

**FINAL Minutes Standards & Performance: Castle Academy**  
**11<sup>th</sup> March 2021 18.00**  
**Meeting held virtually via Microsoft teams**  
**The second S&P meeting of the academic year 2020-2021**

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

Agenda item	Discussion	Action / Information
1. Present.	<p><b>Lorna Beard</b> (Executive Head Teacher) +  <b>Daniel Lugg</b> (Head of School)  <b>Bryony Nester</b> (Staff Governor)  <b>Cameron Nixon –Engel</b> (TB Appointed)  <b>Hayley Draper</b> (Co-Opted Governor)  <b>Claudia Wade</b> (Chair TB appointed member)</p> <p><b>Monica Juan</b> (EMAT Compliance / Governance)  <b>Joshua Coleman</b> (CEO: EMAT)  <b>Paul Osborne</b> (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>	+ LB left the meeting at 19.16
2. Apologies.	<p>Apologies received and accepted from <b>Catherine Castillo-Soto</b> (Parent Governor), <b>Korrin Smith – Whitehouse</b> (TB Appointed) and <b>Lauren Saunders</b> (Co-Opted Governor).</p> <p>No apologies received from <b>Tabassum Beig</b> (Co-Opted Governor)</p> <p><b>Richard Auger (TB Appointed)</b> has stood down from the board.</p> <p><b>A discussion followed regarding the lead governor for Safeguarding as RA has resigned from the board. CC-S had previously shown an interest in being the governor representative at the upcoming Safeguarding review for Castle and the lead governor for Safeguarding in the short term. The board was happy for CC-S to represent the school and be the short term governor lead. The board agreed to review CC-S role as wellbeing lead to ensure she won't have two lead roles.</b></p>	
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.	
5. Agenda update	<p>CW advised that the agenda is different from previous versions and will evolve to match the needs of the S&amp;P board. The goal will be to demonstrate that the board understands all of the strategic tools it has to ensure it holds the school to account.</p> <p>CW highlighted that she will meet with Headteachers and Chairs of the LAB over the coming weeks to gather feedback regarding the agenda.</p>	<b>CW</b>
6. Minutes from the last meeting.	<p>The minutes of the meeting held on the 1st December 2020 was agreed to be an accurate representation.</p> <p><b>Due to the number of governors absent CW asked if PO can approach these governors to ascertain if they agree the minutes are a true representation of the meeting. Post-meeting note PO e-mailed the four governors on the 1<sup>st</sup> of April.</b></p>	<b>PO</b>
7. Action Log from the meeting held on the 1 <sup>st</sup> December 2020.	<p>i. CW to electronically sign the minutes. <b>Done.</b></p> <p>ii. PO to add to the next LAB agenda governance effectiveness and the governors' action plan. <b>Done.</b></p> <p>iii. All governors to update the board on how their discussions have gone with their school lead regarding what 5 priorities they are going to use. <b>Governors agreed this is an item to be discussed during the LAB meetings.</b></p> <p>iv. PO to ascertain what training is available for FFT and inform the governors. <b>Due to CV-19, the use of FFT has dropped off so training is not appropriate at this time.</b></p> <p>v. DL to share the FFT reports with governors. <b>Done on GovernorHub.</b></p> <p>vi. RA to meet with the school lead via Zoom monthly in the future. Meetings completed up to the point RA resigned. <b>PO noted that no records of these meetings have been shared for PO to upload to GovernorHub.</b></p> <p>vii. LB/DL to ensure all checks regarding Safeguarding are recorded to help with external scrutiny. <b>Done.</b></p> <p>viii. PO to contact all governors highlighting any missing housekeeping items and to clarify attendance at upcoming training sessions. <b>Done.</b></p>	<b>PO</b>

<p>8. SEF - Ofsted will request 'a summary of any self-evaluation or equivalent' from your school on the first morning of an inspection. HT and Trust explain SEF S&amp;P Committee members to question / challenge</p>	<p>CW advised that the SEF (self-evaluation form) is used to review each school's thoughts on their own strengths, training requirements and areas for improvement as one of their areas for evaluation during inspections. SEF in schools allows the primary leaders to effectively plan key areas of improvement and how to achieve their performance goals. The SEF is a living document and is updated regularly. LB gave an overview of how the SEF was completed which uses a delegated leadership model to ensure middle leaders, subject leaders take ownership to help drive through improvement.</p> <p><b>A governor asked if the school goes through the criteria in the Ofsted framework to make the assessment.</b></p> <p>LB advised they do and on the SEF the "we want to see column" is the challenge the school has set itself with the subsequent columns explaining how this will be achieved.</p> <p><b>A governor asked if the items in the "in order to improve further we need to..." column translates into the priority plan.</b></p> <p>LB confirmed they do and the priority plan is a summary of the information in these boxes which goes to the MLT and subject leaders for them to complete their own priority areas.</p> <p>LB advised that Simon Webb is supporting the school to get the SEF Ofsted ready.</p> <p><b>A governor asked what grade does LB feel the school is in all areas.</b></p> <p>LB advised that she thinks the school is a grade 2 in all areas apart from personal development where the target is a grade 1.</p> <p>DL advised that one of the next steps for the SEF is to add a RAG (Red, Amber, Green) column to enable easier tracking of the priorities as well as using the 3 I's (intent, implementation and impact). Due to Reading being a school priority a Reading section has been added to the quality of education. The Teaching and Learning lead will take ownership of this area on the SEF with DL overseeing.</p>	
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	<p>LB reminded the board that due to CV-19 there is no hard data from last year and it is important that the current SEF judgments are validated with future data.</p> <p><b>A governor asked if there are any plans to complete any externally validated national test to benchmark pupils in the near future.</b></p> <p>DL confirmed for Years 1,2,3 and 5 these will be standardised tests completed in the last week of term and for years 2 and 6 they will take old SAT's test post- Easter.</p> <p>DL advised that he also completed pupil progress meetings last week reviewing pupil engagement to draw up a watch list of pupils who may need support or those who have made accelerated progress.</p> <p><b>MJ asked for an explanation why only the quality of education (QoE) section has only been presented to the board and were any governors involved in drawing up the SEF.</b></p> <p>LB advised that due to the packed agenda she thought presenting just the QoE was prudent as if all areas were presented they may not have got the time required to cover them in detail.</p> <p>DL confirmed that no governors were involved in the SEF but would like their involvement going forward.</p> <p>DL confirmed he will pass the complete SEF onto PO who will add to GovernorHub.</p> <p>CW advised that she would like to visit the leadership judgement area of the SEF focusing on governor involvement and asked if it can be added to the next S&amp;P agenda.</p>	<p><b>DL</b></p> <p><b>PO</b></p> <p><b>PO</b></p>
<p>9. Academy Improvement Plan:</p> <p>Priorities for 2020/21 Focus on Curriculum Development</p> <p>Governors visits linked to AIP priorities.</p>	<p>DL advised that the five priorities were established at the beginning of the year and fed into the SEF and all MLT and subject leaders action plans. This ensures each priority is addressed throughout the year and each priority is shared.</p> <p>DL gave an update on priority 1.</p> <ul style="list-style-type: none"> <li>• <u>Further, develop the teaching of reading to ensure that all pupils achieve the expected rates of progress or better.</u></li> </ul> <p>The Reading scheme has been reviewed and the school has committed to significant investment</p>	<p><b>On GovernorHub</b></p>

	<p>primarily in KS2. Reading is now tracked from year 2 to year 6.</p> <p>When a review of the reading provision was completed it was found that too many pupils were moving to free readers too early this has now been rectified.</p> <p>Castle is now part of the Roade English Hub which has supported us with training and with the resources we have purchased.</p> <p>Staff have been trained in the early years and Phonics with online access. The Phonics year 2 check completed in December was encouraging with a pass rate of 85% and shows the benefit of the training.</p> <p>For KS1 books have been purchased which match the phonics sounds the pupils are learning in school.</p> <p><b>A governor asked if there is a diverse range of books, authors for the scheme.</b></p> <p>LB advised that we use scheme books from the Oxford University Press, the core scheme is from Oxford reading tree supported by Read Write Inc. along with a subscription through the library to expand the diversity available to the pupils.</p> <p>LB noted that work is ongoing to expand diversity and any budget left at the end of the year will be spent in this area.</p> <p><b>A discussion followed regarding governor involvement in setting the school priorities and LB advised that the governors were involved in setting these in the Summer term of 2020.</b></p> <p><b>MJ/LB/DL agreed to meet with KS-W (LAB Chair) prior to the next LAB meeting to work out which governor will lead on which priority areas and to ensure the LAB/S&amp;P meetings priorities the correct areas.</b></p> <p>DL asked if governors who already have a lead area will be asked to lead a priority area.</p> <p><b>CW advised that some of the priority areas naturally align themselves to current governor lead areas meaning some doubling up is easier to achieve.</b></p> <p><b>MJ added that this may mean governors having different school leads to liaise with.</b></p>	<p>MJ/LB/DL/ KS-W</p>
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	<p><b>All agreed to discuss the priority areas at future LAB meetings with the lead governor and the SLT included in presenting future updates.</b></p>	
<p>10. Exception reporting: Progress and achievement towards targets i. Groups not currently on target ii. Strategies to accelerate progress</p>	<p>DL highlighted the following;</p> <ul style="list-style-type: none"> <li>• There are currently 46 children enrolled in our 53 place nursery.</li> <li>• EAL % (67%) significantly above national average (21.3%).</li> <li>• SEN 4 pupils on an educational health care plan.</li> <li>• Attendance is above national expectations in all contextual groups.</li> <li>• Of the 38 persistent absentees (data from the 22<sup>nd</sup> Feb), 3 have left the school since September, therefore the current figure is 35.</li> <li>• Persistent absentees are made up of 27 families, 7 of which are eligible for pupil premium (26%). The attendance officer is working closely with these families.</li> </ul> <p><b>A governor asked if there are any reasons why the attendance for the younger year groups is lower than the older year groups.</b></p> <p>LD /DL advised that it could be a combination of some parents worried about sending their children into school during CV-19, the younger children may not have acclimatised to being in school full time as they missed so much of the previous year due to lockdown. On top of this year, 1 has had several closures due to CV-19.</p> <p>LB noted that for some eastern European families culturally children start school at year 2.</p> <p><b>CW advised LB/DL to investigate a school or schools with similar profiles to see if they have similar issues and if they have instigated any policies/procedures to increase attendance in the early years.</b></p> <ul style="list-style-type: none"> <li>• There are some fluctuations in attendance due to a year group bubble closing and individual families needing to isolate.</li> <li>• Online engagement Parent Survey feedback. Parent data suggests 79% of children are accessing learning on a daily basis. 11% of those accessing remote learning 4-5 days a</li> </ul>	<p style="text-align: center;">DL/LB</p>

	<p>week are not able to maintain stamina for engaging for the expected amount of time each day. From this feedback, teaching videos were increased to reduce the number of times pupils were asked to read on-screen.</p> <p><b>A governor asked how the pupils' stamina was this week after the full reopening.</b></p> <p>DL advised that during the morning it is good but for some pupils, it can drop off in the afternoon. The first three weeks of the March return have been focused on mental health, wellbeing and social interaction. LB noted the work that has gone into the planning to allow for this and behaviour is very good.</p> <ul style="list-style-type: none"> <li>Engagement with home learning Teacher survey- January 2021 (week beginning 18/01/21). Headlines; 62% of children working from home are engaging in at least three or more days of full learning a week and completing work to a good standard. Following this survey, a whole school rewards system was introduced to incentivise pupils to engage further in remote learning. When teachers were surveyed again after half term (week beginning 26/02/21), teachers reported engagement levels were at 54%.</li> </ul> <p><u>EYFS well-being and involvement.</u></p> <ul style="list-style-type: none"> <li>Covid-19 has impacted on the progress of children settling into school routines and expectations</li> <li>Despite periods of children not being in school, progress has been made in well-being and Involvement.</li> <li>Actions from the observations included a discussion with the EYFS leader with plans for moving children assessed as Medium to High. This has now been completed and the next steps include an adaptation of the timetables so TAs contribute to the end of day evaluation.</li> </ul>	
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	<p><u>EYFS data – Characteristics of effective learning.</u></p> <ul style="list-style-type: none"> <li>• Children will naturally develop Creativity and Critical Thinking skills through further learning experiences in school.</li> <li>• Actions include. 1 Discuss with EYFS leader the best way to develop Reviewing. 2 Development of outdoor provision will promote Creativity and Critical Thinking further.</li> </ul> <p><b>A governor asked if it is normal for pupils’ creative and critical thinking to be lower at this stage and are these figures typical of previous years and in previous years was the gap closed.</b></p> <p>DL advised that it is and this is down to pupils not always having the experiences to enable them to link these together and review.</p> <p>DL noted that the data does mirror previous years and the gap in past cohorts has closed by the end of the year. Due to CV-19 this year group is a little further behind than previous years and the team are aware of this and it is a focus area.</p> <p><u>EYFS data – On Track for GLD</u></p> <ul style="list-style-type: none"> <li>• Progress made in Literacy is significantly higher than in other areas.</li> <li>• 67% are on track to achieve the early learning goal in Reading (i), which is phonological knowledge, however, Reading (ii) is comprehension and this is lower at 53%.</li> <li>• 15% of the cohort are identified as SEN or working with SENCO.</li> <li>• Lack of progress made in Understanding of the World is a characteristic of Castle Academy however the curriculum must reflect this and make up the shortfall.</li> </ul> <p><b>A governor asked as Castle has a high percentage of EAL pupils for those who struggle to read this in their own language or just in English. This may explain the difference between the Reading 1 and 2 scores.</b></p> <p>DL will investigate and report back.</p> <p><b>The governors asked DL what he thinks the GLD score will be for this year and how this compares to last year.</b></p>	<p>DL</p>
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	<p>DL advised that at the start of the year the prediction was 72% in line with national. Due to lockdown, it is harder to give a current prediction but by Easter, a prediction will be known.</p> <p><b>A governor asked if FFT20 is being used.</b> DL advised that at the start of the year FFT50 was used but he is in the process of reviewing this with Katy Russell Head of Standards and Performance. <b>CW noted that she doesn't think Ofsted would see FFT50 as demonstrating a good or outstanding and is not aspirational. They would expect to see FFT20.</b> DL gave some context on why FFT50 was chosen. JC noted the importance of stretch targets being used and advised DL to speak to and LB and KR.</p> <p><u>DL highlighted the following actions for EYFS</u></p> <ul style="list-style-type: none"> <li>• Provide daily opportunities for children to use and apply their growing number skills.</li> <li>• 3x weekly number intervention for targeted groups.</li> <li>• Home learning packs sent home including Maths resources e.g. flash cards, number lines Remote learning planning to include daily number tasks.</li> <li>• This term's topic focused on Shape, Space and Measures (Jack and the Beanstalk).</li> </ul> <p><b>A governor asked if any work has taken place reviewing best practices in EYFS across EMAT.</b> DL advised that there are termly meetings for the EYFS leaders along with support from Chris Merrick and CM is booked in to review Castle's EYFS provisions.</p> <p><u>Year 2 overview of pupils passing the phonics check in December.</u></p> <ul style="list-style-type: none"> <li>• 85% of children achieved the expected standard which means the cohort have achieved above national trends. All SEND pupils were invited into school during lockdown, not all though attended.</li> <li>• Girls have performed well with only 1 girl out of 26 not achieving the expected standard.</li> <li>• Investigate trends in Year 2 data compared with Year 1 phonics baseline.</li> </ul>	<p>KR/DL/LB</p>
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	<ul style="list-style-type: none"> <li>Children who did not pass the check will be sent home real words and alien words to practice at home.</li> </ul> <p><u>Vulnerable groups phonics data overview:</u></p> <ul style="list-style-type: none"> <li>Review of IEP targets for SEND EAL boys.</li> <li>Further support is given for SEND EAL boys with a particular focus on blending with an HLTA supporting these pupils.</li> </ul> <p><u>Phonics December Assessment – Comparison to previous cohorts.</u></p> <ul style="list-style-type: none"> <li>Overall phonics data is at a 4-year high</li> </ul> <p><u>Heat maps.</u></p> <p><u>Year 1.</u></p> <ul style="list-style-type: none"> <li>For SEND pupils progress to target is key.</li> <li>Teacher assessment in Reading is higher than test assessment; in Maths they are more closely aligned.</li> <li>Boys reading is a strength, particularly compared with other year groups.</li> <li>Strong Phonics lead.</li> </ul> <p><b>A governor asked if the progress to target is predominantly green could this be due to the target not being aspirational.</b></p> <p>DL noted that as per the FFT discussion it could be and he will update the board at the next S&amp;P meeting.</p> <p><u>Year 2.</u></p> <ul style="list-style-type: none"> <li>SEND children are not making enough progress towards their target when compared to their peers.</li> <li>Pupil premium children are performing better in Maths than their peers.</li> <li>SENCO to review provision, particularly how the curriculum is adapted for the SEND children.</li> </ul> <p><u>Year 3.</u></p> <ul style="list-style-type: none"> <li>White British children do not perform as well as their peers in all subject areas.</li> <li>Pupil premium children performed well in their NTS tests.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Conduct further investigation into White British group e.g. proportion of SEND, prior attainment (GLD), teacher assessment vs. NTS.</li> <li>• SENCO to review provision, particularly how curriculum is adapted for SEND children.</li> </ul> <p><u>Year 4.</u></p> <ul style="list-style-type: none"> <li>• Teacher assessment and progress in Reading and Maths is significantly higher than Writing and SPAG.</li> <li>• Progress of SEND group towards their target is significantly lower than other groups.</li> <li>• Teacher assessment for pupil premium group is lower than other groups.</li> </ul> <p><b>A governor asked if any collation work has been done to ascertain if any PP pupils are White British (WB).</b> DL advised that 66% of the WB are girls, 50% are SEN and 33% are PP and SEND.</p> <p><b>A governor asked if the curriculum meets the needs of WB pupils.</b> DL advised that the PP lead is looking into class interventions and CPD work with a focus on implementation.</p> <p><u>Year 5.</u></p> <ul style="list-style-type: none"> <li>• Teacher assessment and NTS test outcomes for boys are significantly lower when compared to girls.</li> <li>• Teaching and Learning leader to work closely with Year 5 teachers to support the collecting of evidence for data. This will help ensure the teacher assessments scores are as accurate as possible.</li> </ul> <p><b>A governor noted that pupil progress drops off as you go through the year groups and asked if there was a reason for this.</b> DL agreed and noted this is partly due to the older pupils struggling more during lockdown and the targets for younger pupils may not be challenging enough.</p> <p><u>Year 6.</u></p>	
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	<ul style="list-style-type: none"> <li>• Maths teacher assessment and progress are significantly lower than in English areas.</li> <li>• SEND children made better progress towards their targets compared to other groups. This may due to a lack of challenge and is being investigated.</li> <li>• T&amp; L leader and teachers to ensure that work is appropriately challenging in order to drive rapid progress for all groups.</li> </ul> <p><b>A governor asked if any year 6 teachers are leaving.</b> DL advised that one is leaving at Easter.</p> <p><b>A discussion followed regarding the possibility of moving staff around to strengthen year 6 without weakening any other year.</b> DL advised that discussions have started on this subject.</p> <p><b>The governors thanked DL/LB for the information but don't think the data represent a school that is aspiring to be outstanding and advise some work going into how to improve the data for this year group.</b></p>	DL/LB
<p>11. i. School reopening to all pupils ii. Update on the planned strategy for the CV-19 catch up funding. iii. LAB to report on how they will monitor the impact of this spending.</p>	<p><b>CW encouraged the Chair / Vice Chair or a governor to meet with DL/LB to ascertain how the governors will receive updates including how has the catch up fund made a difference, has it been value for money and how will it be monitored.</b></p> <p><b>CW encouraged governors to be fully area of the CV-19 catch up plan and asked for this to be added to the next LAB agenda.</b></p>	<p>LB/DL/KS-W</p> <p>PO</p>
<p>12. Report from Safeguarding Governor/ Lead DSL LAB Training – Smart Log Basic GDPR E -Safety Equality and Diversity Awareness Health and Safety at work Safeguarding and Prevent</p>	<p>DL highlighted the following from the Safeguarding report.</p> <ul style="list-style-type: none"> <li>• A high number of pupils on EHAs (18).</li> <li>• Children Missing from Education (15) and this number has increased during lockdown. All of these pupils are accounted for.</li> <li>• Peer on peer definitions discussed with the staff. KCSIE 20 training completed in January 2021</li> </ul> <p>The governors asked DL or DSL lead to present at the next meeting what peer on peer abuse is.</p>	<p>On GovernorHub</p> <p>DL</p>

	<p>MJ advised that all governors will shortly be sent information on how to access the site, which courses are a priority and when the training needs to be completed.</p> <p>DL noted that a recent safeguarding review was carried out with RA but no written report from RA was completed and he has now resigned. <i>Post meeting note PO contacted RA to see if he could write a report but he was unable to.</i></p>	<b>MJ</b>
13. Any other business	<b>The governors thanked DL/LB for the quality of the reports.</b>	
14. Dates of meetings for the year:	<p>15/04/21 LAB 18:00 29/06/21 S&amp;P 18:00* 15/07/21 LAB 18:00 *</p> <p>Due to uncertainty around the dates for this year's data drops the last S&amp;P date may be subject to change.</p>	Calendar appointments have been sent.

The meeting closed at 19.38

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

#### Actions from the virtual meeting for Castle held 11/03/21

Action	Owner
1. CW to meet with Headteachers and Chairs of the LAB to gather feedback regarding the S&P agenda. Page 2.	CW
2. PO to contact all governors to ascertain if they agree the minutes for the 1 <sup>st</sup>	PO

December 2020 are an accurate representation. Page 2.	
3. PO to add an agenda item for all governors to update the board on how their discussions have gone with their school lead regarding what 5 priorities they are going to use. Page 2.	PO
4. DL to involve governors in future SEF's. Page 4.	DL
5. DL to pass the SEF onto PO for loading onto GovernorHub. Page 4.	PO
6 .PO to add the leadership judgement area of the SEF focusing on governor involvement to the next S&P agenda. Page 4.	PO
7. MJ/LB/DL to meet with KS-W prior to the next LAB meeting to work out which governor will lead on which priority areas and to ensure the LAB/S&P meetings priorities the correct areas. Page 5.	MJ/LB/DL
8. LB/DL to investigate if a school or schools with similar profiles to Castle and have issues regarding lower year attendance have instigated any policies/procedures to improve attendance. Page 6.	LB/DL
9. DL to investigate if EAL pupils struggle to read in their own language as well as English and could this explain the difference between the Reading 1 and 2 scores. Page 9.	DL
10. DL / LB to give an update on year 6 progress and staffing. Page 12.	DL/LB
11. KS-W/DL/LB to meet to ascertain how the governors will receive updates for the CV-19 catch up fund. 12.	DL/LB/KS-W

12. PO to add CV-19 catch up plan to the next LAB agenda. Page 12.	PO
13. PO to add to the next S&P agenda an item for DL and/or the DSL lead to present information on peer on peer abuse. Page 12.	PO
14. MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed. Page 13.	MJ