

**FINAL Minutes Local Advisory Board: Castle Academy**  
**15<sup>th</sup> April 2021 18.00**  
**Meeting held virtually via Microsoft teams**  
**The third LAB 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                            |
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| 1. Present.                  | <p><b>Lorna Beard</b> (Executive Head Teacher)<br/> <b>Daniel Lugg</b> (Head of School)<br/> <b>Catherine Castillo-Soto</b> (Parent Governor)<br/> <b>Korrin Smith –Whitehouse</b> (TB Appointed / Chair)<br/> <b>Hayley Draper</b> (Co-Opted Governor)<br/> <b>Lauren Saunders</b> (Co-Opted Governor)<br/> <b>Monica Juan</b> (EMAT Compliance / Governance)<br/> <b>Joshua Coleman</b> (CEO: EMAT)<br/> <b>Katy Russell</b> (EMAT Head of School Development)<br/> <b>Paul Osborne</b> (Clerk – Minutes)</p> <p>Introductions were made. KS-W 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>MJ left at 20.00</p> <p>KR left at 18.30</p> |
| 2. Apologies.                | <p>Apologies received and accepted from <b>Cameron Nixson-Engel</b> (TB Appointed). No apologies received from <b>Tabassum Beig</b> (Co-Opted Governor)<br/> <b>Bryony Nester</b> (Staff Governor) is on maternity leave.</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.   |   |

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| 5. Minutes from the last meeting 14th January   | The minutes of the meeting held on the 14 <sup>th</sup> January 2021 were agreed to be an accurate representation. KS-W to sign these electronically on GovernorHub.   | KS-W |
| 6. Action Log from the meeting held on the 23 <sup>rd</sup> of September 2020.                                    | <p>i. KS-W to electronically sign the 23<sup>rd</sup> September minutes. <b>Done.</b></p> <p>ii. PO to add to the next S&amp;P agenda an update regarding remote learning and quality, regularity of teacher feedback. <b>Done.</b></p> <p>iii. PO to add to the next LAB agenda KR to update regarding the trust wide curriculum. <b>Done.</b></p> <p>iv. PO to add to the next LAB agenda an update regarding Castle's SDP. <b>Done.</b></p> <p>v. PO to add Reading strategy to the next LAB agenda. <b>Done.</b></p> <p>vi. PO to add to the next LAB agenda an update regarding the English and Reading leads. <b>Done.</b></p> <p>vii. LB to report back if PA pupils are engaging with remote learning. <b>Engagement varied over lockdown. All PA pupils have returned to school since the 8<sup>th</sup> March full reopening. DL advised that this was covered at the last S&amp;P meeting. Done.</b></p> <p>viii. PO to add to the next LAB agenda Teaching of Reading. <b>Done.</b></p> <p>ix. PO to add Castle's 5 key priorities update to the governor discuss agenda item. <b>Done.</b></p> <p>x. PO to add to the next agenda governors to update the board regarding school visits and their lead areas including 5 priorities. <b>Done.</b></p> |      |
| 7. East Midlands Academy Trust Curriculum Development. (CD). Katy Russell to answer questions regarding the (CD). | <p>KR highlighted the following;</p> <ul style="list-style-type: none"> <li>The CD has been in development for a while. Each school has subject leaders and from April 2020 onwards meetings have taken place to</li> </ul>  |      |

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|  | <p>use their expertise to further develop the subject areas.</p> <ul style="list-style-type: none"> <li>• The work with the subject leaders led to the curriculum maps and the key areas within the CD.</li> <li>• The CD is a work in progress and is under constant review to ensure its fit for purpose. Changes will be made when required.</li> </ul> <p><b>A governor asked for the teaching of RE, what coverage of "no faith" is there in the spirit of all faiths and none.</b></p> <p>KR advised that the approach to the RE curriculum which is based on the Northants SACRE is that a unit is covered per term. This usually consists of a particular faith being a focus in each term this is primarily Christianity and Judaism. Within each unit, there is the opportunity for teachers to explore other faiths/beliefs. In year 6 a more overarching approach is adopted which allows for pupils to consider all faiths and those with no faiths.</p> <p>LB highlighted the link between the RSE curriculum and the Jigsaw resource which helps educate pupils that everybody is entitled to their own beliefs.</p> <p><b>A governor noted that it is good to see some non-European history and civil rights included in the History planning. Will the EMAT go further across all topics to present a balanced view such as slavery and empire?</b></p> <p>KR/DL noted that at the drafting stage for the History curriculum advice was taken from the National Curriculum which helped us focus the learning.</p> |  |
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|  | <p>Predominantly in primary schools, the focus is on pre-1066 in secondary schools it's post-1066 to modern day. There is though flexibility with this and recently focus has been given to civil rights in primary schools. As with the whole CD, it's always under review and can be adapted.</p> <p>DL advised that he wrote the civil rights unit in the summer so it's in its first year. Feedback will be sought from teachers and this will be taken on board for future developments /amendments.</p> <p>KR highlighted that the history curriculum Map KS1 overview includes potentially less well known figures i.e. Mary Seacole and Mary Anning. The inclusion of these figures expands the knowledge of pupils and allows them to find out why they aren't as well-known as some of their contemporaries.</p> <p><b>A governor asked in history is there scope for pupils from different cultures that aren't covered to complete self-led learning.</b></p> <p>KR advised that the CD allows time for this if required and schools could complete a project week.</p> <p><b>A governor asked how has the CD landed with staff and how were the changes from previous versions managed.</b></p> <p>DL advised that the CD landed very well with staff and they found it supportive and helpful. The CD gives teachers lots of ideas on how to adapt it for pupils although work is ongoing via the Teaching and Learning lead to increase all teacher's readiness to do this.</p> |  |
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|   | <p><b>A governor asked for more information regarding the selection of text in the English curriculum.</b><br/>KR advised that there is an English working party who work with EMAT's external English consultant who develops text maps for each year group. The teachers then choose the most appropriate version for pupils. The next steps include each school articulating their own reading vine to show which text they are studying and why this was chosen.</p> <p><b>A governor asked for high-end learners has any thought gone into metacognition.</b><br/>KR advised that there is always the potential for this although it may not be specifically written in the CD. Schools will take different approaches to their pedagogy and how they implement their approaches. DL highlighted that adaptation of the CD is crucial and teachers knowing what type of metacognition would work with the pupils in their class.</p> <p><b>The governors asked if for History / Metacognition and Diversity a curriculum review can be added to the agenda for the second LAB meeting of 2021/22.</b></p> <p><b>The governors thanked KR for the work she and her teams have done regarding the CD.</b></p> <p>KR left the meeting at 18.30</p> | PO                           |
| <p>8. Head of schools report to include:</p> <p>i. Staffing and Organisation<br/>ii. Quality of Education<br/>a. Curriculum b. Adjustments made to support wellbeing c.</p> | <p>DL highlighted the following;</p> <p><u>i. Staffing and Organisation.</u></p> <ul style="list-style-type: none"> <li>• Update given regarding Maternity cover, NQT, leavers, teacher movements, subject</li> </ul>  | <i>Report on GovernorHub</i> |

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| <p>Teaching and Learning d. Early Years Foundation Stage e. SEND / EAL / Disadvantaged</p> <p>iii. Behaviour and Attitudes</p> <p>iv. Personal Development</p> <p>v. Leadership and Management</p> <p>vi. Safeguarding</p> <p>vii. Governors</p> <p>viii. Reading Strategy</p> | <p>leads changes and the reason for these changes.</p> <ul style="list-style-type: none"> <li>• Two members of staff from the inclusion team have returned to school after shielding.</li> <li>• The number of DSL has increased and all SLT are trained DDSLs.</li> <li>• The breakfast club has reopened.</li> <li>• Staff absence is good although medical appointments was a reason for some absences'. Staff have been reminded of the expectations regarding the booking of medical appointments.</li> <li>• HR concerns explained including the support given and potential next steps.</li> </ul> <p><b>A governor asked how has the fixed term Y6 teacher settled into school.</b></p> <p>DL noted that they have settled in very well especially as they started mid-year. The pupils are responding positively.</p> <p><u>ii. A. Quality of Education Curriculum.</u></p> <ul style="list-style-type: none"> <li>• English, Maths, Science, RE, Computing, History and Geography have been reviewed with support of the AIP with subject leaders- strengths and development opportunities in each subject identified.</li> </ul> <p>External English consultant working with the staff to help adapt planning for each year group.</p> <p>Focus areas;</p> <p>Maths.</p> <p>1. Develop vocabulary through talk partners, games.</p> |  |
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|  | <p>2. Reasoning. Teaching and Learning lead is also the Maths lead and they are receiving support/training from KR.</p> <p>Science<br/>Intent so development is evidenced.</p> <p>RE<br/>Working on more opportunities to show produce high-quality writing.</p> <p>Art.<br/>Feedback from Simon Webb was to provide staff with examples of exemplar artefacts. This will enable pupils to see what greater depth work looks like. Castle has a visiting artist and we will use his expertise to help produce the exemplar artifacts</p> <ul style="list-style-type: none"> <li>• Subject leaders received CPD regarding conversations around sequencing; following this the subject leaders met with all year group teams and can articulate where lost learning has happened in their subject and how teachers are ensuring that objectives will be taught by July.</li> <li>• The next steps include joining hands workshops to continue online.</li> </ul> <p><u>B. Quality of Education. Adjustments made to support wellbeing.</u></p> <ul style="list-style-type: none"> <li>• Mental Health and Wellbeing and social interaction main focus of children’s 3-week induction into school pre-Easter holidays.</li> <li>• Pupils returned in March very well.</li> <li>• Parent questionnaire regarding safeguarding</li> </ul> |  |
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|  | <p>collected views on children's wellbeing. Highlights are;<br/>Castle Academy is a safe place<br/>96% strongly agree.<br/>My child feels safe at school<br/>96% strongly agree.<br/>My child's journey to school is safe 91% strongly agree. There was a comment regarding the safety of the public road outside of school. Action was taken with the local PCSO contacted and they visited the school to view and deal with the illegal parking. The situation has subsequently approved.</p> <ul style="list-style-type: none"> <li>• Child questionnaire regarding safeguarding collected views on children's wellbeing. Highlights are;<br/>86% of pupils always feel happy at Castle Academy.<br/>91% of pupils feel safe at Castle Academy.<br/>87% of pupils stated that Castle Academy staff always/ mostly look after me. From the feedback received, work is ongoing to improve the playtime provision.<br/>Castle Academy looks after me when I am ill or injured. 99% of pupils stated that they always/mostly agree.</li> </ul> <p><b>The governors noted how reassuring that 91% of pupils feel safe and this is a credit to the school.</b></p> <ul style="list-style-type: none"> <li>• MH Leader and SENCO completed Place2Be Mental Health Foundation Course and TAMHS Emotional.</li> </ul> |  |
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|  | <p><b>JC asked if the core parts of the curriculum Ofsted noted they would still expect schools to teach are in place.</b><br/>LB/DL advised they are and the key messages pupils will need have been taught. KR and the subject leaders have been involved with this work.</p> <p><u>C. Teaching and Learning.</u></p> <ul style="list-style-type: none"> <li>• Catch Up teacher role has been reassigned to a member of the Senior Leadership Team and is working with Data Leader to identify groups to provide targeted teaching.</li> <li>• Investigations revealed that 25% of pupils spoke their mother tongue only during lockdown. English catch up teacher will focus on this during this term and beyond if required.</li> </ul> <p><b>The governors asked if this can be added to the next LAB agenda for further discussion.</b></p> <ul style="list-style-type: none"> <li>• Teachers have completed retrieval practice CPD so that children will be able to recall prior knowledge and learning in all subjects. The use of flashcards and knowledge organisers will assist with this.</li> <li>• One of the next steps is that a project in key Stage 2 will be undertaken in the Summer term based on retrieval practice and the Leitner system.</li> </ul> <p><u>D. Early Years Foundation Stage.</u></p> <ul style="list-style-type: none"> <li>• All staff are now involved in end of day team meetings to reflect on the learning</li> </ul> | <p>PO</p> |
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|  | <p>throughout the day and discuss their observations of the pupils. Next steps are identified and the planning is then adapted for the following day. Feedback so far has been encouraging for all involved.</p> <ul style="list-style-type: none"> <li>• Next steps include Chris Merrick to review the EYFS provision- 16/04/21.</li> </ul> <p><u>E. SEND /EAL / Disadvantaged.</u></p> <ul style="list-style-type: none"> <li>• 67% of pupils are EAL. The national average is 21.3%. Over 40 home languages spoken among pupils.</li> <li>• SENCO and phase leaders received Edukey training – focus on costings, reports and adding provisions effectively.</li> <li>• All identified EAL children have an account for Flash Academy.</li> </ul> <p>LB highlighted that an application has been received for a pupil with SEND needs to move to Castle. LB noted some of the concerns she has and what the next steps are including meetings with parents/ SENCOs from Castle the pupil’s previous school and NCC.</p> <p><b>The governors thanked LB for the update and agree with the strategies planned.</b></p> <p><b>A governor asked if there are going to be any pupils moving from year 6 to year 7 who are not going to meet the required reading standard.</b></p> <p>DL noted that due to CV-19 there is a chance it could be more than in previous years but secondary schools will be made aware of this and will manage/support this accordingly.</p> |  |
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|  | <p><b>A governor asked for an update regarding the year 6 transition.</b><br/>LB advised that she has had two emails from secondary schools today which is earlier than usual. This indicates that secondary schools are being proactive. Castle will support pupils with the transition as much as possible although this is principally managed by the secondary school.</p> <p><b>The governors asked for an update regarding year 6 transition to be added to the next LAB agenda</b></p> <p>iii. <u>Behaviour and Attitudes.</u></p> <ul style="list-style-type: none"> <li>• Staff understand the need for regulation of emotions and how to positively role model these to children was highlighted as a strength at the recent safeguarding review.</li> <li>• 04/01/21 to 25/03/21- attendance 97.19%, authorised absence 1.72%, unauthorised absence 1.1%. These are very good figures.</li> <li>• SLT and key members of staff are closely monitoring the behaviour of relevant children in Year 4.</li> <li>• Attitudes to online learning were positive. 100% of parents engaged with the school. 62% of children emailed three pieces of English and Maths work to a good standard.</li> </ul> <p><b>A governor asked of the 38% who didn't engage with remote learning are there any concerns.</b><br/>DL advised that some pupils didn't submit work but did do a lot of other school work for i.e. reading. This</p> | <p>PO</p> |
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|  | <p>could explain why reading hasn't fallen as far behind as expected but writing has. Any pupil who has fallen behind will/is be supported.</p> <ul style="list-style-type: none"> <li>• Next steps include training for lunchtime supervisors – managing behaviour following the behaviour policy; high expectations and engaging children in play; promoting positive interactions with children.</li> <li>• Behaviour lead investigating if the use of Jogo would be beneficial.</li> </ul> <p><u>iv. Personal Development.</u></p> <ul style="list-style-type: none"> <li>• Anti-bullying ambassadors completed training through the Diana Award.</li> <li>• Planning for Activity Week has begun.</li> <li>• RSE curriculum in the Summer term to focus on Relationships and Changes In Me.</li> <li>• Next step includes working with Aspens to promote Healthy Eating</li> </ul> <p>LB highlighted the close relationship NIA has with the Saints foundation* (*support all children from KS2 upwards with health advice and wellbeing) and are investigating what support on top of the taster session already received this foundation can be to Castle.</p> <p><b>A governor asked for an update regarding Kids Stop.</b><br/>LB advised that the reason why it hasn't restarted is due to the lack of interest. In the last survey, only 3 pupils would require a place and this would not be cost-effective for it to operate. With lockdown now ended it</p> |  |
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|  | <p>will be advertised again to see if numbers have increased. Conversations are ongoing with Kids Stop to see what support Castle can give them.</p> <p><u>v. Leadership and Management.</u></p> <ul style="list-style-type: none"> <li>• AIP is supporting senior leaders in their key areas of the SEF. Quality of Education has been reviewed with Teaching and Learning leader- March 2021. The plan is for a distributed leadership model.</li> <li>• Next middle leaders have been identified by senior leaders through the Teaching and Learning Hub, as it supports the school's ability to grow from within and succession plan.</li> <li>• Next steps include developing strategic leadership, including impact measures, of the SENCO</li> </ul> <p><b>The governors asked for the governor action plan to be added to the next LAB agenda.</b></p> <p><u>vi. Safeguarding.</u></p> <ul style="list-style-type: none"> <li>• Update given regarding the number of pupils on Children in Need Plan, looked after children, interim care order and the number of children missing in education. DL highlighted the location of these children is known.</li> <li>• Trust Safeguarding Audit completed 17th and 24th March 2021. The audit will be completed tomorrow and shared on GovernorHub</li> <li>• KCSIE training update for all staff- January 2021.</li> </ul> | <p>PO</p> <p>DL/LB</p> |
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|  | <ul style="list-style-type: none"> <li>• New Safeguarding Governor appointed.</li> </ul> <p><b>A governor asked if there is any benefit in the identified next middle leaders undertaking a secondment in the Summer Term in their proposed area of leadership. This would give them some idea of the roles and also allow existing leaders to evaluate how well they match the role.</b><br/>DL/LB thanked the governor for the idea and will, investigate.</p> <p><b>A governor asked if there are any incidents of peer on peer abuse.</b><br/>LB advised that over Easter there was a lot of publicity regarding the everyone's invited platform. All EMAT schools will complete a review on pupil voice where a culture is established where pupils feel comfortable in seeking help and support. Peer on peer abuse formed part of the recent safeguarding review. EMAT will develop a peer on peer abuse policy for all schools. LB advised that Castle has some experience of this form of abuse and appropriate steps were followed.</p> <p><u>vii. Governors.</u></p> <ul style="list-style-type: none"> <li>• Next steps include;       <ol style="list-style-type: none"> <li>1. Governor roles to be defined to ensure consistency across LAB and S+P meetings- meeting booked for Monday 12th April.</li> <li>2. Governors to complete a visit form following meetings and visits to school</li> </ol> </li> </ul> <p>The Chair reminded governors of the importance of completing visits and passing completed forms onto PO for uploading onto GovernorHub. The</p> | <p>DL</p> <p>All governors</p> |
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|  | <p>Chair asked if governors can keep a summary document of the actions from each visit to ascertain if there are any common themes to partly drive meeting agendas.</p> <p><b>PO/KS-W agreed to meet post-meeting to discuss adding actions from visits to GovernorHub.</b></p> <p>viii. Reading Strategy.</p> <ul style="list-style-type: none"> <li>Ofsted review Reading through seven key areas. These areas have formed the basis of the strategy.</li> </ul> <p><b>A governor asked what is this strategy targets.</b></p> <p>DL advised that or early reading it's making sure pupils are fluent in reading so when they get to year two and beyond they can move onto comprehension. The results indicate that by the end of year 1 the vast majority of pupils meet this objective.</p> <p><u>The Headteacher/senior leaders prioritise reading.</u></p> <ul style="list-style-type: none"> <li>Two leaders assigned responsibility for Reading- English leader and Phonics leader.</li> <li>Membership of Roade English Hub- Medium Support Level</li> <li>Tier 2 vocabulary training shared and implemented in week 1 of Spring Term in line with the Trust-wide project.</li> <li>School subscribes to Ruth Miskin portal in order to support staff CPD.</li> </ul> <p><u>Staff foster a love of reading.</u></p> <ul style="list-style-type: none"> <li>As well as reading scheme book, children encouraged to take home free choice book.</li> </ul> |  |
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|  | <p><u>The content and sequence of the phonics programme support pupils' progress.</u></p> <ul style="list-style-type: none"> <li>• 85% of pupils in Year 2 passed the phonics screening- December 2020.</li> </ul> <p><b>A governor asked how does this figure compare nationally.</b><br/>DL advised that 85% is above national.</p> <ul style="list-style-type: none"> <li>• School follows Read Write Inc (RWI) programme with fidelity.</li> <li>• Following completion of phonics programme, children begin Book Talk in Year 2- whole class teaching of reading.</li> </ul> <p><u>Reading books match the sounds that children know.</u></p> <ul style="list-style-type: none"> <li>• EYFS and KS1 have reading books sent home matching phonics sounds taught in school.</li> </ul> <p><u>Children are taught phonics from the start of Reception.</u></p> <ul style="list-style-type: none"> <li>• Proactivity by EYFS leader in beginning the teaching of phonics has meant children have managed.</li> </ul> <p><u>Pupils who fall behind are supported to catch up quickly</u></p> <ul style="list-style-type: none"> <li>• Children assessed at the end of each term in line with the RWI programme.</li> <li>• Children in Years 1-6 assessed on reading comprehension 3 times a year.</li> </ul> <p><u>Staff are experts in early reading.</u></p> <ul style="list-style-type: none"> <li>• Phonics leader keeps training logs for individual staff from Ruth Miskin online portal.</li> <li>• Phonics leader holds regular masterclass sessions to upskill staff that teach phonics •</li> </ul> |  |
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|   | <ul style="list-style-type: none"> <li>Phonics leader is aware of strengths and development opportunities for the phonics teaching team.</li> </ul> <p><u>Next steps.</u></p> <ul style="list-style-type: none"> <li>Conduct Reading deep dive against Ofsted Evaluation Criteria- 20th April 2021.</li> <li>All new staff to be RWI trained in accordance with their roles.</li> </ul>  |                              |
| 9. SEF update so governors understand what is required from them Requested from the March S&P meeting | <p><b>A governor noted that the SENCO features heavily in the SEF and asked for an update regarding the SENCO lead.</b></p> <p>LB advised that the SENCO lead is still relatively new to the role. As she becomes more experienced she will find it easier to increase capacity if required and delegate tasks.</p> <p>LB noted that the rise of pupils with ASD is town-wide and not just at Castle. Training, provision is offered through target autism and via internal and external SENCO specialist to ensure the SENCO lead is fully supported at all times.</p> <p>The SENCO lead is part of the inclusion team and is managed by a member of the SLT.</p> <p><b>A governor asked what RAG rating would you give Castle on the areas within the SEF.</b></p> <p>LB gave her opinion on what the rating would be and noted that the quality of education is a focus area.</p> | <i>Report on GovernorHub</i> |
| 10. Covid-19 Catch up funding Governor monitoring of spend/impact update.                             | <p><b>A governor asked what sort of themes or stories came from the pupils in section 3 wider strategies.</b></p> <p>LB highlighted;</p> <ul style="list-style-type: none"> <li>All school members to paint a pebble for use in the Eco area with the theme of a rainbow</li> </ul>  | <i>Report on GovernorHub</i> |

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|  | <p>marking this time as a period in living history is ongoing.</p> <ul style="list-style-type: none"> <li>• Planting of spring bulbs linked to the jigsaw PHSE unit of New Beginnings as a reminder of this period of time. This is completed in circle time with the class teacher.</li> <li>• Art project banner – labelled New Beginnings for front of school. Pupils encouraged to talk about their experiences whilst in Lockdown, sharing their thoughts and feelings about being back into school. This is now finished and on display.</li> </ul> <p>LB noted that evidence for these projects is still being collated.</p> <p><b>The governors asked if feedback from the CV-19 funding can be added to the next LAB agenda.</b></p> <p><b>A governor noted that from the SG meeting, it sounded like the parental engagement calls had worked very well during lockdowns. What are the learnings/ plans to continue with these going forwards.</b></p> <p>LB highlighted that with the number of pupils now in school there is not the capacity or need to complete the number of phone calls as in lockdown. DL and the AIP are collating all of the learnings/provision from lockdown period.</p> <p><b>A discussion followed regarding the use of the word catch up as it may seem derogatory to pupils.</b></p> <p>DL highlighted that the term catch up is a government instigated term and is never used with any pupil / parent / carer or in any communication to them.</p> | <p>PO</p> |
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|   | <p><b>A governor asked if there if the music for wellbeing work can be added to the CV-19 catch up fund. Document.</b><br/>DL agreed and will action.</p> <p><b>A governor asked if interventions are conducted in or out of class.</b><br/>DL advised that it depends on the pupil and what works best for them. Interventions are primarily completed in the morning.</p> | <b>DL</b>                            |
| <p>11. Governors to update the board regarding school visits and their lead areas including the schools 5 priorities</p> <p>i. PP<br/>ii. RSE<br/>iii. SEND<br/>iv. Website<br/>v. Safeguarding Inc. recent audit</p> | <b>KS-W reminded the governors of the importance of completing their visit.</b>   |                                      |
| 12. Governance Handbook and New Scheme of Delegation  | PO advised that MJ will share the Governance handbook and scheme of delegation with all governors and will welcome comments.  | <b>MJ</b>                            |
| 13. Management Accounts for information.  | PW advised that Castle is running a small surplus and the budget is managed well.   |                                      |
| 14. SEND code of practice. Governors to read Chapter 6 (pages 91-109) of the prior to the meeting   | KS-W asked all governors to read and electronically sign the SEND code of practice on GovernorHub.  | <b>All governors.</b>                |
| 15. Any other business.   | The governors had no AOB to raise at this time.   |                                      |
| 19. Date of the next meetings.  | <p>29/06/21 S&amp;P 18:00*</p> <p>15/07/21 LAB 18:00</p> <p>* Due to uncertainty regarding data drops the date for the final S&amp;P meeting may change.</p>  | Calendar appointment have been sent. |

**The meeting closed at 20.38**

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

**Actions from the virtual meeting for Castle Academy held on the 15/04/2021**

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| 1. KS-W to electronically sign the 14 <sup>th</sup> January 2021 minutes. Page 2.   | KS-W  |
| 2. PO to add to the second LAB meeting of 2021-22 an agenda item to discuss History / Metacognition and Diversity a curriculum review. Page 5.  | PO    |
| 3. PO to add to the next LAB agenda an update on the progress for the 25% of pupils who only spoke their mother tongue during lockdown. Page 9.   | PO    |
| 4. PO to add to the next LAB agenda an update regarding year 6 transition to be added to the next LAB agenda. Page 11.  | PO    |
| 5. PO to add the governor action plan to be added to the next LAB agenda. 13.   | PO    |
| 6. DL/LB to add the Trust Safeguarding Audit to GovernorHub. Page 13.   | DL/LB |
| 7. DL to report back at the next LAB meeting if there is a benefit/possibility in the identified next middle leaders undertaking a secondment in the Summer term in their proposed area of leadership to give them some idea of the roles and | DL    |

|   |               |
|---|---------------|
| allowing existing leaders to evaluate how well they match the role. Page 14.  |               |
| 8. Governors to complete school visit and complete EMAT governor visit form. Page 14.                                       | All governors |
| 9. PO to add to the next LAB agenda CV-19 catch up and the evidence obtained to indicate if it's having an effect. Page 18. | PO            |
| 10. DL to add the music for wellbeing to the CV-19 catch up document. Page 19.  | DL            |
| 11. MJ to share the Governance handbook and scheme of delegation with all governors. Page 19.                               | MJ            |
| 12. All governors to read and electronically sign the SEND code of practice on GovernorHub. Page 19.                        | All governors |