 10.1 Governors service to send all governors training programme
- 10.2 Ofsted training to be provided to allGovernors

**11. DATE AND AGENDA ITEMS FOR THE NEXT MEETING**

- 11.1 Date of next meeting 5th March 2026 at 10.30am via Zoom

The meeting closed at 11.45am.

Chair: .....Venerable Ade Ademola..... (print) .....  ..... (sign)

Date: .....5th March 2026.....

Chair's Initials: AA
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