

**FINAL Minutes Standards & Performance: Castle Academy**  
**17<sup>th</sup> June 2021 18.00**  
**Meeting held virtually via Microsoft teams**  
**The third 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>Zoe McIntyre</b> (Executive Head Teacher Stimpson &amp; Hardingstone academies)  <b>Daniel Lugg</b> (Head of School)  <b>Hayley Draper</b> (Co-Opted Governor)  <b>Claudia Wade</b> (Chair TB appointed member)  <b>Lauren Saunders</b> (Co-Opted Governor)  <b>Catherine Castillo-Soto</b> (Parent Governor)  <b>Cameron Nixson –Engel</b> (TB Appointed) *  <b>Tabassum Beig</b> (Co-Opted Governor)  <b>Adam Chapman</b> (Prospective Governor)  <b>Fiona Wheeler</b> (EMAT Trustee observing)  <b>Joshua Coleman</b> (CEO: EMAT)  <b>Monica Juan</b> (EMAT Compliance / Governance)  <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> <p>LB advised the board of her new role within EMAT and she will be stepping down as Executive Head Teacher at Castle from September with ZM replacing her. The board thanked LB for the update and welcomed ZM.</p>	<p><i>* CN-E joined the meeting at 19.45</i></p>
2. Apologies.	Apologies received and accepted from <b>Bryony Nester (Staff Governor)</b> and <b>Korrin Smith –Whitehouse</b> (TB Appointed).	
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 11th March 2021 was agreed to be an accurate representation.	

<p>6. Action Log from the meeting held on the 11<sup>th</sup> March 2021.</p>	<p>i. CW to meet with Headteachers and Chairs of the LAB to gather feedback regarding the S&amp;P agenda. <b>Done.</b></p> <p>ii. PO to contact all governors to ascertain if they agree the minutes for the 1<sup>st</sup> December 2020 are an accurate representation. <b>Done, governors absent from the meeting agreed they were an accurate representation. CW to sign on GovernorHub.</b></p> <p>iii. 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. <b>Done.</b></p> <p>iv. DL to involve governors in future SEF's. <b>Done and is part of the Governor action plan.</b></p> <p>v. DL to pass the SEF onto PO for loading onto GovernorHub. <b>Done.</b></p> <p>vi. .PO to add the leadership judgement area of the SEF focusing on governor involvement to the next S&amp;P agenda. <b>Done.</b></p> <p>vii. 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&amp;P meetings priorities the correct areas. <b>Done.</b></p> <p>viii. 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. <b>Done and discussion ongoing to improve parental engagement with the lower years.</b></p> <p>ix. 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. <b>Done. DL advised that investigations have taken place and discussions had with the EYFS team and the feedback was that the lack of comprehension is primarily due to lack of experience rather than EAL. After these investigations Castle has signed up to Book Trust who have sent a selection of EYFS appropriate books in a range of different languages and these books can be accessed at school and are being sent home.</b></p> <p>x. DL/LB to give an update on year 6 progress and staffing. <b>DL advised that a teacher has been employed on a long term supply basis and is teaching in year 6 and is being supported by the year 5/6 phase lead.</b></p>	
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	<p><b>A governor asked what is the position for September.</b></p> <p>DL advised that the year 6 team has been bolstered with a year 5 teacher following her class into year 6 and one of Castle’s phase leads who will lead on curriculum next year moving into year 6.</p> <p>xi. KS-W/DL/LB to meet to ascertain how the governors will receive updates for the CV-19 catch up fund. <b>Done.</b></p> <p>xii. PO to add CV-19 catch up plan to the next LAB agenda. <b>Done.</b></p> <p>xiii. PO to add to the next S&amp;P agenda an item for DL and/or the DSL lead to present information on peer on peer abuse. <b>Chair asked for this item to go onto the next LAB agenda.</b></p> <p>xiv. MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed. <b>Ongoing, PO to issue Teams email addresses and passwords to allow governors to access the Smartlog site.</b> Post-meeting note actioned.</p>	<p><b>xiii. PO</b></p>
<p>7. SEF update Consideration of the Leadership judgement area of the SEF focusing on governor Involvement. Requested from last S&amp;P meeting. (see Ofsted Guidance on Leadership and Management evaluation)</p>	<p>LB highlighted the following;</p> <ul style="list-style-type: none"> <li>• The SEF was set at the beginning of the year. The green areas are where the school wants to be and was taken from the Ofsted criteria primarily focusing on good or outstanding and analysing where the school finished last year. Most of the leadership and management area has been taken from the outstanding criteria.</li> <li>• The “We need to check this out by” column shows where the evidence is collected from.</li> <li>• The “We are currently seeing” column is where the school currently is.</li> <li>• The “In order to improve further we need to” column is the next steps and what has been worked on during the year.</li> <li>• On Monday 21<sup>st</sup> of June LB/ZM and Simon Webb (AIP) will complete a learning walk in the morning and in the afternoon the SLT will review the information gathered from the morning and start to fill in the final column.</li> </ul> <p><b>A governor noted that the Ofsted handbook states that “to provide confident, strategic leadership, and to create robust accountability, oversight and</b></p>	<p><i>Reports on GovernorHub</i></p>

	<p><b>assurance for educational and financial performance". And asked if the SEF will cover this point.</b></p> <p>LB advised it will once the final column is completed with evidence from the work being done on the 21<sup>st</sup> of June. Beneath the SEF the SLT are currently working with an AIP to produce an Ofsted ready grab file with all of the evidence to show the statements have been met.</p> <p>LB offered to share this grab file once completed with the board.</p> <p><b>The governors thanked LB for the offer and would like to see the file once completed.</b></p> <p><b>KS-W LAB Chair prior to the meeting advised that the governor action plan incorporates the SEF and will be discussed at the next LAB.</b></p> <p><b>A governor asked if there can be some Ofsted training arranged for governors.</b></p> <p>MJ advised that training is planned for the schools in the Ofsted window along with the skills audit that has been shared with the LAB Chairs. <i>Post meeting note governor Ofsted training took place on the 7<sup>th</sup> of July. With more sessions planned in September.</i></p> <p>LB advised that in her new role she is developing the EMAT training hub with additional Ofsted training a priority.</p> <p><b>A governor asked if Castle is in the Ofsted window from September.</b></p> <p>LB advised it is and would expect a visit between September and December.</p> <p>JC reminded governors there is training available on the NGA website and discussed the support/advice governors would get during an Ofsted visit from EMAT.</p> <p>FW noted that she has gone through an Ofsted visit from a governor perspective and offered to hold training sessions to pass on her experience to existing governors.</p> <p>LB/FW agreed to arrange this.</p>	<p><b>LB/DL/ZM</b></p> <p><b>FW/LB</b></p>
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	<p><b>A governor asked if Castle has access to the Key support site which has additional support and guidance around Ofsted.</b> DL advised it does and will pass the login information to governors.</p> <p><b>CW encouraged the governors to understand the importance of explaining to Ofsted what difference/impact has been made.</b></p>	DL
<p>8. i. To receive and raise questions on the Attainment and Progress report including an update on Year 6 staffing (requested from the last S&amp;P meeting)</p> <p>ii. To consider the format and subject area for the Exception Report for next S&amp;P (Autumn Term)</p>	<p><b>i.</b> DL highlighted the following from the Contextual Information and Attendance Summer 1 2020-2021 report; <u>Contextual Information.</u></p> <ul style="list-style-type: none"> <li>Currently, 48 children enrolled in the 52 place Nursery which is an increase of 5 since the last S&amp;P meeting.</li> </ul> <p><u>Phonics.</u> Year 1 and Year 2 overview of pupils at the national expected phonics standard. Year 1.</p> <ul style="list-style-type: none"> <li>13 children scored in the 0-10 band and risk not passing PSC without intervention.</li> </ul> <p><b>A governor asked for more information regarding the intervention planned for these children.</b> DL advised that the school will ensure they are supported with daily phonics intervention and daily 1:1 reading. In previous years these types of interventions have worked and DL noted that he is confident by December they would have caught up. LB noted that this year group has had more closures than any other along with missing some of their reception year.</p> <p><b>A governor asked when will you have data to ascertain if these interventions are working.</b> DL advised that the next Phonics screening test is next week and will be presented at the first S&amp;P meeting of 2021-22. PO to add to the next S&amp;P agenda. <i>Post meeting note actioned.</i></p> <ul style="list-style-type: none"> <li>15 children scored in the 21-31 band and should convert to pass PSC by the time of the official check. With the 13 children highlighted above, this would give a pass mark of 78%</li> </ul>	

	<p>which is lower than December's mark of 85%. Work is ongoing to support the 13 children.</p> <ul style="list-style-type: none"> <li>Boys significantly outperforming girls in PSC. Year 1 cohort remain the lowest attendees and highest persistent absentees. Phase leader is creating a parental engagement action plan to address this, particularly in Year 2.</li> <li>6 out of 12 PP children scored in the highest band (32-40). 4 PP children scored in the lowest band (0-10), 3 of which are SEND boys.</li> </ul> <p><b>A governor asked why the year 1 SEN information is blank.</b></p> <p>DL advised that there are 7 SEN pupils in year 1 with three not passing and apologised that the data didn't pull through onto the report.</p> <p>Year 2.</p> <ul style="list-style-type: none"> <li>49 children passed PSC- this is 2 more than the December check.</li> <li>The pass percentage has remained static due to 2 NTC children starting in the Spring term.</li> <li>The 3 SEND children who did not achieve the expected standard were all boys.</li> </ul> <p>Next steps.</p> <ul style="list-style-type: none"> <li>Ensure children who did not pass the screening check are supported with daily phonics intervention and daily 1:1 reading</li> <li>Phonics leader to ensure that Ruth Miskin Training Hub is fully utilised to maintain current and up to date knowledge throughout the team, including new members</li> </ul> <p><u>Arithmetic.</u></p> <p>Overview of Arithmetic Results in 2020-21. Key data observations.</p> <ul style="list-style-type: none"> <li>Results are lower in Summer 1 compared to the Autumn term because pupils are now answering questions on the current year group objectives. Due to time missed in school during the previous academic year, the questions in Autumn were focused on the objectives from that previous year group.</li> <li>Results in Year 4 are higher than in other year groups. Both classes made good progress from</li> </ul>	
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	<p>the baseline assessment in September (Autumn 1).</p> <ul style="list-style-type: none"> <li>• There is a discrepancy between the 2 classes in Year 2 where one is above the EMAT average and the other below. This discrepancy is being investigated as a matter of urgency.</li> <li>• Results in Year 3 are a concern. In Autumn 2 pupils were able to correctly answer just over 50% of questions on objectives from the previous year group. This data is being investigated as a matter of urgency.</li> </ul> <p>Overview of Arithmetic Results in 2020-21. Next steps.</p> <ul style="list-style-type: none"> <li>• Maths leader to meet with year groups to support analysis of data</li> <li>• Maths staff training session: using manipulatives to support Maths teaching and learning; breaking analysis down to plan effective Maths Talk and further teaching opportunities; retrieval practice</li> <li>• Following Maths review with Katy Russell (EMAT Head of Standards and Performance), ensure teachers are appropriately using NCETM Prioritisation materials to prepare children for next year</li> <li>• Broker support from Fran Watson (Maths consultant) to work with year groups to plan sequences of learning that address arithmetic gaps logically</li> <li>• Year 2 phase leader to support Y2 NQT in their new role</li> <li>• Maths leader to monitor Maths provision in sets, particularly focusing on Y3.</li> <li>• Years 3 and 4 are being taught in sets in the summer term due to employment of an unqualified teacher.</li> </ul> <p><u>NTS Assessments Years 1/3/4/5 2020-2021.</u></p> <p>Year 1. Test completed in December and April</p> <p>Reading Key data observations:</p> <ul style="list-style-type: none"> <li>• Expected+: Autumn 55%; Spring 53%.</li> <li>• 8% increase in GD from Autumn to Spring. Any pupil who drops back is picked up during pupil progress meetings and what support is required.</li> </ul>	
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	<p>Maths key data observations:</p> <ul style="list-style-type: none"> <li>• Expected+: Autumn 67%; Spring 71%</li> <li>• 6% decrease in GD from Autumn to Spring. This reflects national data.</li> </ul> <p>Year 1 NTS Assessment attainment –Vulnerable groups.</p> <p>Maths.</p> <ul style="list-style-type: none"> <li>• Girls performed in line with boys and achieved significantly higher than in Reading.</li> <li>• White British group achieved lower than all other groups apart from SEN.</li> </ul> <p>Reading.</p> <ul style="list-style-type: none"> <li>• Achievement of girls in Reading is significantly lower compared to boys.</li> <li>• PP achievement is lower than Maths.</li> </ul> <p>Next steps all of the next will be reviewed at the 5<sup>th</sup> of July pupils progress meeting.</p> <ul style="list-style-type: none"> <li>• Identify those families where parental engagement is lowest. Make increased contact with these families to update them on their child’s progress and support them in helping their children at home. Prepare the next year group team as to how they should proceed regarding increasing engagement levels.</li> <li>• PP leader to work with Year 1 teachers to understand the individual needs of children in the PP group and action plan support</li> </ul> <p><b>A governor asked if there is data available for the PP pupils who don’t have co vulnerabilities are some of the abler pupils.</b></p> <p>DL will investigate and report back at the next S&amp;P meeting.</p> <p><b>A governor asked if the planned movement of teachers within the younger year groups will add strength to this area.</b></p> <p>DL advised that the planned staff changes have been done taking into account the strong year the teacher has had and they are early years’ specialists. The plans allow for the staff to have more of a whole school impact and help develop their career.</p>	DL
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	<p><b>A governor asked if low parental engagement could be an early indicator of future safeguarding concerns.</b></p> <p>DL advised that he doesn't have the data available but any family not engaging are fully supported by the inclusions team and reiterated that no contact has been lost with pupils/parents during CV-19.</p> <p><b>CC-S safeguarding lead agreed with DL comments.</b></p> <p>Year 4 Attainment.</p> <p>Reading.</p> <ul style="list-style-type: none"> <li>• 15% decrease in GD from Autumn to Spring. Pupils have been targeted through wave 1 intervention and CV-19 catch up plan.</li> </ul> <p><b>A governor asked when will we know if the interventions etc. are making an impact.</b></p> <p>DL advised that the next round of assessments is taking place at the end of the month with the next pupil progress meeting on the 5<sup>th</sup> of July. Data will be shared at the second S&amp;P meeting of 2021-22. PO to add to the agenda.</p> <p>Year 5 Attainment.</p> <ul style="list-style-type: none"> <li>• Encouraging data picture for next year's SATs.</li> </ul> <p><u>No More Marking Writing Assessments 2020-2021.</u></p> <p>Year 2 overview.</p> <p>Scaled score.</p> <ul style="list-style-type: none"> <li>• The average scaled score of our pupils (446) is below the national average scaled score (473).</li> </ul> <p>Writing age.</p> <ul style="list-style-type: none"> <li>• The average writing age of our pupils (6 years 11 months) is below the national average writing age (7 years 7 months).</li> </ul> <p><b>A governor noted that this is quite a gap to catch up and asked what strategies are in place to achieve this.</b></p> <p>DL advised the strategies include the introduction of further opportunities for children to write (14/05/21-double page spreads introduced to develop independence) and the introduction of the Writing Recovery Programme across Year 2, including adapting as part of the lesson.</p>	<p>PO</p>
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	<p>Next steps.</p> <ul style="list-style-type: none"> <li>• Whole school. Continue to reduce the amount of workbooks to build on children’s creativity and independence.</li> <li>• English leader to support Y2 teachers with writing judgements through moderation.</li> </ul> <p>Gender overview.</p> <p>Scaled score.</p> <ul style="list-style-type: none"> <li>• The average scaled score of our boys (421) is below the national average scaled score for boys (460).</li> <li>• The average scaled score for our girls (475) is just below the national average scaled score for girls (486).</li> </ul> <p>Next steps.</p> <ul style="list-style-type: none"> <li>• Review choices of texts and other stimuli in the Y2 English curriculum in order to ensure increased engagement of boys.</li> <li>• Track and monitor targeted boys, particularly those targeted Expected who attained Working Towards in NMM task.</li> </ul> <p>Pupil Premium.</p> <p>Scaled score.</p> <ul style="list-style-type: none"> <li>• The average scaled score of our pupil premium pupils (426) is below the national average scaled score for pupil premium (450).</li> </ul> <p><b>A governor noted that all of the PP pupils in this year are boys and asked if there is more detail if they are disadvantaged but not SEND/EAL and could perform at GD.</b></p> <p>DL advised that 2 of the 9 are EAL, 1 is SEND and 4 are white British and one wasn’t here for the assessment. DL noted that he will review future presentations to highlight this in more detail.</p> <p><b>A governor asked if any of the PP pupils had better evidence in their books that may show they performed poorly on this assessment only, or is this a consistent trend in their writing.</b></p> <p>DL advised that national assessments gather evidence over the course of the year. The moderation meeting last week was to deep dive into the data and it</p>	DL
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	<p>indicated that some PP pupils who showed working towards in the recent assessment have evidence showing working at.</p> <p>Writing progress. Scaled Score.</p> <ul style="list-style-type: none"> <li>Between Year 1 and Year 2, our pupils closed the gap to the national average scaled score. The gap in Year 1 was 36 and by Year 2 it had reduced to 24.</li> </ul> <p>Next steps.</p> <ul style="list-style-type: none"> <li>Focus of future pupil progress meetings are to be around how teachers are ensuring the attainment gap is closing at an accelerated rate.</li> </ul> <p>Year 6 overview. Scaled Score</p> <ul style="list-style-type: none"> <li>The average scaled score of our pupils (530) is just below the national average scaled score (541).</li> </ul> <p>Grade frequencies.</p> <ul style="list-style-type: none"> <li>78% of pupils are working at the expected standard compared to 78% nationally.</li> <li>6% of pupils are working at the greater depth standard compared to 21% nationally.</li> </ul> <p>Next steps.</p> <ul style="list-style-type: none"> <li>Year 6 teachers and English the leader to analyse scripts in order to gain clarity of specific needs of the cohort in order to prepare them for Year 7.</li> <li>Identify children to be targeted for Greater Depth and plan opportunities for children to demonstrate GD objectives in writing.</li> </ul> <p>Gender overview. Scaled score.</p> <ul style="list-style-type: none"> <li>The average scaled score of our boys (519) is below the national average scaled score for boys (532).</li> <li>The average scaled score for our girls (545) is just below the national average scaled score for girls (550).</li> </ul>	
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	<p>LB highlighted that boys writing was a school priority for this academic year and that we haven't been able to make the progress on this as we would have liked due to disrupted learning Writing was the hardest area to make progress on remotely. This is accounted for in the CV-19 catch up.</p> <p>JC noted that the acceleration from year 2 onwards across the school was positive.</p> <p>Grade frequencies.</p> <ul style="list-style-type: none"> <li>• 65% of our boys are working at the expected standard compared to 70% of boys nationally.</li> <li>• 96% of our girls are working at the expected standard compared to 86% of girls nationally.</li> </ul> <p>Next steps.</p> <ul style="list-style-type: none"> <li>• Planning focus on Greater Depth objectives for targeted girls.</li> <li>• English leader (Year 6 teacher) to investigate specific needs of boys through analysis of scripts.</li> <li>• Track and monitor targeted boys, particularly those targeted Expected who attained Working Towards in NMM task.</li> </ul> <p>Pupil Premium.</p> <p>Scaled score.</p> <ul style="list-style-type: none"> <li>• The average scaled score of our pupil premium pupils (526) is slightly below the national average scaled score for pupil premium (530).</li> </ul> <p>Grade frequencies.</p> <ul style="list-style-type: none"> <li>• 80% of our pupil premium pupils are working at the expected standard compared to 67% nationally.</li> </ul> <p>Next steps.</p> <ul style="list-style-type: none"> <li>• Planning focus on Greater Depth objectives for targeted PP children.</li> </ul> <p>Writing progress.</p> <p>Scaled score.</p> <ul style="list-style-type: none"> <li>• Between Year 4 and 5, pupils closed the gap to the national average scaled score. The gap in Year 4 was 28 and by Year 5 the cohort had scored 5 above the national average.</li> </ul>	
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	<p>Next steps.</p> <ul style="list-style-type: none"> <li>English leader to monitor each cohort long term against national trends as highlighted in NMM with this knowledge forming part of pupil progress meetings.</li> </ul> <p><b>The governors encouraged DL to investigate why the progress seen between January 2019 – November 2019 wasn't continued and report back.</b></p> <p><b>The governors thanked DL for the detail in the report and welcomed the use of Venn diagrams.</b></p> <p><u>ii.</u> CW advised that for future S&amp;P meetings she would like an additional report which would focus on a small number of priority areas enabling the board to scrutinise these in more detail. The reports would only need to be short in nature giving a brief update. The report is from the DFE who have encouraged its use.</p> <p>The data from today's report suggests boys writing, Phonics and Arithmetic could be one of these focus areas.</p> <p>CW asked governors for their views on focus areas. <b>A discussion followed and the governors wanted boys writing to be a focus area for a report at the next S&amp;P meeting.</b></p> <p>PO to add boys writing to the next agenda. <i>Post meeting note, actioned.</i></p> <p>JC asked if subject leaders for Maths and English can report back highlighting what work is being done to close the gaps.</p> <p>LB advised that she will arrange reports from the subject leaders. PO to add to the second S&amp;P meeting agenda for 2021-22</p> <p><b>The governors were concerned this would add an additional level of work for the SLT and for governors to read additional information.</b></p> <p>CW thanked the governors for the feedback and will speak to KR data lead at EMAT to discuss in more detail before the next S&amp;P meeting. <i>Post meeting note actioned on the 20<sup>th</sup> of July.</i></p> <p><b>CC-S offered to assist CW from a governor's perspective if required.</b></p>	<p>DL</p> <p>PO</p>
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<p>9. i. To Update the LAB on the impact of Catch up funding</p> <p>ii. To Update/ report external PP review (Feedback from PP review)</p>	<p>i. CW/DL highlighted that the impact will be added by the end of July once more detail is known.</p> <p>DL gave an update on the planned use of external tutors noting that originally tutors were due to start on the 17<sup>th</sup> of May but due to the contractor not having enough tutors this was delayed. DL has gone to EMAT asking for the funding to be pushed back and made available for the Autumn term.</p> <p>An experienced teacher for year 6 has been planned to support for 3 days a week over the next 4 weeks from the CV-19 fund.</p> <p>The governors asked if the CV-19 catch up funding can be added to the second S&amp;P of 2021-22 for a more detailed discussion focusing on impact. PO to add to the agenda.</p> <p>ii. DL highlighted the following from the PP update report;</p> <ul style="list-style-type: none"> <li>• Daniel Sobel assisted KC with this report.</li> <li>• Each area on the report had a rating out of 6 given to it.</li> <li>• DS was complimentary over the PP provision.</li> </ul> <p><b>A governor asked if there is another report with evidence.</b></p> <p>DL advised that more information is being collated which will include evidence.</p> <p><b>A governor asked why governance was only a two and are there areas where the governors are not participating in.</b></p> <p>DL advised that his understanding is that it was partly due to the limited number of PP meetings the PP lead governor and KC have had.</p> <p>HD, PP lead governor advised DL that she has had several meetings with KC and after the last one asked to see the PP report but it wasn't sent to her despite chasing with emails. DL thanked HD for the feedback and will speak to KC.</p> <p><b>The governors requested that any such reports are shared with the lead governor prior to being presented at a board meeting.</b></p> <p><b>The governors pointed out that at several governor meetings PP had been on the agenda but the</b></p>	<p style="text-align: center;">PO</p> <p style="text-align: center;">DL/ZM</p>
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	<p><b>information required from the school that wasn't always presented.</b></p> <p>LB highlighted that this report was completed late February early March 2021 and apologised for the delay and ensured this won't happen again.</p> <p><b>The governors noted their concerns about the lack of external PP data/information presented at board meetings.</b></p> <p>LB thanked the governors for the feedback and advised this is a focus area in her new role and will be rectified.</p>	
10. To receive Feedback from AIP visits.	<p>CW highlighted the recent AIP EYFS visit report and asked for another report to be done in the Spring/Summer term due to the new EYFS lead in position from September to help measure impact and progress. PO to add to the agenda.</p> <p>MJ advised that once the transition to Teams is complete all AIP visits reports will be added to Teams and governors will receive notification. The expectation is for governors to read these reports.</p>	<p><i>On GovernorHub</i></p> <p><b>AIP/PO</b></p>
<p>11. i. Governor to supply an update regarding their lead areas inc any visits. Requested from last S&amp;P and not completed due to limited visit from the April LAB</p> <p>i. RSE Lead. LS</p> <p>ii. Safeguarding. Lead. CC-S</p> <p>iii. SEND Lead. KS-W</p> <p>ii. To consider Priority governor job description</p>	<p>CC-S highlighted that she has completed two monitoring visits. The first visit took place on the 18<sup>th</sup> of March and was an introductory visit and on the 29<sup>th</sup> of April to review the signal central register.</p> <p>CC-S advised that she has an end of year visit planned with DL.</p> <p>CC-S highlighted her wish for additional training on safeguarding. MJ advised that smart log will be used to train governors in specific areas with safeguarding being a priority.</p> <p>LS advised that she met with FS prior to Christmas and is trying to plan another visit before the end of the summer term</p> <p>ii. MJ advised that from September governors will be allocated to link governor roles that align to the schools AIP. These will be in addition to the priority lead areas i.e. safeguarding which will continue. There will be an induction training session for link governor roles in the new academic year.</p>	<p><i>On GovernorHub</i></p>
12. Whole school priorities for next year.	DL noted that over the course of the meeting priority areas have been discussed. The SEF is being reviewed	



	<p>on Monday 21<sup>st</sup> and asked if governors were happy for the proposed priorities to be presented to the board at the first LAB meeting of 2021-22 for discussion. PO to add to the agenda.</p> <p><b>The governors agreed to this course of action and noted the focus areas from this meeting are Phonics, EYFS, Boys Writing, Anathematic.</b></p>	PO
13. Any other business	<p>LB noted that Castle has recently been awarded the Quality mark for mental health and wellbeing.</p> <p>PO advised that further information regarding the transition to Teams will start over the coming weeks as EMAT start to move away from GovernorHub. <i>Post meeting note actioned on the 19<sup>th</sup> of July.</i></p> <p>MJ noted that one of the primary reasons for the Teams transition concerns GDPR compliance.</p> <p>CC-S asked the governors to send her a pen portrait by the 5<sup>th</sup> of July to go into the end of year newsletter. <i>Post meeting note actioned.</i></p> <p>LB advised that the school is having an end of year carnival and all were invited.</p> <p>PO asked AC if he wanted to continue as a governor. AC confirmed he does.</p> <p><b>AC left the meeting and the governors unanimously voted AC onto the board.</b></p>	
14. Dates of meetings for the year:	05/07/21 LAB 18:00	Calendar appointments have been sent.

The meeting closed at 20.12

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

### Actions from the virtual meeting for Castle held 17/06/21

Action	Owner
1. PO to add to the next LAB agenda an item for DL and/or the DSL lead to present information on peer on peer abuse. Page 3.	PO
2. LB/DL/ZM to share the Ofsted ready grab file with the governors. Page 4.	LB/DL/ZM
3. FW/LB to arrange training sessions with governors to pass on their experience of Ofsted visits. Page 4.	FW/LB
4. DL to pass on the Key log in information to governors. Page 4.	DL
5. 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. Page 8.	DL
6. PO to add year 4 Reading to the second S&P agenda for DL to advised if the interventions are making an impact. Page 9.	PO
7. DL to update future presentations so they show if PP pupils are disadvantaged but not SEND/EAL and could perform at GD. Page 10.	DL

8. 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. Page 13.	DL
9. 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. 13.	PO
10. PO to add CV-19 catch up plan to the second S&P agenda of 2021-11. Page 14.	PO
11. DL/ZM to ensure all relevant school reports are shared with the specific lead governor before sharing at a governors meeting. Page 15.	DL/ZM
12. AIPs to complete an EYFS visit report during the Spring/Summer term and shared with the board. Page 15.	AIP/ PO
13. PO to add to the first LAB agenda for DL to present the SEF with proposed priorities. Page 16.	PO