



ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING
HELD ON THURSDAY 30 JANUARY 2025 AT 09:45

1. **Welcome and Apologies for Absence led by the Chair and a prayer by the Ethos governor.**

Present – Chrissy Hornby (Chair), Oliver Jackson, Ian Kennedy, Natalie Liddiard, Liz Malyon, Malcolm Neville, Davina O’Brien, Pat Williams, Tony Woodhouse

In Attendance – Natalie Hobbs (MAST Governance Professional), Claire Dixon (Acting HT), Hilary Sanders (MAST CEO)

2. **Approvals:**

Declarations of Interest (Item 3) – No new declarations of business interests were declared that were pertinent to the agenda.

Minutes of the Meeting (Item 6) held on 21 November 2024

Policies (Item 15) – SEND Policy and Information Report: SEN Gov to liaise with Inclusion Manager about this.

Date of Next Meeting (Item 18) – 20 March 2025

3. **Challenge:** (in direct response to governor questioning)

Matters Arising from LGB Meeting 21 November 2024 (Item 7)	All matters had been completed.
Headteacher Report (including SDP and SEF) (Item 8)	<p>HT REPORT</p> <p>The governors had been provided with the HT Report, updated SIP and SEF in advance of the meeting and they had raised the following questions:</p> <p><u>HT Report</u></p>

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Q – A Governor noted that the RPA report is mentioned in the H&S section as having been received: should governors, especially the H & S Gov, have sight of this?

A – The DHT confirmed that it can be shared with the H&S Governor.

Q – A Governor asked, Female PP had better attendance in T 2: is there any specific reason for this? Is there a different approach to male and female PP children who are Persistently Absent?

A – The DHT responded that the approach is all the same with all children, unfortunately, it is the circumstances that are different. We are now supporting both families with their home circumstances to ensure that attendance will improve both this term and next.

Q – A Governor asked is there any trend/theme within each cohort as to the reason for the PA?

A – The DHT responded there was not.

Q – A Governor asked is there an action plan for Global Neighbours?

A - The DHT responded that there is no action plan as it is very dependent on online actions and training. One section needs to be completed before you can unlock the next section. It is on the SIP.

Q – A Governor asked about the progress of recruitment for a SEN TA?

A – The DHT responded that the school has successfully recruited an individual for the position and they started on the 27th January. The school interviewed a number of candidates – unfortunately through agencies as only 1 came through the internal portal but very happy with our decision.

SIP

Quality of Education

Q – A Governor asked could we have further explanations and examples for the targets that teachers are set, based on pupil progress meetings? How are the targets then monitored?

A – The DHT responded that there had been a typo and it was in fact targets that teachers were setting for pupils, not targets that were set for teachers. Examples of this are; Range of openers, cohesive devices, high level punctuation and vocab – all taken from the ITAF. All are individualised depending on the pupil in question. Teachers' PM targets are based on the SIP and their own professional development and interests and what they would like to develop.

Q – A Governor asked - Increased proportion of pupils achieving GDS in writing by 10-15%, & to meet/exceed targets: what is the current data and is there no longer an Issue with Yr 6 expectations?

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	<p>A – The DHT provided the following information on the current data. A new writing curriculum has been introduced, and monitoring indicates that work is of a high standard and challenging. Writing interventions have been implemented in each year group.</p> <p><u>Maths data</u> T1 7% GDS 34% EXS = 43% T2 12% GDS 49% EXS = 62%</p> <p><u>Reading</u> T2 7% GDS 48% EXS 20% WTS 14% SIG Below</p> <p><u>Writing</u> 2% GDS 26% EXS 42% WTS 19% SIG Below 2 new children have not been assessed.</p> <p><u>Behaviour & Attitudes</u> <i>Q – A Governor asked how does the SLT plan to increase attendance at Coffee Mornings for PP families regarding PA?</i> A – The DHT responded that they would continue to advertise them well through social media- school dojo etc. A governor suggested that we could consider targeting grandparents, who have an increasing role in childcare. <i>Q – A Governor asked, Pupil Voice, 90% able to self-regulate by the summer term. What support is there for the remaining 10%? What is the current data?</i> A – The DHT responded that we haven't conducted a pupil voice survey but are quite confident, as CPOMS shows a reduction in behaviour incidents when compared to last year. SLT are less involved with incidents. Trauma informed practice shows us that pupils experience trauma in different ways and so we need to support all children individually. We have a variety of support systems for them – including Chill club, The Zone and ELSA. For the remaining 10% - they have individualised support plans – we put this 10% figure as we are realistic and know that not all children will be able to self-regulate and will need the extra support from us. <i>Q – A Governor asked did we have success at the Mini Youth Games? How many students take part?</i> A – The DHT responded that so far we have taken part in Hockey, Basketball, Badminton and swimming, we have achieved 7th, 3rd, 6th and places. We have also taken part in a cross-country event where our children placed very highly. The DHT further said, “massive congratulations yesterday to our 30 Cross Country runners. A superb team performance from our Yr5 girls who won their overall section of the draw. In the Yr6 girls race, there were also strong finishes with 7th</p>
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	<p>and 8th overall! In the Yr6 Boys, we had similarly strong results with 7th and 10th placed finishes.”</p>
<p>SEND and PP (item 9)</p>	<p><u>An update on the new PINS Project at St Margaret's. (Partnerships for Inclusion of Neurodiversity in Schools: a national project)</u></p> <p><i>Q – A Governor asked will the link with the Medway Parents and Carers Forum continue once the project ends?</i> A – The DHT confirmed it would continue if it was beneficial for the school/Trust to do so.</p> <p><i>Q - Does the school have to arrange the training before March, or can it be later in the year?</i> A – The DHT responded that all training offering has expiration dates for uptake and as such needs to be booked in a timely way in line with these.</p> <p><i>Q – A Governor asked do other TAs/class teachers need the knowledge gained from these sessions?</i> A – The Inclusion Manager responded that the knowledge and training from these sessions will be disseminated to staff in bitesize form between myself and Fortis Trust over the remainder of this academic year. Our ECTS get additional training from them, and the training in this format will be delivered to other members of staff on a cyclical basis.</p> <p><i>Q – A Governor asked how will it be decided which staff members will be able to attend the upcoming Behavioural Management training?</i> A – The Inclusion Manager responded that we have to be very mindful of members of staff in attendance and, as this session will take place at Delce Academy, which members of staff it benefits/ addressed with the needs of the school. Fortis Trust have asked, particularly for this training and in order to disseminate training to our staff, that I attend this training- the three sessions provided. Another member of the teacher team will be attending and we are considering a TA attending too, which will be confirmed in due course.</p> <p><i>Q – A Governor asked that as the Fortis Trust trainers agreed that they can run sessions for SEN parents, perhaps as part of a coffee morning, to help manage expectations of what interventions schools can and will provide: is this something to be considered?</i> A – The Inclusion Manager confirmed that our next coffee afternoon is on the 23rd January at 2:00pm. On this occasion, we will not be using Fortis Trust, however we</p>

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are keen to get them in for at least two coffee mornings this academic year and will provide Chrissy, as SEND governor, with dates for these. Fortis Trust have done a huge amount of training for us and worked exclusively within each year group this academic year for focus days, however they have been really good with our parent body in the past.

SEND/PP Report

Q – A Governor asked is SEND attendance lower than rest of school?

A – The Inclusion Manager responded that attendance for SEND pupils is currently lower than that of the rest of the school, in terms of percentages. This is primarily due to the lower attendance of a few pupils with Special Educational Needs, rather than this group of pupils as a whole. In order to combat this, the Pastoral Support Lead always makes me aware of pupils with SEND whose attendance is below 90% and I, as Assistant Headteacher for Inclusion, review these pupils' attendance regularly. Our plan moving forward is to really focus on the holistic education of SEND pupils, which will include attendance. One goal is to use Learning Plans via Edukey Provision Map more efficiently to review all of this with parents, starting in Term 5/6, with me sitting in for these meetings as a strategic lead.

Q – A Governor asked what are the attainment levels and how does this compare to rest of school?

A – The Inclusion Manager responded that attainment levels for pupils with SEND are, holistically, lower than that of attainment levels for pupils without SEND. However, again holistically, progress levels for these pupils via our tracking system (Cornerstones) are very much in line with progress measures across the rest of the school. For example, pupils without SEND making expected progress are very much in line with the expected data of pupils with SEND making expected progress. It would be expected, on the whole, that data is lower with regards to attainment for pupils with SEND, particularly where there is a Cognition and Learning difficulty. For pupils with an EHCP, Medway generally look at them being 24 months behind their peers in order to obtain an EHCP, therefore this will alter the data somewhat. For pupils with a Cognition and Learning difficulty, they are only entered onto our SEND register if they are 18-24 months behind their peers in this area. What we are trying to work on currently is, where Cornerstones only provides very basic data sets for individual pupils, really honing in on what curriculum level a child is at and the year group curriculum they are currently working within.

Q – A Governor asked does data show one child persistently late/absent or is the data truly representative of the PP cohort?

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	<p>A – The Inclusion Manager responded that the data is representative of a minority of children which we are monitoring and have regular attendance meetings about. We attempt to provide intervention for this attendance and, where support is offered and accepted, do provide this. In some cases, it does have impact and we would rather employ the nurturing and understanding approach in the initial phases, to address the absence. If, beyond support, the absence continues, we meet with parents to formalise arrangements more fully. This is for PP children as well as children who are persistently absent who do not receive PP funding.</p>
<p>Safeguarding / Online Safety / Filtering & Monitoring (Item 11)</p>	<p>The Safeguarding Audit was discussed by all Governors and the DHT confirmed it had been submitted in by the deadline. Governors learned that in November, the SG Gov and Chair had met with the HT and DHT to scrutinise the new, online, audit section by section and add a comment on behalf on the LGB. There were no further questions about this.</p>
<p>MAST Update (Item 12)</p>	<p>The CEO gave an update to the Governors.</p> <p>Following on from the communication that was sent informing staff and governors that the CEO would be retiring in 2025, we are completing the final parts of the recruitment process and an email will come out early next week to all governors, and staff. We need to coordinate our release of information with the current employer so that it's fair to both parties.</p> <p>The lease renewal process for the All Saints nursery has now begun. Thanks go to Vince Maple for his help in getting this underway. Also at All Saints, the All Saints build of the new modular unit for wraparound care has commenced. This will provide a very useful additional space both for wraparound care and other purposes.</p> <p>We continue to await the outcome of the CIF applications for the roofs at St Margaret's. A drone survey was commissioned as part of this bid to ensure the assessment of work needed was done properly. It was not possible to do this with ladders and scaffolding. A question was raised about the justification of the use of the drone and this was answered satisfactorily.</p>

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<p>Governor Monitoring Visit Reports (Item 13)</p>	<p><u>Act of Worship – Introduction of the School Council</u></p> <p><i>Q – A Governor asked, would it be possible for a report of the School Council meetings be made available to Governors? It would be useful to hear what subjects the pupils are raising. (this may be a question for the first School Council meeting).</i></p> <p>A – The DHT confirmed this could be arranged.</p> <p><i>Q – A Governor asked how will the Council make sure there is a good level of engagement across all pupils?</i></p> <p>A – The DHT responded that the school council representatives go back to their classes and talks through their notes from the meeting in class time to ensure that their minutes are discussed with the whole class. This will allow engagement form the whole class. Everyone will then get a say in what the school council has discussed and suggested.</p> <p><i>Q – A Governor asked is there a limit to how many ideas are discussed at each meeting?</i></p> <p>A – The DHT responded that it was time constraints and what is pertinent to the term.</p> <p><i>Q – A Governor asked how will the outcomes of the School Council meeting be fed back to the rest of the school?</i></p> <p>A – The DHT responded that the School council feeds back to the rest of the class</p> <p><i>Q – A Governor asked how long does each pupil stay on the School Council?</i></p> <p>A – The DHT responded that it was a school year</p> <p><i>Q – A Governor asked is there a reserve list should a member of the Council wish to stand down?</i></p> <p>A – The DHT responded that sometimes the teacher will keep a record of who is next in line otherwise a new vote will be taken</p> <p><i>Q – A Governor asked, once the Secretary for the School Council is appointed, how are the notes/records of the meetings shared?</i></p> <p>A – The Inclusion Manager confirmed that presently, the Inclusion Manager is sending the first minutes around to teachers so that they can discuss these with their classes. The chairperson and secretary have been elected this academic year. They will meet with me, for example, in preparation for the next meeting early next week, so we can decide an agenda and their role as part of this. The secretary will then minute the meeting. They will also have additional roles as we take photographs of the council pre-Christmas for display etc. The idea is to get the council working more formally this year, being more visible around the school and in the wider community. On the minutes, there will be highlighted action points for discussion in classrooms.</p> <p><u>Wellbeing Committee</u></p>
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Q - A Governor asked how do we know that the staff who attended this meeting are able to feedback to all of the staff team?

A – The DHT responded that the Wellbeing committee members share outcomes with staff through Middle Leader meetings – these are then disseminated to the rest of the staff.

Q – A Governor asked what happens if the issues are not resolved, would the group members be happy to revisit it?

A – The DHT confirmed that points are revisited within reason if outcomes are not satisfactory.

Q – A Governor asked are the issues raised prioritised in anyway? e.g. a numbering system or a traffic light approach of red, amber green

A – The DHT responded that No, the issues are raised and discussed. Majority are resolved at the meeting.

Q – A Governor asked are issues that have been agreed for action set against set against a timeline?

A – The DHT responded that they are dealt with pretty quickly – usually resolved through discussion or picked up and dealt with by SLT and resolved/ implemented.

Pupil Voice to explore Eco Issues

Q – A Governor asked the children talked about a 'Simon', but we're unsure about who he is/what he does in school?

A – The DHT explained that Simon was an outside Counsellor that comes in once a week – children may go outside with him to do gardening but this is his way of getting them to open up and talk through their issues with him. This is an effective therapeutic tool. The Pastoral Lead assesses and prioritises his referrals.

Q – A Governor said that these pupils were keen to have the daily mile reinstated, saying they benefited from the break.

A – The DHT responded that the daily mile was taking a lot of time out of the curriculum – it was supposed to take 10 minutes, unfortunately, it was taking up to half an hour in some year groups. At this moment in time, we have paused this to focus on the core subjects. It was being conducted before lunch or directly after play. We do get plenty of PE time and classes are now also getting golden time which allows them time outside on a Friday.

Q – A Governor said that they did not know what happens to the kitchen waste?

A – The DHT explained that there are 2 food bins – rubbish in one – food rubbish is collected and recycled like home food waste. Left-over food waste – salad stuff

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goes to the chickens in the infants, potatoes makes potato salad for the next day, bread makes croutons, cake leftovers is good for the next day.

Q – A Governor asked they would like to have more time outside to work on eco matters: is this possible? Perhaps at lunchtime?

A – The DHT responded that Eco club was always conducted at lunchtime – Miss Knell has taken this over. As an ECT, she is not obligated to have any responsibilities until she has finished her 2nd year. I'm sure she will take up more duties when the weather warms up a little as there is more that can be achieved.

Q – A Governor asked they seemed despondent about eco issues, feeling that they were not always taken seriously.

A - The DHT responded that we have already achieved the Eco award proving that we are Eco warriors. We do take Eco issues very seriously – perhaps they need to raise these issues more loudly with the classes and the school moving forward.

Q – A Governor asked will these pupils help to train younger ones to take over this year? They thought so!

A – The DHT responded that when the time comes – she was sure there will be a time for them to do so.

Q – A Governor asked that the children said that they do not have class gardens nor do they have lessons outside now: are these ideas for later this year?

A – The DHT responded that this is something that can be looked into – but once it has been started it cannot then be neglected and would need to be a long-term project. We have had lots of donations from the PTA for the spiritual garden and this would link nicely to the year 5 Sow, Grow topic.

PE Report

Q – A Governor stated that it was raised that the equipment, including play time equipment, is 'tired' and/or broken, especially the Footballs, goals, basketballs, netballs – Could we encourage use of PTA funds to replace? It was also raised that the pupils would value a better balance towards game time vs drills (which tends to be the focus).

A – The DHT responded that they are damaged as unfortunately some children do not respect the equipment properly. They have been replaced numerous times. The PTA has had a request for new equipment but they have already made generous donations for many things. The children need to understand that they need to rehearse the skills first before playing a game – like in maths and English – core concepts first as the foundations, this is the same concept in PE.

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Attendance Report

Q – A Governor asked will the AL's other duties need to be reconsidered?

A – The DHT responded that there are enough DSLs so that the AL responsibilities are able to continue unhindered. Drawing and talking therapies will start again this term.

Q – A Governor asked, the School Office has taken on responsibilities around sending out the new penalty notices and other letters. Are they now able to prioritise their workload appropriately?

A – The DHT responded that the office is always busy – now that the letters are uploaded to SIMs, the AL is able to download them herself and only asks the office to scan them in. The process is more streamlined – everyone is busy – this is the nature of the school environment.

Q – A Governor asked how are parents reacting to the new letters/penalty notices?

A – The DHT responded that it has been mixed – as a majority, they have taken this well and understand that we are following the guidelines – we have now adapted the wording to make the letters more sensitive. 3 parents have been a little harsh/abusive. These parents are the ones that have been caught out and have something to hide unfortunately. A Governor stressed that staff are not in post to be verbally abused and that we support a zero tolerance approach.

Health and Safety Report

Q – A Governor asked, is it the Caretaker's obligation to be available during school holidays part of his contract?

A – The DHT confirmed it was – the caretaker is always available during the holidays but also has to take his annual leave during this time as well with agreement of the head

Q – A Governor asked should it be made clear to Governor's the nature of the Caretaker's contract is this annual or termly? If part of our remit?

A – The DHT responded that it is a normal contract and Governors do not need to know the ins and outs of this – the Caretaker is quite happy with his contract and the way his holiday entitlement is given

Q – A Governor asked, thinking of his wellbeing, does this give him an adequate extended break during the year?

A – The DHT responded that the caretaker has protected time each week as he likes to ensure he has time with his grandchildren – we are just as flexible with him as we are with any other member of staff.

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	<p><u>Fire Safety Talk</u></p> <p><i>Q - A Governor asked the talks sound very good. Are these to be an annual thing?</i> A – The DHT responded possibly, if it is offered to us again – but we don't want the children to be bored if they become repetitive.</p> <p><u>Main Gate Report</u></p> <p><i>Q – A Governor asked, during discussions with the caretaker at the time of the observation at the school entrance he suggested that he should perhaps be provided with photographs of the School Governors in order that he is at least aware of any changes that may have occurred and any new appointments. Is this a possibility?</i> A – The DHT responded that as long as the governors wear their lanyards then this would not be necessary. There could be a wall of photos so all could be aware of present governors, for staff.</p>
<p>LGB Impact (Item 14)</p>	<p>As this will be read in March 2025, and Hilary, our long serving CEO, retires from MAST at the end of this month, we would like to take this opportunity to thank her for the consistent support and help, since this LGB first came into effect with St Margaret's conversion to Academy status. Hilary has guided us, offered useful training and assistance, not to mention always being available to the Chairs as a listening ear, for reassurance, for coffee and to clarify things along the way.</p> <p>I hope we continue to have impact as an LGB, and we look forward now to meeting and working with our newly appointed CEO, Ben, whom we wish well for the future, with MAST.</p>
<p>Training (Item 16)</p>	<p><i>Q - A Governor asked, from the chosen module: Does the School have an internal definition of a Most Able Learner to identify and consider appropriate support?</i> A – The DHT responded in year 6 – these are the children achieving more than 100 as a standardised score.</p> <p><i>Q – A Governor asked are the SLT supportive of staff who are keen to find new strategies and opportunities for their most able pupils? Do we have sufficient classroom resources?</i> A- The DHT responded that We are always supportive of all staff who use their own initiative to undertake further CPD and want to develop further strategies to</p>

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	<p>support the learning in their classrooms should they have children who require it. We only ask that if successful, they then feed back to the rest of the school so that they may also benefit from it. We have resources, but if specific items are required, we would investigate as to whether they are value for money with a proven track record, before purchasing.</p> <p><i>Q – A Governor asked do we have a policy for this group of pupils?</i></p> <p>A - The DHT responded that we follow the same teaching and learning policy as for the rest of the school – using adaptation techniques as we would for any other pupils, identifying their way of learning, to address the same questions. These pupils may well reach this sooner than the rest of the class and will therefore need ways of extending their learning, so we encourage them to dive deeper, and extend their understanding of the task/topic.</p> <p>The Staff Governor raised some concerns about the number of iPads available, noting that this means that time is needed to photocopy more. She also noted that the network in school does not always support learning. The DHT is clearly aware of this and is seeking further information.</p>
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4. **Actions:**

ACTIONS:	Item	Who
Training Gov to organise SATS training for March Meeting	16	Staff Gov
Staff Gov to provide information for Goves on the Digital Leaders Unit on the NC	16	Staff Gov
Chair to talk to Inclusion Manager regarding SEND Policy	15	Chair
DHT and Online Safety Gov to provide Online Safety workshop for Parents	16	DHT / IK
CEO to cover IDSR in March Meeting	8	CEO
DHT to send RPA report to H & S Governor.	8	DHT

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