

**FINAL Minutes Standards & Performance: Castle**  
**1<sup>st</sup> December 2020 18.00**  
**Meeting held virtually via Microsoft teams**  
**The first 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>Richard Auger</b> (TB Appointed)  <b>Korrin Smith –Whitehouse</b> (TB Appointed)  <b>Bryony Nester</b> (Staff Governor)  <b>Cameron Nixson –Engel</b> (TB Appointed)  <b>Hayley Draper</b> (Co-Opted Governor)</p> <p><b>Katy Russell</b> (Head of School Development EMAT)  <b>Claudia Wade</b> (Chair TB appointed member)  <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>	
2. Apologies.	Apologies received and accepted from <b>Catherine Castillo-Soto</b> (Parent Governor). No apologies received from <b>Lauren Saunders</b> (Co-Opted Governor) and <b>Tabassum Beig</b> (Co-Opted 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.	
5. Minutes from the last meeting.	The minutes of the meeting held on the 6 <sup>th</sup> November 2019 were agreed to be an accurate representation. CW agreed to sign these electronically on GovernorHub.	<b>CW</b>
6. Action Log from the meeting held on the 6 <sup>th</sup> November 2019.	i. PO to contact the three governors who weren't at this meeting to ascertain their opinion regarding new data being presented at a meeting even though it may	

	<p>not have been seen by governors beforehand.  <b>Governors agreed that if required this is preferable to presenting obsolete data.</b></p> <p>ii. LB/DL to keep the governors updated on the latest focus areas from the monitoring cycle. <b>Focus areas have been updated from last year. Done.</b></p> <p>iii. PO to ensure a summary of the EMAT strategy day is added to GovernorHub. <b>Done.</b></p> <p>iv. LB to investigate the dates of future data drops and if required propose different S&amp;P meetings dates. <b>Done.</b></p>	
<p>7. Making governance effective and the governors' action plan.</p>	<p>KS-W updated the board regarding her recent meeting with DL and LB and how useful it was to continue building personal relationships. KS-W highlighted the importance of delegation in regards to the pre-existing Governor action plan. KS-W highlighted the five key school priorities explaining how they work alongside the SEF and are embedded into each team's priority/plan. KS-W gave an example of these in action during a recent meeting with her school lead and urged all governors to do the same when they next meet their school area lead. KS-W pointed out that Ofsted look at delegated leadership during their visits which is a school focus area.</p> <p>KS-W asked if the five priorities should be a standing item on each LAB agenda and should these be covered by DL / LB or a governor or both. MJ thanked KS-W for the work she has done over this and it was agreed the governors will review this plan and contact KS-W or MJ before the meeting and then this to be discussed in detail at the next LAB meeting. PO to add this to the agenda.</p> <p>LB / KS-W want to structure the next LAB agenda around the priorities. This can be reviewed after the next meeting to gain feedback.</p> <ul style="list-style-type: none"> <li>• KPs a standing agenda item.</li> <li>• All governors to be aware of how these translate to areas of responsibility.</li> <li>• Governors to feed back on their area in meetings when appropriate (incl. meetings, training, visits etc.)</li> </ul>	<p>On GovernorHub</p> <p>PO</p>

	<p>KS-W asked if the governors can discuss with their school lead what the 5 priorities (using the school's priorities as a template) should be for their area and bring these to the at the January LAB meeting.</p> <p>A discussion followed about the importance of governor's / school staff presenting at LAB meetings to ensure these are dynamic, meaningful and engaging meetings.</p> <p>The governors thanked KS-W for the work she has done around this and look forward to taking these suggestions on board.</p>	<b>All governors</b>
<p>8. Targets for pupils: are they realistic, SMART and aspirational?</p>	<p>DL went through the Castle Targets 2020-21 explaining the journey the pupils have recently been on during Covid-19 (CV-19). DL explained the meanings of End of prior stage / March 2020 / Autumn 1 2020 FFT 50 / Target 2020-21.</p> <p>DL highlighted;</p> <ul style="list-style-type: none"> <li>• The importance of targets being smart and valued using FFT50 to ensure we are at least in the top 50% of the countries schools when compared to progress. In the past FFT20 has been used but due to CV-19 and looking at data the move to FFT50 is prudent.</li> <li>• These targets will be reviewed to ensure they are smart and individually suited to each pupil. These reviews will take place W.C 7<sup>th</sup> December.</li> <li>• EYFS / Nursery and Reception have initially been set a target from the 2019 national benchmark which was 72%. Year 1 have also initially been given this national benchmark including phonics screen because they didn't complete their EYFS due to CV-19.</li> <li>• Year 1 in March were at 73% reaching GLD and if required targets will be stretched for pupils.</li> <li>• Year 2 will be using FFT.</li> <li>• Year 3 no end of KS1 data to speak of so careful consideration is being given to the appropriate FFT target ensuring it is smart. Challenging teachers is ongoing to ensure they are not overstretching targets. LB pointed out that this year group didn't always engage with</li> </ul>	<b>On GovernorHub</b>

	<p>home learning and is high in mobility so resources have been put in place to support this year.</p> <p><b>A governor asked if CV-19 had a major impact on pupils learning and is their training available to help understand FFT.</b></p> <p>DL/LB advised that some pupils have been more effected by missing school than others. The level of engagement with home learning during lockdown varied greatly. This has meant pockets or pupils have been effected than cohorts.</p> <p>Generally, the older pupils engaged less in home learning than the younger pupils and LB gave some reasons why she thinks this was the case.</p> <p>At the next round of pupil progress meetings, we will be drilling down to individual pupils to ascertain gaps and next steps to accelerate the catch up. LB confirmed that recent data drops show progress since the September return and is confident this will continue with catch up funding being used from January 2021.</p> <p>JC advised that as a trust we are looking at pupils learning journey over the long term with support around wellbeing. JC echoed LB point that some pupils thrived with home learning during lockdown with some picking up new skills.</p> <p>DL pointed out that targets are looking long term. PO to investigate what FFT training is available for governors</p> <p><b>A governor pointed out the benefit of funding being spent on wellbeing.</b></p> <ul style="list-style-type: none"> <li>• Year 5 / 6 engagement levels over lockdown with home learning not always as high as expected.</li> <li>• Year 5 more confident positive progress is available.</li> <li>• Year 6 SAT test with the information we have at present these will go ahead in 2021. Work is ongoing around positive progress evidence for SAT's.</li> </ul> <p>DL reminded the governors that pupil progress meetings are taking place next week when all of these targets will be reviewed.</p>	<p><b>PO</b></p>
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	<p><b>A governor noted that for year 6 there is some progress to be made to get near the targets for Writing, SPAG and particularly Maths.</b></p> <p>DL confirmed that Maths is a focus area with this year group and the data for this cohort regarding mocks is similar to previous years when the gaps were closed.</p> <p><b>The Chair asked if the FFT summary report is shared with governors.</b></p> <p>DL will share this report</p>	<b>DL</b>
<p>9. Achievement: latest results from last year (2019-20)</p> <p>i. Overall</p> <p>ii. LAC</p> <p>iii. PP</p> <p>iv. Boys</p> <p>v. Girls</p> <p>vi. EAL</p> <p>vii. SEND</p> <p>viii. Most able</p> <p>Measured against expected outcomes and targets set last year as well as national data and comparative schools</p>	<p>DL went through the Castle Data Autumn term 1 highlighting:</p> <p><u>EYFS RECEPTION BASELINE CHARACTERISTICS</u></p> <ul style="list-style-type: none"> <li>• High levels of wellbeing. Any pupil identified as medium is being monitored by EYFS staff. Any pupil identified as low has been referred to the inclusion team and this is the same procedure for levels of involvement with SENCO supporting.</li> <li>• Lower levels seen in persistence, making links and reviewing. Planning is adapted to support this.</li> </ul> <p><b>A governor asked for wellbeing and involvement how is this data calculated and is it the same pupils low in wellbeing and engagement.</b></p> <p>DL advised that it is the same pupils and the data is gathered via teacher assessment. These are done within the first few weeks using national descriptors.</p> <p><b>A governor asked if this is enough time to make these assessments.</b></p> <p>DL highlighted that this is a baseline and three weeks is enough time for an initial assessment.</p> <p>LB advised that the intake of reception has changed so this cohort came in on a staggered entry in the second full week of term and full time straight away. Feedback has been positive from both pupils and parents.</p> <p><u>EYFS RECEPTION BASELINE- PRIME AREAS.</u></p> <ul style="list-style-type: none"> <li>• PSED are showing higher levels of self-confidence and physical development.</li> <li>• Communication and language are lower but are at typical for Castle pupils at this stage.</li> </ul>	On GovernorHub

	<p>There is a greater spread of attainment in this area.</p> <p><u>EYFS RECEPTION BASELINE- SPECIFIC AREAS.</u></p> <ul style="list-style-type: none"> <li>• Reading stronger than Writing which is expected. The readers not on track are further behind than the writers not on track which is being reviewed.</li> <li>• Maths, number is stronger than space shapes and measure.</li> <li>• Understanding of the world is lower mainly due to pupils lack of experience before starting school. This is normal for Castle's intake. There are different types of learning, different teaching sequences and activities planned to help with this.</li> <li>• Expressive Art and Design will improve further with pupils having access to resources and experiences.</li> </ul> <p><u>EYFS RECEPTION BASELINE- AGE RELATED.</u></p> <ul style="list-style-type: none"> <li>• The data displayed is relatively typical for a Castle EYFS cohort.</li> <li>• Moving and Handling, Health and Self Care are strong.</li> <li>• Communication, languages, understanding of the world are focus areas.</li> </ul> <p><u>EYFS RECEPTION BASELINE- GOOD LEVEL OF DEVELOPMENT.</u></p> <ul style="list-style-type: none"> <li>• Health and self-care are strong.</li> <li>• Area of concern is that no pupil is on track for exceeding. DL noted that with pupils getting more experience of the Foundation stage expectations is for this data to change. This area will be challenged at the upcoming pupil progress meeting.</li> </ul> <p><b>A governor pointed out that Reading and Writing is low and is this traditionally an issue for the school or exceptional for this cohort.</b></p> <p>DL / LB advised that this is common for Castle with high levels of EAL and low level of pupil experience prior to starting school in these areas.</p>	
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	<p><b>A governor asked how the data for Reading and Writing compares to similar schools with a similar intake.</b></p> <p>LB advised that pupils with prior learning i.e. nursery on the whole make accelerated progress.</p> <p>KR highlighted that for EMAT the average for Reading i. 43.2 (Castle's data in brackets 42.7) and for Reading ii. 42.1 (41). For Writing i 42.7 (43.3) and for Writing ii 42.8 (43.1).</p> <p><b>A governor asked where pupils are on track is this teacher assessed.</b></p> <p>DL advised that this is baseline with the next data drop at the end of this term with a total of six data drops through the year.</p> <p><b>A governor asked if baseline are used how do we know they will be on track.</b></p> <p>DL advised that day to day teaching and assessments are used. The second set of data is crucial to ascertain a pupils' progress, assessment and is similar to a flightpath.</p> <p><b>A governor asked for pupils on a EHCP where do they fall within this data.</b></p> <p>LB advised that during a recent Target Autism visit there may be more pupils who may need EHCP. The current EHCP pupils have their progress tracked against their EHCP.</p> <p><u>YEAR 1.</u></p> <ul style="list-style-type: none"> <li>• Reading attainment affected by the lockdown. Writing and SPAG levels maintained. Maths has improved and was a focus area for pupils returning to school in term 6.</li> <li>• EAL pupils are broadly in line.</li> <li>• PP pupils Maths is a focus.</li> <li>• Phonics baseline 57% on track. 24 pupils scored very low which is being addressed with support and additional provision from the Phonics lead who has release time from class to organise support and training.</li> <li>• 2018-19 40% on track with 77% going onto pass their phonics screening test. Currently we have 50% on track so positive results are expected.</li> </ul>	
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	<p><u>YEAR 2</u></p> <ul style="list-style-type: none"> <li>• Teaching assessments have dipped since March. PP group has been challenged following the data.</li> <li>• EAL broadly in line.</li> <li>• Pupils completed an end of year 2 SAT's paper with more coming out below in Reading than in Maths or SPAG. To assist with this more time is being given to students to practice answering comprehension questions.</li> <li>• Prior Mock data is encouraging compared to 2019.</li> </ul> <p><b>A governor asked in regards to the challenging of the Year 2 PP data what did you do.</b></p> <p>DL advised that measure have been put into place with a focus on planning and interventions in English which are being regularly reviewed by the SENCO for impact with data available on Edukey to demonstrate this.</p> <p><u>YEAR 3</u></p> <ul style="list-style-type: none"> <li>• Across EMAT pupils in Yr3, 4 and 5 took a CV-19 baseline assessment from the Summer paper.</li> <li>• Teaching assessments has been broadly maintained.</li> <li>• EAL broadly in line.</li> <li>• PP outperforming cohort in English.</li> <li>• In line with Maths.</li> <li>• Reading test matches teacher assessment. Maths does not. More practice in answering question will be given to pupils to assist this going forward.</li> </ul> <p><u>YEAR 4</u></p> <ul style="list-style-type: none"> <li>• Attainment dipped in Writing and SPAG from March.</li> <li>• PP in line with Reading for the whole cohort lower in Writing and Maths.</li> <li>• SEN in line.</li> <li>• CV-19 test support teacher assessments although more pupils working below than in other KS2 cohorts.</li> </ul> <p><u>YEAR 5</u></p> <ul style="list-style-type: none"> <li>• Reading, Teachers assessment predicted 47% test result was 66%.</li> <li>• Attainment dipped across the board.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Maths test stronger than the teacher assessment.</li> <li>• Work ongoing to ascertain if the teachers were over cautious and this has been discussed in pupil progress meetings.</li> <li>• Decrease in greater depth.</li> <li>• PP date very similar to non PP.</li> <li>• SEN GD is healthy.</li> <li>• EAL in line.</li> </ul> <p><b>A governor asked why was the teacher cautious with their assessment grades.</b></p> <p>DL advised that it is good to have the test and gave some reasons why the teacher was cautious and what support has been given to rectify this going forward.</p> <p><u>YEAR 6.</u></p> <ul style="list-style-type: none"> <li>• Significant dips in Reading, Maths and GD.</li> <li>• Reading test support the teacher's assessment Reading and SPAG are lower.</li> <li>• This year group took an end of year 6 SAT's test and improvements in the data are expected as seen in previous year groups.</li> <li>• PP are lower in Reading/SPAG and Maths.</li> <li>• EAL in line in most areas and above in Maths.</li> <li>• Previous years attainment. Reading 2019 15% who are on track with an end of year figure of 55%. 2020 there are 26% on track.</li> <li>• Maths is a concern final outcome 2019 was 76% with 22% on track at this point in 2020 we have 16% on track.</li> <li>• Maths lead and phase leader are looking into this data ensuring online working is Maths focussed. KR pointed out that Maths attainment drops have been seen across EMAT. Latest data shows the gap is closing in all year groups for Castle except Year 3.</li> </ul>	
<p>10. Measurement of Standards:</p> <p>i. How is benchmarking and moderating conducted what are plans for this to occur?</p> <p>ii. Have past systems been reliable? How will the school learn from others?</p>	<p><b>The governors asked if DL could highlight how the assessments already discussed are arrived at, benchmarked, moderated and validated.</b></p> <p>i / ii.</p> <p>DL advised that in September baseline assessments were completed which were used to formulate the planning. The results were very useful to help assess pupils learning during lockdown and gaps. Pupil progress meetings have been completed where</p>	

<p>iii. Moderation arrangements.</p> <p>iv. Next AIP visit.</p> <p>v. Governor involvement with AIP team.</p> <p>vi. Update on the plans in place if there are no standard exams in 2021.</p>	<p>assessments were challenged if thought necessary and intervention planned.</p> <p>The assessment cycle used matches other EMAT schools and are pleased how we matched up. As previously highlighted one of the main focus areas is year 6 Maths, especially arithmetic. Historical comparisons are used across year groups.</p> <p>iii. DL highlighted that external moderation is planned focusing on writing standards.</p> <p>DL advised that leaders moderate each other work with phased leaders focusing on standards across year groups which allows us to look horizontally and vertically.</p> <p>iv/v. DL advised that AIP quality assures our work with the last visit shared with the governors. The next visit is due on the 9<sup>th</sup> December.</p> <p>vi. If required teacher assessment will be used.</p>	
<p>11. Annual Safeguarding Report 2019-2020</p>	<p>DL asked if the governors had any questions. RA safeguarding lead highlighted that prior to lockdown he was meeting with the school safeguarding lead monthly and signing the register during these visits. RA confirmed that due to health issues with a family member he has been unable to visit the school since the lockdown started.</p> <p>RA agreed to meet with the school lead via Zoom monthly in the future.</p> <p>LB advised that the single central register is record for Simon Webb's (AIP) visit and will ensure all checks are recorded in the future to help with external scrutiny.</p> <p><b>A governor asked if there are any other reports the governors should be aware of.</b></p> <p>The Chair confirmed that the school lead should be organising this with the lead governor to ensure governors full engagement so governors are not just recipients of the report.</p> <p>MJ advised that Safeguarding training is due to take place virtually in the new year.</p>	<p>On GovernorHub</p> <p>RA</p> <p>LB/DL</p>

	<p><b>The governors noted that the report captures the main points.</b></p> <p><b>RA advised that prior to lockdown the quality of safeguarding operationally was very good and he had no concerns.</b></p>	
12. PP report: impact of spend.	<p>DL advised that the report was compiled by the PP leader with data prior to lockdown.</p> <p><b>A governor noted there is no information for PP comparing against non PP in school and nationally in the report and there is no information about how the money has been spent and its impact.</b></p> <p>LB advised that the PP plan is on the website which includes the impact information.</p> <p>LB advised that comparing PP against non PP is on the main plan and last year's report. Due to no end of year data to compare against last year's plans is still in use.</p> <p>JC highlighted PP is a focus area for EMAT and a new Chair for the PP forum has been installed along with a complete PP review.</p> <p><b>The Chair pointed out that this is an area of intense scrutiny for the foreseeable future and urged governors to view the EEF (Education Endowment Foundation website) for additional information.</b></p>	On GovernorHub
13. Quality of Teaching: Report on the method of assessment; overall view and how staff CPD is linked to AIP priorities.	<p>DL advised that this is monitored through the monitoring cycle. Due to CV-19 and the new EMAT curriculum individual formal judgments are still to be completed. A round of observations has been concluded with AFL and Differentiation coming out as areas to focus on.</p> <p>DL noted that the CPD offer has been adapted in light of the observations and have been discussed during the termly SLTML meeting. This work is already showing benefits.</p>	
14. Covid update and impact on Curriculum provision: Changes made to provision as a result of lost learning Curriculum provision:	<p>DL highlighted that:</p> <ul style="list-style-type: none"> <li>• Online learning has been rolled out and is immediately on the website which is linked to learning missed in the Summer term where appropriate.</li> </ul>	

<p>How do we know that what is in place is effective? Why was it chosen? What are the expected outcomes for pupils? How are parents informed and assisted with helping pupils at home?</p>	<ul style="list-style-type: none"> <li>• Pre assessments are very important and is a focus.</li> <li>• Following observations, training has taken place in staff meetings to ensure planning lessons are precise and deliberate.</li> <li>• EMAT curriculum used from September is very good with support being given to teachers to help this land as smoothly.</li> <li>• AIP completed deep dives and agrees that all subjects need to be imbedded. Work ongoing with subject leaders over an implementation plan.</li> <li>• DL and AIP will review the marking and feedback policy.</li> <li>• Parental involvement is done via website, online learning, joining hands parental workshop (online), Twitter, newsletters and school app.</li> </ul>	
<p>15. Training reminder &amp; Housekeeping i. Data training 7th January 16.00-18.00 via Teams. ii. EMAT Code of conduct 2020, Safeguarding Policy 2020 &amp; Keeping children safe in education (KCSiE). Returns required for DOI &amp; Disqualification forms. iii. Pen portrait</p>	<p>PO to contact all governors advising those still to complete</p> <ul style="list-style-type: none"> <li>• EMAT Code of conduct 2020, Safeguarding Policy 2020 &amp; Keeping children safe in education (KCSiE). Returns required for DOI &amp; Disqualification forms.</li> <li>• Confirm attendance / non attendance for the upcoming training sessions.</li> <li>• Pen portrait.</li> </ul>	<b>PO</b>
<p>16. Attendance. Attendance figures pupils and staff</p>	<p>DL highlighted:</p> <ul style="list-style-type: none"> <li>• On role 411 not including 41 in nursery.</li> <li>• Year group numbers healthy.</li> <li>• Current attendance 96.53%</li> <li>• Year 1 lowest attendance at 94%.</li> <li>• When pupils are self-isolating attendance figures are not affected.</li> </ul> <p><b>The governors thanked DL for the information and felt these figures are very good in the current climate.</b></p>	
<p>17. Policies for review and ratification. i. Anti-bullying policy</p>	<p>LB thanked the governors for having these policies on the agenda and appreciated they are normally added to the full board agenda but these policies have been</p>	On GovernorHub

ii. Attendance policy iii. Curriculum policy iv. Induction policy v. Online safety policy vi. Physical intervention policy vii. PSHE policy	carried over from the Summer and some of these are out of date and need ratifying as soon as possible. LB pointed out that most of these policies have very minor changes.  LB confirmed that there is an overarching documents that relates to CV-19.  <b>The policies were ratified by a majority of 5 for with 1 abstention.</b>	
18. Any other business	<b>The governors had no AOB to raise at this time.</b>	
19. Dates of meetings for the year:	14/01/21 LAB 18:00 11/03/21 S&P 18:00* 15/04/21 LAB 18:00 29/06/21 S&P 18:00* 15/07/21 LAB 18:00  <i>* Due to uncertainty around the dates for next year's data drops the last two S&amp;P dates may be subject to change</i>	Calendar appointments have been sent.

The meeting closed at 20.15

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

### Actions from the virtual meeting for Castle held 01/12/20

Action	Owner
1. CW to electronically sign the 6 <sup>th</sup> November 2019 minutes. Page 2.	CW
2. PO to add to the next LAB agenda governance effectiveness and the governors' action plan. Page 2.	PO
3. 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 3.	All governors
4. PO to ascertain what training is available for FFT and inform the governors. Page 4.	PO
5. DL to share the FFT reports with governors. Page 5.	DL
6. RA to meet with the school lead via Zoom monthly in the future. Page 10.	RA
7. LB / DL to ensure all checks regarding Safeguarding are recorded to help with external scrutiny. Page 10.	LB/DL
8. PO to contact all governors highlighting any missing housekeeping items and to clarify attendance at upcoming training sessions. Page 12.	PO