



All Saints Church of England Primary School
FGB Committee – Minutes
22nd January 2026, 6.30pm

Claudette Allerdyce (CA)	LA Governor		Absent
Charlotte Bathgate (CB)	Foundation Governor	Present	
Lola Balogun (LB)	Parent Governor	Present	
Chris Chikwendu (CC)	Foundation Governor	Present	
Josephine Copeland (JC)	Head Teacher	Present	
Oyin Dinka (OD)	Foundation Governor	Present	
Chantal Doffoh (CD)	Staff Governor	Present	
Benjamin Fadele (BF)	Foundation Governor	Present	
Fr Antonio Fuerte (AF)	Chair of Governors	Present	
Diane George (DG)	Staff Governor	Present	
Rosanna Wong (RW)	SDBE Foundation Governor		Absent
David Woolgar (DW)	Parent Governor		Absent
Jonas Wontumi (JW)	Foundation Governor	Present	
Tim Wright (TW)	Foundation Governor	Present	
Theo Wyld (TWY)	Foundation Governor	Present	

In attendance: Rochelle Thomas (RT) - CEP Governance Clerk

ITEM	MINUTES	Action
1	Welcome and Apologies for absence - The meeting began at 18.40 with the opening prayer from AF. TWY was introduced and welcomed to the governing body. - Apologies were received prior to this meeting from DW and CA - these were accepted. - The meeting was quorate.	
2	Declaration of Interests - There were no declarations of interest discussed at this meeting. - Pecuniary interest forms were completed by governors.	
4	Governing Board Business - Governors discussed the committee/s TWY should join. TWY believed the resources committee would be the best fit given his experience and qualifications. DECISION: Governors agreed TWY to join the resources committee. - There are no governor vacancies; the governing body is full and diverse. - All DBS's are up to date and awaiting receipt of TWY's DBS confirmation. - All statutory information including policies is up to date on the website ACTION: RT to upload the latest set of resources and curriculum minutes to Governorhub - Documents on GIAS are up to date except for TWY which AF will upload. - There are no reports from link governors to report.	

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	• BF and OD done a maths visit at the school since the last FGB meeting. They were impressed with what they witnessed.	
5	Minutes of the previous meeting of 14.07.25 (<i>paper previously distributed</i>) • There were no questions or comments. • DECISION - The governors confirmed and approved the minutes from the meeting of 17th September 2025. AF to sign off and hard copy to ZP to be held in the school. • No matters arising outside of the agenda. Q: Is there a list of what grants which staff have applied for or investigated? A: Staff have applied for grants but not governors; this list can be compiled. Governors can start to investigate grants and inform each other of which ones they are applying to via WhatsApp.	
	Safeguarding There are currently no major concerns regarding safeguarding in the school. Four children are children in need and three children are on protection plans. Two children are looked after with another looked after child joining the school next week. One child has been referred to early help. JC is head DSL and DG is deputy DSL. A large part of the DSL role includes liaising with teachers on safeguarding queries, writing caseloads and updating CPOMs. The Local Authority (L.A) conduct an annual audit on safeguarding and behaviour for Croydon schools. Q: Have you used CPOMs recently? A: I use it every day to update caseloads and document discussion, not just to record issues. CPOMs is an effective system, secure and transferred to the schools a child attends throughout their education. Q: Have we ever received feedback from the L.A that we were not quick or responsive enough? A: There has been a recent case however the reason was provided and measures are in place to ensure that will not happen again. It was due to the wrong address being provided therefore a delay in contacting the relevant people. This should hopefully not happen again. Q: Is CPOMs a new system? A: It has been used in the school for a few years. I am unsure how long the system has been available for but most schools in Croydon use it. Q: Have there been any delays regarding vulnerable children and making referrals? A: No. Staff are responsive for reporting incidents and requesting advice from MASH. Another portal is used to make referrals. Q: Is the process of reporting issues that the T.As go to teachers, teachers go to the DSL and the DSL goes to MASH? A: Yes, however T.A.s and teachers can use CPOMs. Access to certain tasks and areas on CPOMs depends on role access.	
	Staffing Two members of staff are on long term sick.	
6	Headteacher's Report Governors confirmed they had read the report in advance of the meeting and questions were welcomed. The headteacher's report has been presented using Ofsted's headings for alignment. Curriculum delivery was the focus last term and this term. This includes explaining and modelling, observations and regular assessments. Eight class visits took place last term in Autmn 1 and 2 to observe teaching practices, offer real time feedback and implement changes quickly. A large review of	

the curriculum will be rolled out which will include streamlining maths as the offer is too vast. The focus for maths will be on number fluency supported by the White Rose programme which is progressive and more suitable for the children. Discussions of two-week cycles of pre-tests, content then post-tests to check children are retaining information are underway. Cursive handwriting, spelling & grammar and modelling for handwriting are the focal points for English. Interventions for reading and phonics, QR codes for books and parent workshops will take place for pupils who are struggling and have EAL. Children who cannot read and write will enrol in the basic phonics scheme irrespective of age. Reading and vocabulary will be intertwined with subjects such as geography, history and science.

Hard copies of the Autumn term outcomes were circulated among governors. The national pass rate for reading, writing and maths is 75%; school's current pass rate is 50% at expected standard. Reasons for the lower pass rate include children starting throughout the school year with little to no experience of education. Context is required when interpreting the data as children have different starting points and there are high levels of SEN, EAL and PP throughout many year groups. The new Ofsted toolkit includes higher consideration of the context of a school. The data shows that most classes have more females, year 5 has a high level of PP and that many classes exceed the national SEN percentage of 19%.

Several pupils have EAL or no English when they join the school. JC is confident the school's pass rate for expected standard will increase in Spring term and hopeful the national pass rate will be met in the summer term. Interventions and strategies are in place to increase attainment.

Governors noted it would be good to see the internal data point trend for the last three years to compare and see the school's trajectory.

Q: What is stability?

A: Pupils that have started the school in reception.

Q: Why is it less stable in the middle cohorts of year 3 and 4?

A: It is partly due to the pandemic, a few children starting these year groups with refugee status and a few leavers in that cohort. There was vertical grouping in these cohorts a few years ago which resulted in parents withdrawing their children from the school.

Q: What is your view based on the pattern and trajectory?

A: There is an upward trajectory on the published data however I would need to check the history of the internal data as I do not have that to hand.

Q: Does the 50% achieving expected standard include the whole cohort and therefore factors in pupils with EAL and SEND?

A: The published data includes the whole cohort, the internal data factors in EAL and SEND.

Q: Year 2 has low attainment, yet EAL, stability and SEND are not particularly high. What is the challenge for year 2?

A: The complexity of need in year 2 is challenging and it is a small cohort. PP is high in year 2. The barriers and complexities cannot be looked at in isolation.

Q: Is there a link between PP and attainment?

A: Evidence suggests that there is and access to educational resources is limited which restricts their ability to learn.

Q: How does the school propose to increase attainment for PP children without making it obvious they are at a disadvantage?

A: A review of the curriculum will start to ensure it is the most rigorous, robust and well-rounded for the children. White Rose curriculum has been implemented again as an example of that. Visual representations, varied questions and modelling is used to vary the way in which subjects are taught. The school offers opportunities and experiences to broaden their horizons including visits to the opera house, science museum and after school provisions.

Q: Is the education and experiences children receive tailored to their needs?

	A: Adaptive teaching is carried out in school to ensure we are reaching all children however it is a balancing act for teachers when a number of children learn best in different ways. Individualised teaching is difficult when there are classes of up to 25 children. The school offers sensory room, headphones, after school extra curricular clubs which has an element of learning. Interventions also take place to increase attainment for children who learn differently. Relationships with the families help to encourage a learning environment at home and to ensure homework set is completed. Not many children read at home, can afford a tutor or experience a culture of dreaming big and excellence. Q: Are all pupils expected to reach the same the same standard? A: Yes. The aspiration is that all students should achieve expected standard. In reality this is unlikely but as teachers all we can do is ensure the teaching is of a great standard and we are adapting teaching where we can. Q: What is your expectation? A: We want to match the national average pass rate for expected standard. This is a challenge as our SEND profile as a school is much higher than national. Q: If someone is a year behind will that be reflected in the data? A: No. ACTION: DG to provide further analysis on other internal data sources (comparable schools in the area). Attendance is at 95% and persistent absence is lower this year compared to last year. Good relationships in the community and a strong position on attendance has helped the attendance figures. Punctuality has improved and there have been no exclusions or suspensions this term. The Hemisphere racial literacy training has been offered to all CoE schools whereby staff are trained on heritage, culture, biases and assumptions. The online session is informative and has opened up discussions about inclusion and belonging in the school. All staff took the training and action points were noted on how the school can improve in these areas. JC encouraged governors to watch the training as it triggers reflection and self-awareness. ACTION: JC to send the link to the Heritage racial literacy training to governors. Q: How has the training impacted the children? A: There were 5 action points for staff however that will filter down to the children. This includes challenging racism in real time and using the right language for inclusion and belonging. Q: How was the residential trip? A: It was fantastic. Parents were grateful for the opportunity and the children loved it. They experienced activities they would not experience in their current situation, and it taught them independence, creativity and life skills. It is a beautiful Christian environment which is safe and wholesome.	
7	Committees All points discussed in this meeting were discussed in the last C&W committee. BF advise that SFVS is a checklist that helps governing boards check they are following good financial practices and managing resources effectively. All governors have completed the matrix; analysis of the results shows there is a varied level of financial acumen from the committee. The SFVS has been uploaded to Governorhub. The budget is in deficit however less than anticipated. BF is confident that JC and ZP are being as resourceful as possible. The biggest factor is the reduction in pupil numbers. Early discussions have taken place on a private nursery.	

	ACTION: RT to inform governors on Governorhub to approve the SFVS. DECISION: All governors approved the admissions policy for 26/27. There have been no changes since last year. Q: Is there any ambition to be a two-form entry? A: We can go back to a two-form entry if there is enough demand. Q: Could the 'Church attendance' or 'Church school' part of the admission policy be a barrier for school applications? It may be that parents want to apply but do not as they are not frequent Church goers. A: Schools in the local area that are not religious are also low on pupil numbers so it is not the 'Church' element leading to the decrease in numbers. We are proud of being a Church school and welcome all faiths and denominations.	
8	Risk Management & Business Continuity There have been no breaches and up to date with all relevant paperwork.	
9	Building Plans Clarification from the L.A is required for the long term strategy for Croydon schools before building investment is discussed. The latest meeting with the L.A confirmed they want to keep all schools open and for them to remain attractive to parents. AF is keen to have a proactive plan with governor buy in on the use of additional space/building requirements. SEND is an area of opportunity where the space can be utilised and the school's USP on SEND can be leveraged. Ideas such as an ELP or a specialised school should be researched and considered. Q: Is there any data from the L.A on what the plan is? We need direction from then before we start strategising. A: Any plans from the L.A have not been disclosed with JC or staff. The DFE makes decisions as well as the L.A on school numbers and usage. Q: Is joining an academy an option? A: It is an option however they usually admit schools with a healthy financial position. DG has a meeting scheduled to discuss the sensory space into an ELP with the L.A. The L.A would fund 10 children, 4 teachers and 4 T.As. It would be ideal if the majority of children from All Saints join the ELP however it would be the decision of the L.A. The downsides of a ELP is that the complex needs of the children in the ELP may rub off on the behaviour of the children in the mainstream school. In addition, usually ELPs cost more than the funding received for the provision by the L.A. ACTION: Governors to think of and investigate ideas on how to generate money for the school.	
10	Governing Board Self-Evaluation and Action Plan Governors have seen the self-evaluation plan and received action plans from Rachel. Governors split into groups of three and each discussed an area of the action plan for 10 minutes. The discussions were whether the targets were SMART. The outcomes of the discussions were for governors to review the skills matrix and take ownership on filling in their gaps of skills and knowledge. ACTION: Governors to identify their gaps in the skills matrix and to upskill using sources from the Bishop's certificate and the NGA. The foundation of the board includes ensuring the board is full, with a diverse skillset and knowledge which lends itself to the school. Governors should regularly upskill themselves via training and keeping up to date with relevant information. Q: How do we evidence that?	

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	A: There is an annual governor contribution review which is a forum for governors to set themselves goals for completing training. The FGB meeting could be used to discuss training and to hold each other accountable. We can also do one to ones with the Chair who can encourage us to complete training goals. Q: I thought this was being done already? A: Partially via the SFVS and Rachel however not via the Bishop's certificate. We should regularly be assessing what the board needs and trying to pluggaps wherever we can as early as possible. This will become increasingly more important if we decide on the ELP. The vision and strategy would have to be mapped, training would be imperative to get there. It may be that a more detailed skills assessment is required or a CPD programme for us which Rachel can assist with to help address the gaps. ACTION: OD and RT to organise a meeting for a small group of governors to discuss strategy and gap analysis on skills and knowledge.	
	SFVS Covered in agenda point 9	
	Any Other Business N/A	
	Confidential Items N/A	
12	Closure of Meeting FGB (all at 6.30pm, in the school) 3 – Thursday 30th April 26 4 – Thursday 16th July 26 Curriculum & Welfare (Teams) 2 – Monday 13th July 26 @ 6.30pm The Spring term meeting will take the form of a visit to the school, so no clerking. Resources (Teams, *following the C&W meeting) 4 – Tuesday 3rd March 26 @ 6.30pm 5 – Monday 27th April 26 @ 6.30pm 6 – Monday 13th July 26 @ 7.30pm*	
13	Closing Prayer AF thanked governors and closed meeting with a prayer. The meeting ended at 20:30	

*deleted 6/5/26
1st May 2026
Chair of Gov.*