

FINAL Minutes Standards & Performance: Castle Academy
6th September 2021 18.00
Meeting held virtually via Microsoft teams
The first S&P meeting of the academic year 2021-2022

These minutes reflect the order of the agenda and not necessarily the order of discussion

Agenda item	Discussion	Action / Information
1. Present.	<p>Zoe McIntyre (Executive Headteacher Castle Academy) Daniel Lugg (Head of School) Hayley Draper (Co-Opted Governor) Claudia Wade (Chair TB appointed member) Lauren Saunders (Co-Opted Governor) Cameron Nixson –Engel (TB Appointed) Tabassum Beig (Co-Opted Governor) Korrin Smith –Whitehouse (TB Appointed). Adam Chapman (Prospective Governor) Joshua Coleman (CEO: EMAT) Monica Juan (EMAT Compliance / Governance) * Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	* MJ joined the meeting at 18.37
2. Apologies.	Apologies received and accepted from Bryony Nester (Staff Governor) Maternity leave and Catherine Castillo-Soto (Parent Governor)	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests or governors highlighted verbally.	
5. Minutes from the last meeting.	The minutes of the meeting held on the 17th June 2021 are still to be finalised. PO to present the 17 th of June minutes at the next S&P meeting.	PO
6. Action Log from the meeting held on the 17 th June 2021.	i. PO to add to the next LAB agenda an item for DL and/or the DSL lead to present information on peer	

	<p>on peer abuse. <i>Post-meeting note MJ to present an update at the 23rd of September LAB meeting.</i></p> <p>ii. LB/DL/ZM to share the Ofsted ready grab file with the governors. Done shared on Teams.</p> <p>iii. FW/LB to arrange training sessions with governors to pass on their experience of Ofsted visits. PO to chase up and report back.</p> <p>iv. DL to pass on the Key log in information to governors. DL advised that for governor access there is a cost of £600 a year subscription. DL noted that Hardingstone & Stimpson use their current SLT subscription to pull off information for specific governor visits and pass this on to governors. PO to contact all HT to ascertain if they have purchased the Key for their governors and feed this information back to MJ.</p> <p>v. DL to report back if there is data available for the PP pupils who don't have co vulnerabilities are some of the abler pupils. DL advised that;</p> <ul style="list-style-type: none"> • Y1 Reading: 5/18 children who achieved GD in the NTS test were PP only Maths: 5/19 children who achieved GD in the NTS test were PP only. • Y3 Reading: 2/10 children who achieved GD in the NTS test were PP only Maths: 1/9 children who achieved GD in the NTS test were PP only. • Y4 Reading: 1/17 children who achieved GD in the NTS test were PP only Maths: 2/14 children who achieved GD in the NTS test were PP only. • Y5 Reading: 2/18 children who achieved GD in the NTS test were PP only Maths: 2/15 children who achieved GD in the NTS test were PP only <p>vi. PO to add year 4 Reading to the second S&P agenda for DL to advised if the interventions are making an impact. Diaried.</p> <p>vii. DL to update future presentations so they show if PP pupils are disadvantaged but not SEND/EAL and could perform at GD. DL advised that;</p> <p>Y2 No More Marking.</p> <ul style="list-style-type: none"> • There are 7 PP children in Year 2. • 5 are non-SEND and non-EAL. • 20% (1/5) achieved Exceeding in Writing GLD and therefore is targeted for Greater Depth 	<p>iii. PO</p> <p>iv. PO</p>
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	<p>viii. DL to investigate why the progress seen between January 2019 – November 2019 for Writing progress for years between year 4 and Year 5 wasn't continued and report back. DL advised that;</p> <ul style="list-style-type: none"> • Between Jan 2019 and Feb 2021 school scaled score vs the national scaled score gap reduced from 28 to 8. • Between Jan 2019 and Nov 2019, there was rapid progress seen with children performing above national. One class in the year group performed much better than the other. This was surprising to find due to the class teacher in question who outperformed another class has since moved onto a support plan and then a capability plan in June 2020. The capability plan has resumed since the teacher return from maternity in Sept 2021. The main focus of capability the plan is assessment <p>ix. PO to add to the second S&P agenda of 2021-22 for the Maths and English leaders to report back highlighting what work is being done to close the gaps. Diaried.</p> <p>x. PO to add CV-19 catch up plan to the second S&P agenda of 2021-11. Page 14. Diaried.</p> <p>xi. DL/ZM to ensure all relevant school reports are shared with the specific lead governor before sharing at a governors meeting. DL advised this will be actioned.</p> <p>xii. AIPs to complete an EYFS visit report during the Spring/Summer term and share with the board. Ongoing.</p> <p>xiii. PO to add to the first LAB agenda for DL to present the SEF with proposed priorities. Diaried. <i>Post- meeting note not actioned at the Sept LAB will be diaried to be added to the January LAB meeting.</i></p>	xii. PO
<p>7. Performance data to include;</p> <ul style="list-style-type: none"> • EYFS • Phonics (including an update on interventions and are they having an impact) • Key Stage 1 • Key Stage 2 	<p>DL highlighted the following;</p> <p>For all year groups, the data has been used to drill down to individual pupil's vulnerabilities / specific areas where a good level of development has not been made. This information has been shared with the new class teacher to help ensure accelerated progress during 2021-22.</p>	<i>Reports Teams</i>

	<p>A governor asked if comparing against EMAT average is the correct comparison to make.</p> <p>ZM advised that Stimpson Academy is a school with a very similar demographic to Castle which gives us a very good comparison.</p> <p>The pupils at Castle will always be given high aspirational targets. There will be no culture of that will do.</p> <p>ZM noted that there is a white paper that shows that younger year groups performed less well this year. ZM to share this paper with the board. <i>Post-meeting note shared on Teams. 2021 white paper: effects of educational disruption on primary school attainment in summer 2021.</i></p> <p>A discussion followed regarding the best comparisons to use for presenting similar data in the future.</p> <p>CW advised that once FFT data is back inline it will enable Castle to be compared to schools with a similar demographic/intake.</p> <p>ZN advised that once FFT targets are set they will be pupil specific and aspirational.</p> <p><u>EYFS.</u></p> <ul style="list-style-type: none"> • GLD data is below the EMAT average. Reading and writing are the areas where pupils have performed less well (47%). To help move this data forward for 2021-22 Literacy a focus area for pupils coming into EYFS in September 2021 and those who are now in Year 1. <p>A governor asked why the gap between Castle and EMAT average for personal, social, emotional and physical is so large and why aren't these a priority.</p> <p>DL advised that any pupil who can't work with their literacy skills will have an impact on the rest of their curriculum this was the primary reason why literacy has been chosen as a focus area. The GLD percentage for personal, social and emotional was the highest out of the areas of learning. One of the main reasons why the physical score was low compared to the EMAT average is to do with the high percentage of families who don't have easy access to outside space e.g. gardens. The EYFS lead is developing outdoor learning to help develop their motor skills.</p>	
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	<p>ZM noted that there will be a clear focus on the prime areas this term with the support of the EYFS, key stage 1 lead who is teaching in EYFS this year. This will develop the emotional and social aspects.</p> <ul style="list-style-type: none"> • Upon pupil return just before Easter teachers focussed on Writing as this was a challenging subject to teach virtually. • Phonics was a focus area. • SEND pupils performed less well with 10% achieving GLD in all areas apart from The World; Self Confidence; Making Relationships; and Managing Feelings and Behaviours, where the outcomes were 20%. There are three pupils in this cohort on an EHC. Two of the three made good progress in the prime areas. • A meeting is planned for the 9th of September where DL / ZM the SENCO and the inclusion leader will continue the planning already started for the SENCO to work closely with the SEND pupil to ensure progress is made this year. • ZM added that for the SEND pupils moving into year 1 the curriculum has been adapted to ensure it meets their needs. Investigations have started to ascertain the possibility of the SENCO being sent to a specialist provision so any strategies used can be brought back to Castle especially pupils who are struggling in the classroom environment. <p>A governor asked why the PP pupils have performed so much better than non-PP and why is the girl/boy percentage in favour of the boys.</p> <p>DL advised that the boy/girl figures are in line with the overall data and this has been seen in previous years where previously it was reversed. The next step is to ensure a balance is struck.</p> <p>The PP group were a focus last year and the data shows the progress they have made.</p> <p>A lot of the areas of development/actions are related to communication and languages.</p> <ul style="list-style-type: none"> • PSE focus for Nursery, Reception and Year 1 in Term 1. 	
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	<ul style="list-style-type: none"> • EYFS leader to lead whole staff training on new EYFS curriculum- September inset. Further training will be rolled out for the EYFS team throughout the year. • Implement NELI programme to support Speech and Language development for the Reception cohort. Ensure identified teaching assistants complete online training in September. • Senior leaders to ensure EYFS is a language rich environment through monitoring and support of EYFS leader • Introduce Book Buddies across EYFS and KS1 – Nursery/Year 1 and Reception/Year 2. <p><u>Phonics data.</u></p> <ul style="list-style-type: none"> • Autumn phonics results showed 60% of pupils were at expected. Summer data shows an increase to 64%. • 20 pupils to complete the screening check in the Autumn term with support from one of KS1 catch up tutors and are a focus. • All 3 children scoring 0-10 are SEND. 1 SEND child is at the expected level, whilst 2 SEND children scored 21-31 and are on track to pass the December check and are being fully supported. <p>A governor asked if DL is confident the Read Write Inc (RWI) programme is being taught/implemented correctly as the figure of 64% seems low. DL advised that he expects this figure to increase by December. RWI is delivered by the dedicated Phonics leader and Castle is signed up to the Ruth Miskin training hub whose advice has been followed. There is RWI training is planned to take place over the coming weeks including new staff. Early intervention for Year 2 pupils who have not passed the threshold</p> <p><u>KS1 National Curriculum Test.</u></p> <ul style="list-style-type: none"> • SPAG Test 60% TA 54%. • Writing TA 57%, not supported by a test. • Daily focus on SPAG being introduced. 	
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	<ul style="list-style-type: none"> • There is a focus on moderation which will be helped by closer links with Hardingstone and Stimpson and meetings already planned to facilitate this work. Internal moderation will continue with a new format for the weekly SLT meetings where moderation will be discussed. • For SPAG the teaching and learning lead is speaking to teachers to revisit the basic skills to constantly hold the pupils to account over the basic skills. <p>KS1 Attainment - Progress from EYFS (Teacher assessment).</p> <ul style="list-style-type: none"> • The information shows the individual progress pupils have made • A greater number of the lower attainers made more accelerated progress when compared to the higher attainers. <p>RWM Combined.</p> <ul style="list-style-type: none"> • 11 pupils achieved the expected grade for Reading and Maths but in Writing and Maths, it was only 4. • All of the data will be closely analysed by the class teachers and they will be challenged. <p>Areas of development/actions.</p> <ul style="list-style-type: none"> • Children from lower starting points have made better progress overall. Teaching and Learning Leader to work with KS1 teachers on ensuring middle and high ability pupils make further accelerated progress in lessons. <p><u>KS2 National Curriculum Test</u></p> <ul style="list-style-type: none"> • Discrepancies between Test and Teacher Assessment data, particularly in Maths. Maths Test 54%, TA 72%. • SLT meeting took place over the summer break and the inclusion/KS2 lead highlighted the need for assessment weeks to take a greater priority in some classrooms, the test to have the focus they need which will ensure the TA and test results are more aligned in the future. 	
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	<p>A governor noted the TA percentages across all subjects are higher than the test scores and asked DL how confident is he that the 80% TA in writing is accurate as there is no test data for this subject. DL advised that he has some concerns and this data reiterates the importance of accurate moderation which is planned for 2021-22. There was some staff disruption which resulted in one year 6 teacher completing the TA for both classes.</p> <p>A governor asked what strategies are being put into place this year to ensure TA are more accurate. ZM advised that moderation across Castle, Hardingstone and Stimpson has been booked in for Autumn. The SLT will start coaching the phase leaders. Discrepancies do occur and conversations with the staff teacher help highlight the reasons for these and unpick this. If the teacher is unsure the SLT will look through the books to assist.</p> <p>KS2 Attainment - Progress from KS1 (Teacher assessment).</p> <ul style="list-style-type: none"> • A greater number of the lower attainers made more accelerated progress when compared to the higher attainers. <p>KS2 Attainment-Teacher Assessment.</p> <ul style="list-style-type: none"> • The largest attainment gains were seen in Writing (27%) and Maths (25%). <p>A discussion followed if this is an accurate statement as the comparisons are using TA data.</p> <ul style="list-style-type: none"> • Investigations are ongoing to ascertain if the new year 6 cohort have similar data to last years' cohort. • Some of the school's key priorities link into this area. <p>Areas of development/actions</p> <ul style="list-style-type: none"> • Ensure KS2 teachers are able to clearly articulate any discrepancies between Test and Teacher Assessment. • Tutors acquired through Covid Premium will focus on addressing gaps from Summer term testing (beginning with Maths.) 	
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	<ul style="list-style-type: none"> • Maths leader to gain support from Katy Russell to increase attainment percentage for Greater Depth in Maths by end of Year 6. • Children from lower starting points have made better progress overall. Teaching and Learning Leader to work with KS2 teachers on ensuring middle and high ability pupils make further accelerated progress in lessons • SENCO to investigate specific needs of outgoing Y6 group and work with new year group teachers in September to ensure SEND provision is effective. 	
<p>8. School priorities.</p> <p>i. AIP priorities. School to present latest SIP highlighting current priorities.</p> <p>ii. Confirm areas from the AIP to receive exception reporting status. From June's S&P; • Boys Writing.</p>	<p>i. ZM highlighted the following from the Academy Improvement Plan 2021-2022 noting these will be tweaked after this meeting following feedback.</p> <p>Key Priority 1 - Quality of Education. To ensure the curriculum intent is effectively implemented consistently across the school. To provide inclusive and fully integrated curricular provision to enable children to fulfil their potential. Actions;</p> <ul style="list-style-type: none"> • Create a vision statement alongside staff. • Investigate curriculum coverage. What is being taught, when and for how long? If needed, provide staff with timetables. • Clear planning of 'non-negotiables' and expectations linked to Dr Ice, established & shared with all staff. • Monitor curriculum coverage to ensure progression of skills and knowledge. <p>A governor asked if curriculum planning is done across the year group/phase or by the individual teacher. DL advised that the teachers plan in their year group teams. During their PPA sessions.</p> <p>Key Priority 2 – Quality of Education (Outcomes). To improve outcomes for pupils in each year and across the curriculum so that pupils make sustained progress from their different starting points. To improve the attainment and progress of SEND pupils. To raise the attainment and progress for KS2 and KS1 pupils in writing and SPAG.</p>	

	<p>To ensure that pupils on track for GD are challenged sufficiently. To increase GLD outcomes in literacy and communication and language. To develop sufficient expertise in the teaching of phonics and reading.</p> <p>Actions;</p> <ul style="list-style-type: none"> • Research strategies for the identification of barriers to learning and the identification of suitable interventions in order to close the gap in one or more subjects. • Support the development of quality first teaching within the classroom. • All staff delivering RWI to attend/receive refresher training (RWI Online). • Ensure mathematics is taught using: maths talk, virtual and concrete manipulatives. Nrich, TT Rockstars, Sumdog and gap analysis from the arithmetic and NTS assessments. (SEND). <p>Key Priority 3 – Personal development. To increase the involvement and engagement of parents and carers in pupils’ learning and in school events. To engage parents so that they contribute to the work of the school and feel valued.</p> <p>Actions;</p> <ul style="list-style-type: none"> • Share parental calendar of events for the whole of the academic year. • Increase use of social media to publicise and communicate events. • Implement a texting system to improve speed and access of communication. • Promote opportunities for parents to volunteer in the school. • Gather parental views. • Hold termly coffee and catch-up sessions <p>A governor asked what thought has gone into communication to parents whose first language is not English. ZM advised that investigations are ongoing to see what IT assistance is available to assist with this including the potential use of Immersive Reader.</p> <p>Key Priority 4 – Leadership and management. Develop leadership capability so that the leadership</p>	<p>ZM</p>
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	<p>team are able to work at a pace to drive continuous improvement in all areas of responsibility. To provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the academy.</p> <p>Actions;</p> <ul style="list-style-type: none"> • Executive Headteacher to support the Head of School in all aspects of school improvement and leadership. • Head of School to support Inclusion, Teaching and Learning lead, Operations lead and EYFS lead. • Teaching and Learning lead to provide teaching and learning support to class teachers. • Academy Improvement Partner to continue to work with Subject Leaders to develop their practice. • Head of School to investigate NPQH Programme. • Retain and recruit governors. Leaders to encourage governors to take an active role in all aspects of school life. <p>ZM noted that there is a separate priority list for EYFS and this will be shared once completed.</p> <p>A governor asked if the completed AIP can be shared with the governors. ZM advised that the action plan document is nearly finished and will be shared with PO to add to Teams shortly.</p> <p>The governors asked if a list of events they could support/attend can be shared. <i>Post-meeting note added to Teams by PO on the 17th of September and will be an agenda item on the 21st September LAB meeting.</i></p> <p>ii. The governors discussed the AIP priorities and agreed that SPAG & Writing will be the focus for areas.</p>	<p>ZM</p> <p>ZM/PO</p>
9. Any other business	i. PO reminded the governors of an email he sent on the 13 th of August asking for nominations for Chair	

<p>i. Chair and Vice-Chair nomination update.</p> <p>ii. July Ofsted training attendees' clarification.</p> <p>iii. Governor visits from 2020-2021 all outstanding reports to be sent to clerk.</p> <p>iv. SEND training 15th September via Teams. As per my email on the 27th of August.</p>	<p>and Vice-Chair and if anyone is interested in these roles to let him know as soon as possible.</p> <p>ii. PO asked the governors if any of them attended the Ofsted information/training session on the 7th of July 2021. LS confirmed she attended. PO updated GovernorHub.</p> <p>iii. PO reminded all governors who completed a monitoring visit in 2020-21 to send him their completed visit forms as soon as possible.</p> <p>iv. PO advised the governors of the planned SEND training on the 15th of September and to contact him if they would like to attend. <i>Post-meeting note training was subsequently cancelled.</i></p>	
<p>10. Dates of meetings for the year:</p>	<p>21/09/2021 LAB 18.00 at Castle academy 23/11/2021 S&P 18.00 On Teams 18/01/2022 LAB 18.00 at Castle academy 15/03/2022 S&P 18.00 On Teams 24/05/2022 LAB 18.00 at Castle academy 05/07/2022 LAB 18.00 at Castle academy 12/07/2022 S&P 18.00 On Teams</p>	<p>Calendar appointments have been sent.</p>

The meeting closed at 19.20

Minutes agreed as a true representation and signed	
Signature	
Print Name	
Date	

Actions from the virtual meeting for Castle held 06/09/21

Action	Owner
1. PO to present the 17 th of June minutes at the next S&P meeting. Page 1.	PO
2. FW/LB to arrange training sessions with governors to pass on their experience of	PO/FW/LB

Ofsted visits. PO to chase up and report back. Page 2.	
3. PO to contact all HT to ascertain if they have purchased the Key for their governors and feed this information back to MJ. Page 2.	PO
4. AIPs to complete an EYFS visit report during the Spring/Summer term and share it with the board. Ongoing. Page 3.	PO
5. ZM to investigate if the use of Immersive Reader software or similar would help parents whose English is not their first language with written communication. Page 10.	ZM
6. ZM to share the EYFS AIP with PO once complete who will then host onto Teams Page 11.	ZM/PO
7. ZM/DL to share the completed AIP with PO who will host onto Teams. Page 11.	ZM/PO