



ST MARGARET'S CE JUNIOR SCHOOL

DRAFT MINUTES OF ST MARGARET'S CE JUNIOR SCHOOL LGB MEETING HELD ON THURSDAY 25 SEPTEMBER 2025 AT 09:45

1. Welcome and Apologies for Absence led by the Chair and a prayer by the Staff Governor.

Present – Chrissy Hornby (Chair), Liz Malyon, Malcolm Neville, Pat Williams, Tony Woodhouse, Oliver Jackson, Clare Dixon

In Attendance – Natalie Hobbs (MAST Governance), Ben Hulme (MAST CEO)

Apologies – Davina O’Brien, Ian Kennedy

2. Approvals:

Declarations of Interest (Item 3) – No new declarations of business interests were declared that were pertinent to the agenda. The Governance Professional thanked all Governors who had completed the annual return as requested and confirmed she would follow up with anyone who had not yet done so. This also includes the Related Party Questionnaire required by our auditors.

Chair’s Correspondence (Item 5) – See governing body membership.

Minutes of the Meeting (Item 8) held on 10 July 2025

Policies (Items 7, 16 and 18) – The Code of Conduct, Terms of Reference, all listed policies including the Monitoring Visits Policy.

Date of Next Meeting (Item 21) – 20th November 2025

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

Table with 2 columns: Election of Chair and Vice Chair (Item 4) and The Governance Professional called for nominations for the role of Chair for this academic year. Chrissy Hornby was nominated by Pat Williams and this was seconded by all other Governors. CH confirmed she was happy to continue as Chair. The Governance Professional called for nominations for the role of Vice Chair for this academic year. Pat Williams was nominated by the Chair and this was seconded by Malcolm Neville. PW confirmed she was happy to take on this position.

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<p>Governing Body Membership (Item 5)</p>	<p>The Chair announced that she had received the resignation of one of the Parent Governors, NL, and read out her email. We will therefore be starting the recruitment process for a new Parent Governor. Additionally, the Chair confirmed that the Ethos Governor would be taking a short, health-related sabbatical with a view to returning in the new year. All Governors wished her well. Chair to organise card and flowers.</p>
<p>Minutes of previous Meeting (Item 8)</p>	<p>The minutes of the previous meeting were approved in terms of content and accuracy, however there were further questions from Governors.</p> <p><i>Q – A Governor asked what does the new ‘wider digital project’ across the Trust involve?</i> A – The HT responded it comprised new IT provision, in order for the schools to teach with ease. It includes IT equipment for both pupils and staff.</p> <p><i>Q – A Governor asked is there an agreed timescale?</i> A – The HT responded it was mostly in place for the start of the new year, but will be ongoing in some areas, as and when we see a gap in technology.</p> <p><i>Q – A Governor asked if our staff were consulted about their IT needs?</i> A – The HT confirmed that they were: All schools were asked to compile a technology wish list, based on what would make their computing better.</p> <p><i>Q – A Governor asked is the post of Operations Manager a new, strategic one, to operate as part of the SLT?</i> A – The HT responded that it was not part of SLT.</p> <p><i>Q – A Governor asked if the National Standard for the multiplication tests has been published?</i> A – The HT responded that the results, which are a score out of 25, became available in the Multiplication Tables Check service by June 23rd and are used by schools to identify pupils needing support. There is no expected standard or pass mark for the MTC, and results are not published or used for league tables.</p> <p><i>Q – A Governor asked, regarding the 11 CP referrals, if ‘no further action’ was the outcome, could the next steps be clarified, and were these pupils already known to Early Help?</i> A – The HT responded that the school monitors and refers back, if there are further causes for concern. A couple of pupils are already known and have declined support previously, from Early Help, which is their right.</p> <p><i>Q – A Governor asked, with regard to the BCP and School Emergency Plan, is it documented that the LGB would be informed, to enable them to offer assistance?</i> A – The HT responded that the Chair would be informed.</p>

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<p>Matters Arising from LGB Meeting 10 July 2025 (Item 9)</p>	<p>The actions from the previous meeting had been carried out or the premise of the action had been changed: For example, the Filtering and Monitoring Governor will now have sight of the Cyber Security Tool and be able to liaise with our new IT support BCTec Rep, and the Online Safety Governor will review the new website once it is in place, as changes are currently being implemented.</p>
<p>Headteacher Report (including SDP and SEF) (Item 10)</p>	<p>HT REPORT</p> <p>The governors had been provided with the HT Report, draft SIP and SEF in advance of the meeting and they had raised the following questions:</p> <p><u>SEF and SIP</u></p> <p><i>Q - A Governor asked should the PINs project be mentioned as an aspect of the School Context?</i></p> <p>A – The HT responded that it can be and will be included when our SEF update is completed.</p> <p><i>Q – A Governor noted that the Key Priority for the Personal Development has changed the most, arguably, with the focus now on spirituality rather than global advocacy: what are ‘meaningful opportunities for reflection on spirituality across all subjects’?</i></p> <p>A – The HT responded that a key aspect of the new SIAMS criteria is a focus on ‘spirituality across the curriculum’ – are we identifying those ‘spiritual wow moments’ across all subjects? She noted that the wording is taken from SIAMS documentation.</p> <p><i>Q – A Governor asked what is the reason for the removal of the roll numbers and their breakdown from the document?</i></p> <p>A – The HT enquired if they meant within the HT report – it is the same template as the report last year, with the focus on this year. The Chair clarified that the question relates to the SEF document and noted that, in the sense that roll numbers have been removed, it is not quite the same. The HT said that the numbers could be reinstated.</p> <p><u>HT Report</u></p> <p><i>Q – A Governor said that in the KS2 Data section "Greater Depth", the figure given for writing is 3 %. Is that correct, as last year was 12% ? If correct, it seems like a big drop?</i></p>

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	<p>A – The HT responded that it was correct. The children were lower academically this year and unfortunately there was no natural flair for writing. Our focus was on combined data this year.</p> <p><i>Q – A Governor noted that, looking at the breakdown of the SATs results, it is good to see that they remain above National: Do we now have the Medway figures?</i></p> <p>A – The HT responded that the Medway figures were lower than the National average.</p> <p><i>Q – A Governor asked that as the Transition events seem to also refer to new staff: what events are there for them?</i></p> <p>A – The HT responded that new staff are asked if they can come from their current schools before their start date. This gives them an opportunity to read through policies in advance, have time with the AHT to introduce them to the new systems etc. If they are released for sufficient time they can meet the most vulnerable children of their new classes, to start to build relationships. They can also take part in planning days with their new teams.</p> <p><i>Q – A Governor asked can you say more about how the new Nurture provision is progressing?</i></p> <p>A – The HT responded that there has been significant progress in that behavioural incidents have already reduced. The Provision is fully staffed and the Team are working well with staff to allocate pupils.</p> <p><i>Q – A Governor asked could you say how attendance has been so far this term?</i></p> <p>A – The HT responded that currently it was 94.8%. So far this year, it has been 95.6% and the National Average is 95.5%. The LGB were pleased to hear this and appreciative of the SLT.</p>
<p>SEND and PP (item 11)</p>	<p>The SEND Governor confirmed that following the Governor Day in July, the Inclusion Manager had answered the following questions from the SEND Report:</p> <p><i>Q – A Governor asked, have the MCPF carried out any parental surveys during the last year?</i></p> <p>A – The Inclusion Manager responded that surveys were carried out at the start of the year, as part of the PINS project. This was in order to see what our parents thought and also to structure our action plan with them across the course of the year. It compared all parents to those parents of children with a SEND. The only issue with the survey itself was it was based on 'parent thinking'- the MCPF believed, as did we, that some parents are of the view that their child has a SEND and therefore, when asked the question 'were they on the school's SEND register'</p>

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	<p>answered 'yes' to this rather than 'no'. This could have made the data slightly inaccurate.</p> <p>Below were the outcomes:</p> <p>Identified Strengths</p> <p>Parents and Carers have scored how welcoming they find the school with an average of 5.63</p> <p>There was a 0.5 point higher score from families who have reported their child has SEND compared to those who didn't.</p> <p>5.04 was the average score for feeling confident to raise a concern with the school and that it would be resolved.</p> <p>There is a 0.5point difference between the cohorts of parents, positive in the SEND bracket.</p> <p>The questions 'do you feel your child is included in the wider community' and 'do you feel your views are heard and valued when communicating with the school about your child's needs' both scored an average of 4.85.</p> <p>Parents and carers scored 3.71 on whether they felt worried or anxious about their child whilst in school in relation to their additional needs. This means parental scores are low in this area, meaning the school promotes an inclusive environments and ethos, irrespective of additional needs.</p> <p>Next Steps</p> <p>Parents who reported their child has SEND needs scored an average of 4 for both questions on how well parents feel communicated about their child's development and education and whether they know the support that is provided to their child to meet their needs in school.</p> <p>Communication around a child's development and education has an average of 4.38</p> <p>Parents scored 4.28 on whether they feel school gives support or makes adjustments in extra-curricular activities and enrichment.</p> <p>The next steps are the areas we have been working on this academic year and it would be useful to talk to governors, in your first meeting back, about how we have addressed these steps, many of which have been shown/ provided to governors previously.</p> <p><i>Q – A Governor asked have we strengthened our relationship with our SEN parents?</i></p> <p>A – The Inclusion Manager responded Frustrations from parents are often not related, as discussed at our meeting, to what we can do in school. With services being cut, waiting times longer than ever, not enough educational psychologists</p>
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	<p>available to carry out EHCP assessments etc., the frustration is often taken out at schools as this is the organisation parents have open access too. However, this year and moving forward, our intention to support parents is as follows:</p> <ul style="list-style-type: none"> • 6x coffee mornings/ meetings a year focusing on Inclusion and SEND (once a term- we have had 4 this academic year) • Provision maps provided to all parents and all external reports for their child sent home with them- any queries to speak to class teacher/ SENDCo if still unresolved. • As per the Code of Practice, all parents have had the allocated opportunities to meet with their class teacher and myself 3 times during the academic year. Some parents have availed themselves of this- the most we have had is a parent meeting with us seven times for various reasons. <p>These are just some of the things we have done to provide support to parents as we will continue to strive to do so.</p> <p>The Inclusion Manager will be invited to the November meeting.</p>
<p>Safeguarding / Online Safety / Filtering & Monitoring (Item 12)</p>	<p>All Governors confirmed they had read and understood the KCSiE 2025 guidance and had received training link to the National College training on Safeguarding to complete if they hadn't done so already.</p>
<p>Governor Roles and LGB Housekeeping Review (Item 14)</p>	<p>The Terms of Office for all Governors have been reviewed. The following roles were agreed for Governors:</p> <p>Chrissy Hornby – SEND and Pupil Premium Malcolm Neville – Health & Safety / Premises Davina O'Brien – Christian Distinctiveness/British Values Pat Williams – Safeguarding, Attendance Ian Kennedy – Filtering & Monitoring, School Website Oliver Jackson – PE/Sports Premium Liz Malyon – Governor Training Tony Woodhouse – Curriculum</p>

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<p>MAST Update (Item 15)</p>	<p>The CEO provided a brief update which detailed the significant buildings, estates and technology works over the summer for the entire Trust.</p> <p>The CEO explained that Lenny Williams was now the Director of Education for the Trust and highlighted how that would work in terms of St Margaret's. Natalie Hobbs was now the Director of HR across the Trust and would be working with all HTs on people matters.</p> <p>The Trust have also bought into a new recruitment platform called MyNewTerm which will streamline the recruitment process for all schools.</p> <p>Lastly, there had been a successful Chairs and CEO meeting recently where governance related items were discussed.</p>
<p>Governor Monitoring Visit Reports (Item 16)</p>	<p><u>Main Gate Report</u> <i>Q – A Governor asked is it still policy for there to be two staff members present in the mornings on the Gate?</i> <i>A – The HT responded that a member of SLT is timetabled to be on the main gate each morning and afternoon with the caretaker.</i></p> <p><u>Nurture Group Report (answers provided by the Nurture provision teacher)</u> <i>Q – A Governor asked how often will progress for these children be measured?</i> <i>A – The progress of our Nurture Provision participants will be measured using a multi-dimensional approach, incorporating both formal and informal assessments. Each participant will have a Boxall Profile completed, which will identify their SEMH needs and areas for development. Please note that this will take place in the upcoming weeks. A second Boxall Profile will then be completed for the same children after they have experienced two terms in the Nurture Provision. This will help us identify the impact of the provision and highlight which areas have or have not changed as a result.</i> <i>Informally, the children's progress is assessed through our daily 'check-in' and 'check-out' process, where they have the opportunity to communicate how they feel using the Zones of Regulation. Additionally, I have met with each child and identified two SMART targets - typically one SEMH target and one academic target. These targets are included in their individual provision maps and are worked on collaboratively with the class teacher. Siami and I ensure that, during 'discovery time', each child attending our provision receives 1:1 intervention on their targets twice a week. These targets will be assessed and discussed with the class teacher at the end of this term, which will inform our next set of targets for Term 2.</i></p>

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Finally, progress will also be measured through classroom presentation, attendance, the number of reflections, and attainment levels. These will be monitored through regular communication with parents, class teachers, and the SLT.

Q – A Governor asked will there be an identifiable point for when the pupils no longer need to access the provision?

A - Nurture UK advises that children attend the provision for no more than three terms per year, although there may be some exceptions. Mr Burchett and I have decided that children who attend daily will do so for the first two terms, up to the Christmas break. At that point, we will consider the following questions to determine whether they are ready to return to class:

- What does their Boxall Profile tell us about their progress?
- What is their class teacher saying about their attitude, attainment, and behaviour in class?
- What information are we getting from their daily emotional 'check-ins' and 'check-outs'?

If we feel they are not yet ready to return to class, we will consider the following:

- Would they benefit from attending twice a week instead of daily?
- How is their class teacher adopting the six principles of Nurture in the classroom?
- How can we adapt their targets to ensure continued progress?
- Could we offer a drop-in service in the mornings to ensure they know there is always a place for them in the Nurture room?

We also need to consider that, due to the broad and varied needs of our cohort, some children may continue to benefit from accessing the provision daily for longer than two to three terms.

Q – A Governor asked how will the pupils benefiting from this new provision be transitioned back into a classroom setting?

A - The transition will be managed carefully to ensure it is both supported and gradual. The concept of change and the expectations of the classroom environment will be discussed with participants several weeks before their transition out of the Nurture Provision. Relevant information about each pupil's needs will be shared with their class teacher to ensure consistency and continuity. Additionally, all staff will attend a meeting led by me on 07/10, where they will be introduced to the six principles of Nurture, learn how to adopt these principles in their classrooms, and understand the importance of a well-managed transition

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	<p>back to class. I also plan to invite class teachers to join the provision during snack time, allowing them to celebrate the children's successes and help bridge the gap between the classroom and the Nurture room.</p> <p>To support the transition further, children will be able to access a drop-in service during the week, ensuring they always know there is a safe and welcoming space for them in the Nurture room.</p> <p>It was good to hear about this joined up service and about the idea of maintenance sessions.</p> <p><u>Report on Year Six performance</u></p> <p><i>Q – A Governor asked - Will each Year Six class see the other two shows? Do the rest of the School community see the shows? The children were excellent!</i></p> <p><i>A – The HT responded the rest of the school were timetabled to see each of the performances but year 6 didn't see each other's due to time constraints of the end of term.</i></p> <p><u>Maths Lead Report</u></p> <p><i>Q – A Governor asked how is the Maths Lead involved in Transition?</i></p> <p><i>A – The HT responded the maths lead isn't really involved in transition. We find that data can sometimes be a misrepresentation due to the level of adult support. She uses our Autumn data as a baseline.</i></p> <p><i>Q – A Governor asked the Lead noted that 'arithmetic' is now taught at least weekly. The Curriculum Pages mention 'a daily maths fluency session'. Could the difference be clarified?</i></p> <p><i>A – The HT responded Maths fluency is not a session, it is a fluency starter at the beginning of the maths lesson. This contains 'flash back 4 and tough ten'. Years 3-5 do weekly arithmetic as part of the timetabled maths, year 6 do this in addition to their 5 lessons to ensure they get coverage ready for SATs.</i></p>
<p>LGB Impact (Item 17)</p>	<p>The Chair and Vice Chair are keen to carry out a parental survey this year, as we have not done this since 2024 and we will look into this.</p> <p>Maintaining a strategic focus with our questions will help with our impact overall and we will, with the aid of the Governance Professional, look at the Skills Audit provided by the NGA in November. Effective governance requires a range of knowledge, skills, perspectives and backgrounds.</p>

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<p>Training (Item 19)</p>	<p>The Staff/Training Governor reiterated the training plan for Term 1 which focused on four mandatory training modules.</p> <p>The Training Governor proposed setting up a OneDrive shared area where all Governors could save their certificates rather than having to email them to different people.</p> <p><i>Q – A Governor asked is there a link for FGM training and on line safety?</i> A – The HT responded that the Director of Education was collating this for the Trust.</p> <p><i>Q – A Governor asked - is cyber security a part of daily school life and mentioned at staff meetings?</i> A – The HT responded that regular emails are sent out and that all staff know the protocols.</p> <p><i>Q – A Governor asked How do we include parents in this awareness?</i> A – The HT confirmed that numerous parent comms are sent out including National College updates and #wakeupwednesday emails</p> <p><i>Q – A Governor asked are cyber risks on the risk register or part of a separate one?</i> A – The HT confirmed they are on the risk register.</p>
<p>AOB (Item 20)</p>	<p><i>Q – A Governor asked how many children sat the Medway Test in school this year? Did it go smoothly?</i> A – The HT responded that 62 took the Medway Test this year and it did go smoothly.</p> <p><i>Q—A Governor asked about the equitable provision of after school football clubs for both girls and boys, and whether they were free?</i> A – The HT responded that there were two clubs, one After School club which was boys only and one run by an external company (Play Football) (paid for) which did take girls. The governors discussed if the After school club could be opened up to girls.</p> <p><i>Q—They also asked if the school has been approached by Chelsea Academy about after school girls football clubs, as other local schools have?</i> A – The HT (need to check this with Clare).</p> <p><i>Q—Could we hear about the future plans for the Caretaker post?</i></p>

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	A—The CEO confirmed the Trust had been in discussions with the Infant school regarding sharing their Caretaker resource.
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4. **Actions:**

ACTIONS:	Item	Who
The Staff Governor to set up a sharepoint for all Governors to access to upload their Training Certificates.	19	Staff Governor
Staff Governor to explore training options for Term 2	19	Staff Governor
Cf:- Acting HT to ensure amendments to SEN Information Report are made by the Inclusion Manager	18	Clare Dixon
Chair to arrange flowers and card for Ethos Governor		Chair
Inclusion Manager to be invited to the November meeting.		Chair
SLT to begin recruitment process for a new Parent Governor		HT

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