

**FINAL Minutes Local Advisory Board: Castle Academy**  
**5<sup>th</sup> Of July 2021 18.00**  
**Meeting held virtually via Microsoft teams**  
**The fourth 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
1. Present.	<p><b>Lorna Beard</b> (Executive Head Teacher)  <b>Daniel Lugg</b> (Head of School) +  <b>Zoe McIntyre</b> (Executive Head Teacher Stimpson &amp; Hardingstone academies)  <b>Bryony Nester</b> (Staff Governor)  <b>Catherine Castillo-Soto</b> (Parent Governor)  <b>Korrin Smith –Whitehouse</b> (TB Appointed / Chair)  <b>Hayley Draper</b> (Co-Opted Governor)  <b>Lauren Saunders</b> (Co-Opted Governor)  <b>Tabassum Beig</b> (Co-Opted Governor)  <b>Adam Chapman</b> (TB Appointed) *  <b>Fiona Wheeler</b> (EMAT Trustee observing)  <b>Monica Juan</b> (EMAT Compliance / Governance)  <b>Paul Wheeler</b> (Finance and Operations Director &amp; Chief Financial Officer)  <b>Joshua Coleman</b> (CEO: EMAT)  <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>+ DL joined at 18.09</p> <p>* AC joined at 18.10</p>
2. Apologies.	No apologies received from <b>Cameron Nixon-Engel</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 14th January	The minutes of the meeting held on the 15 <sup>th</sup> of April 2021 were agreed to be an accurate representation. KS-W to sign these electronically on GovernorHub.	<b>KS-W</b>
6. Action Log from the meeting held	<p>i. KS-W to electronically sign the 14<sup>th</sup> Of January minutes. <b>Done.</b>            ii. PO to add to the second LAB meeting of 2021-22 an agenda item to discuss History / Metacognition and Diversity a curriculum review.  <b>Ongoing.</b></p>	<b>ii. PO</b>

<p>on the 23<sup>rd</sup> of September 2020.</p>	<p>iii. 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. <b>Done. LB advised that this was covered at the S&amp;P meeting.</b></p> <p>iv. 4. PO to add to the next LAB agenda an update regarding year 6 transition to be added to the next LAB agenda. <b>Done. DL advised that the secondary schools had to cancel their transition plans due to CV-19. Castle prepared the year 6 pupils as much as possible which included virtual events.</b></p> <p>v. PO to add the governor action plan to be added to the next LAB agenda. <b>Done.</b></p> <p>vi. DL/LB to add the Trust Safeguarding Audit to GovernorHub. <b>Done.</b></p> <p>vii. 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 allowing existing leaders to evaluate how well they match the role. <b>DL advised that it is difficult for members of staff to shadow each other especially if they have teaching responsibilities although hand over meetings take place when required. The induction lead is reviewing the induction process for new staff following the question raised by governors.</b></p> <p>viii. Governors to complete school visit and complete EMAT governor visit form. <b>PO asked the governors who have completed a visit to send the visit form back to him ASAP. Post-meeting note, all governors emailed on the 19<sup>th</sup> of July reminding them to send PO their completed visit forms.</b></p> <p>ix. PO to add to the next LAB agenda CV-19 catch up and the evidence obtained to indicate if it's having an effect. <b>Done on the last S&amp;P agenda.</b></p> <p>x. DL to add the music for wellbeing to the CV-19 catch up document. <b>Done.</b></p> <p>xi. MJ to share the Governance handbook and scheme of delegation with all governors. <b>Done. MJ thanked the governors for the feedback received.</b></p> <p>xii. All governors to read and electronically sign the SEND code of practice on GovernorHub. PO advised that as of 17.52 on the 5<sup>th</sup> of July only KS-W, BN and HD had signed. <b>PO reminded the remaining governors to sign ASAP and the action will stay open.</b></p>	<p><b>xii. PO</b></p>
<p>7. A. Head of schools report to include: i. Safeguarding ii. Curriculum iii.</p>	<p>A. DL highlighted the following from the Local Advisory Board Meeting report;</p> <p><u>Safeguarding.</u></p> <ul style="list-style-type: none"> <li>• The number of ongoing EHA - Led by Tier 3 targeted Support.</li> </ul>	

<p>Attendance iv. Behaviour. v. Risk register vi. H&amp;S update.</p> <p>B. Performance report for information and questions only</p>	<ul style="list-style-type: none"> <li>• The number of Children registered on Child Protection Plans,</li> <li>• The number of Children Missing in Education. DL confirmed the whereabouts of these pupils is known</li> <li>• The number of LAC pupils.</li> </ul> <p><b>A governor asked if there is more information known about the pupils missing in education.</b></p> <p>DL advised that in term 5, five pupils were reported as missing in education. This has now decreased to two. Their location is known and the attendance welfare officer and the EIP team are in constant communication. The parents have informed the school that they intend to return their children to Castle upon their return to country hence why they have remained on role.</p> <ul style="list-style-type: none"> <li>• 1 DSL; 6 DDSLs in school.</li> <li>• Updated teacher training completed on E-Safety – 16 June 2021.</li> <li>• All staff have now been updated on the school Early Help Offer including a reminder this includes the foodbank, wrap-around care, speech and language support, Jogo and the freedom programme.</li> <li>• All historical safeguarding paper records are referenced on My Concern.</li> <li>• Ensure that external agencies working in the school (e.g. Aspens, AMEY) are aware of procedures for reporting concerns.</li> </ul> <p><b>A governor asked if there was a prompt why this was added to the next steps category.</b></p> <p>DL advised there wasn't, the reason it was added was general housekeeping and for agency staff or staff only in for a limited amount of time i.e. lunchtime serving staff from Aspens.</p> <ul style="list-style-type: none"> <li>• Create 'Safeguarding Key Information Folder' as per EMAT Safeguarding Forum</li> </ul> <p><u>Quality of Education Curriculum.</u></p> <ul style="list-style-type: none"> <li>• Curriculum coverage checks show most subjects are given expected teaching time within the curriculum. Work is ongoing to ensure that all subjects are given the expected teaching time.</li> <li>• Subject leaders are given half day release time each half term to fulfil their responsibilities.</li> <li>• KS2 retrieval practice has developed very well through the Leitner flashcards system and will continue.</li> </ul>	
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- Focus on independence has continued and broadened the pedagogy
- The reduction of the use of worksheets in books will continue
- Virtual AIP visit completed with complimentary feedback received regarding the documentation the subject leaders have collected. These include which objectives have been taught, what is a priority
- The new leader in EYFS has developed effective practice across the team allowing adults to let the pupil's interests lead the learning.
- Daily end of day meetings with teachers and TA's to review the days learning.
- The new curriculum lead will need and receive support from DL/ZM.
- Plan opportunities for parental engagement through the curriculum.
- Curriculum leader to challenge phases on lack of learning time in individual subjects.
- Learning Powers are incorporated into classroom practice to ensure positive learning, Reading and phonics behaviours are developed and nurtured.

#### Attendance.

- Attendance is above national expectations in all contextual groups.
- Year 1 cohort remain the lowest attendees and highest persistent absentees. Phase leader is creating a parental engagement action plan, particularly in Year 2.
- Persistent absentees are made up of 20 families, 8 of which are eligible for pupil premium (40%). 3 families have been on leave due to deaths in the family.
- Eid has had an impact on our PA some children on the cusp have fallen into a category.

**A governor asked for the pupils absent over Eid is that recorded as authorised and could it tip some pupils into the PA category.**

DL doesn't think this would happen and any time off for Eid is authorised.

LB advised that Eid is going to impact attendance during the last week of term as it is likely to fall on the 19th or 20<sup>th</sup> of July.

**A discussion followed if during Eid specific activities could be arranged by the teachers so those pupils absent don't miss out on any learning.**

LB advised that teachers are aware of when Eid will fall and don't start any new/major learning at that time.

	<p>LB noted that discussions had been had in the past if more activities should be held when Eid is taken place and the view was this wouldn't be suitable.</p> <p><b>A governor asked if PA pupils and parents/carers receive full support.</b> DL advised they do.</p> <p><u>Behaviour and Attitudes.</u></p> <ul style="list-style-type: none"> <li>• Children needing support with learning behaviours were targeted upon the return to school. Of those children, disruption to learning has decreased due to work on SEMH and high expectations being set after lockdown period.</li> <li>• At the beginning of term, a lot of work was required and instigated into settling some of our high profile behaviour children back into school routines. As well as dealing with consistent lower level behaviour issues, unfortunately, we had to issue exclusions to three pupils one of whom was a SEND pupil.</li> <li>• DI gave an update from the performance report on behaviour management advising that one child received a 0.5 day fixed term exclusion for abusive language and threatening behaviour. One child received a 1 day fixed term exclusion for physical aggression towards another child. Two children received a 2 day fixed term exclusion due to bullying another child. All three children were successfully reintegrated back into school following their exclusion periods</li> <li>• 4 members of staff received Trauma-Informed Schools training.</li> </ul> <p><b>The governors congratulated the team and asked if there are any plans to extend this training to other members of staff.</b> DL advised that this will form part of the inset day agenda.</p> <ul style="list-style-type: none"> <li>• St Andrew's Hospital delivered supplementary Mental Health in Schools training to all staff. Castle has received an award for this work and St Andrew's are coming into school to complete a promotional video. LB asked if any governor would like to be involved in the video on the 14<sup>th</sup> of July.</li> </ul> <p><b>The governors congratulated the team on this work.</b></p> <ul style="list-style-type: none"> <li>• The behaviour lead visited Stimpson Avenue Academy to observe lunchtime provision and discussed environmental challenges with the Head of School.</li> <li>• 6 children have specific/personalised Home School Agreements (8 in Term 5).</li> </ul>	
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	<p><b>A governor asked of these 6 children, what was the response from parents.</b></p> <p>DL noted that the relationship with these parents has improved even more and some of them are grateful for the Home School Agreements to help them with behaviour at home.</p> <ul style="list-style-type: none"> <li>• Ensure induction process fully prepares all new staff in understanding whole school expectations.</li> <li>• Ensure that the Mental Health quality mark is built upon.</li> </ul> <p><u>Risk Register (RR)</u></p> <ul style="list-style-type: none"> <li>• Risk register part completed May 21.</li> <li>• The formal training planned for the 1<sup>st</sup> of July was cancelled.</li> <li>• DL verbally shared the latest RR as it was not ready to share before the meeting. There are currently 112 areas of the school that have been risked assessed, there are no reds and 20 are amber. Of these 20, 2 are for governance, 2 are for financial, 1 is for H&amp;S, 2 are for safeguarding and 13 are for CV-19.</li> <li>• Delegate for each risk area will review and action any 'red' rated risks.</li> </ul> <p><b>The governors asked if they could get access to the full RR.</b></p> <p>MJ advised that once the RR has been shared with the trustees she will share the Castle section with the governors.</p> <p><u>Health and Safety.</u></p> <ul style="list-style-type: none"> <li>• 4 accidents (adults) were reported in Term 5. 3 accidents were caused by children hurting adults. Appropriate action was taken. 1 accident was due to a fall.</li> <li>• Continue to follow strict Health and Safety procedures and monitor and record any accidents.</li> </ul>	MJ
<p>8. SEF to be presented to the board highlighting any concerns or Info the board should be aware of.</p>	<p>DL presented the SEF and asked if the governors had any questions.</p> <p><b>A discussion followed regarding the pros and cons of either adding a column throughout the SEF for governance or adding some governance information at the end which could include wording along the lines of "the governance action plan links to the school priorities" governors</b></p> <p>MJ noted the importance of the governor priority areas being derived from the SEF and not the other way around. Both the SEF and the governance action plan need to work closely together. The priority area for governors is Leadership and Management</p>	

	<p><b>The governors thanked MJ for the clarification.</b></p> <p>DL advised that during a recent AIP visit the SEF stood up to scrutiny but should be reduced in size to approximately 8 pages with all of the statements are quantifiable short and to the point. This will include the statements around governance.</p> <p>LB noted that Castle is working on producing a grab file that aligns to each judgement/statement. This grab file could incorporate more governance information.</p> <p><b>The governors asked if the grab file could be shared with them.</b></p> <p><b>All agreed that adding a statement along the lines of “the governance action plan links to the school priorities” is required.</b></p> <p><b>A governor asked if the SEF could include some content around metacognition, and for the decolonisation of the curriculum.</b></p> <p>DI noted that metacognition would sit in the personal development and behaviour area and will be added to the agenda to be discussed during the inset days. TH is heavily involved with this work.</p> <p><b>The governors asked if TH could be invited to attend a future LAB meeting to discuss learning powers in more detail.</b></p> <p><b>A governor noted that the SEF references the Food Bank and asked for an update on this.</b></p> <p>LB advised that the food bank, is still running and is being managed by the Inclusion Team as a collective.</p>	<p>DL/ZM</p> <p>DL</p>
9. SEND annual report	<p>KS-W shared the SEND in a nutshell document and asked the governors if they had any questions/comments.</p> <p>LB advised the governors that the SEND in a nutshell report is being used by all SENCOs in EMAT.</p> <p><b>A governor asked if there are any plans in place to involve parents more regularly with SEND.</b></p> <p>KS-W noted that there is as is a school priority and one of the EMAT, KPI includes the aspiration to have a parent voice with SEND.</p> <p>KW highlighted the following from the report;</p> <ul style="list-style-type: none"> <li>• During a recent visit, KC gave a breakdown of the needs and support the three pupils at the centre of the Venn diagram receive. This includes all feel safe at school, all are happy in school and all enjoy their learning.</li> </ul>	

	<p><u>High-Quality Teaching and Interventions</u></p> <ul style="list-style-type: none"> <li>• Cognition &amp; Learning. Phonics progress in children who have few phonics sounds. Children are showing improvements in their independent writing skills.</li> <li>• Social, Emotional &amp; Mental Health. Children are beginning to identify emotions. Some learners are beginning to identify ways to calm themselves. Children can identify good things about themselves.</li> </ul> <p><u>Strengths.</u></p> <ul style="list-style-type: none"> <li>• Use of external agency support and training to support children to be successful within the classroom.</li> </ul> <p><b>The governors had no questions regarding the Annual SEND report.</b></p>	
<p>10. Policy updates (if applicable) for governors to read any changes.</p> <ul style="list-style-type: none"> <li>• Acceptable Usage Policy. (No changes)</li> <li>• Equality Policy. (No changes)</li> <li>• Income and Charging Policy. Section added in regarding the school now charging for After School Clubs from September</li> </ul>	<p>MJ advised that recently all school policies were reviewed and updated if required. Some of the policies are trust-wide and some have been personalised by the school and would need approval by the LAB.</p> <p>DL highlighted that the Acceptable Usage and the Equality Policy had no changes. <b>The governors unanimously accepted these two policies.</b></p> <p>DL noted that the change in the Income and Charging Policy was due to a budget review and the need to generate additional income. The Sports and Dancing after-school clubs will be charged at £3.50 per week. These clubs will remain free for pupil premium children. LB noted that this charge has been in the pipeline for a while but was delayed as long as possible and will be reviewed to ensure pupils are not disadvantaged.</p> <p>PW advised that one of the KPI is the expectation that schools produce a degree of self-generated income between 6-8% and currently Castle falls below this. Only clubs that are extra-curricular can be charged for and under the national curriculum, the school have no obligation to provide these. As a trust, we want to provide these extra-curricular clubs balance is to keep these clubs going but it is financially sustainable.</p> <p><b>A governor asked if there were any grants available i.e. from the Royal &amp; Derngate which could be used.</b></p> <p>DL/DB advised that grants have been sought and used in the past but will investigate if there are any other grants available.</p> <p><b>FW asked if Castle have a PTA.</b></p>	<p><b>DL/DS</b></p>



	<p>LB advised that there is one who is also a staff member. Despite exhaustive efforts, no other parents have joined to form a PTA.</p> <p><b>A discussion followed regarding the best way to manage this change as the governors had concerns about the impact of this charge on some parents/pupils and asked if data can be obtained in the new academic year to ascertain if the number of pupils attending has decreased/increased or remained stable.</b></p> <p>LB noted that if there is any pupil who is seen to be missing out the cost could be negotiable.</p> <p>DL noted that he will pull the data together and report back.</p> <p><b>The governors unanimously agreed to sign the policy off but with review points in November 2021 and February 2022.</b></p> <p>PO to add to the LAB/S&amp;P agenda nearest the November review date.</p>	<p style="text-align: center;"><b>DL</b></p> <p style="text-align: center;"><b>PO</b></p>
<p>11. Management Accounts for information.</p>	<p>PW highlighted the following;</p> <ul style="list-style-type: none"> <li>• The main budget is showing a small surplus with the school managing the budget well.</li> <li>• Due to the second lockdown we are slightly behind the CV-catch up fund spend. The budget indicates a small surplus that will be carried over.</li> <li>• The budgets for next year are being finalised and will be going to the trust board over the coming weeks. The budget has been balanced despite a decrease in funding due to the loss of the bulge years' fund. Some planned investment has had to be shelved to help balance the budget.</li> </ul>	
<p>12. Governors.</p> <p>i. Governor action plan and year review.</p> <p>ii. Chair Report including skills audit review.</p> <p>iii. Recent visits (not discussed in the June S&amp;P) and key priorities update.</p> <p>iv. Teams update</p>	<p><b>i/ii</b> KS-W highlighted the following;</p> <ul style="list-style-type: none"> <li>• Thanked those governors who inputted into the plan and will re-prioritise the order with safeguarding at the top.</li> <li>• All governors need to read the action plan as the governor's individual responsibilities are included. If any governor has any concerns/questions regarding the plan to contact her ASAP.</li> <li>• KS-W will ensure reviews of the plan are added to the LAB agenda 2-3 times a year.</li> <li>• KS-W went through what the school has done well during the year and the challenges it faces.</li> <li>• LB will ensure the school's priorities mirror those listed in the governor action plan</li> </ul> <p>CC-S went through the upcoming dates for potential governor involvement with the school before the end of the school year.</p>	<p style="text-align: center;"><b>DL/LB/ZM</b></p>



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 1.	PO
3. All governors to read and electronically sign the SEND code of practice on GovernorHub. Page 2.	KS-W / HD / BN have signed as of 13/08/21
4. MJ to send the governors the full risk register. Page 6.	MJ
5. DL/ZM to share the grab file with the governors. Page 7.	DL/ZM
6. TH to be invited to attend a future LAB meeting to discuss learning powers in more detail. Page 7.	DL
7. DL/DB to investigate if any grants are available to assist with the funding of the after school clubs. Page 8.	DL/LB
8. DL to pull some data together to ascertain if the number of pupils attending after school clubs has changed since the introduction of the charge. Page 9.	DL
9. PO to add to the LAB/S&P agenda nearest the November review date for the income and charging policy. Page 9.	PO
10. LB/ZM/DL to ensure the school priorities mirror those listed in the governor action plan. Page 9.	LB/ZM/DL
11. KS-W/DL to arrange a date for governors to attend a staff meeting in September where the governor action plan priorities will be explained and feedback from staff will be welcomed. Page 10.	KS-W/DL
12. PO to add to Septembers LAB meetings an agenda item for recent visits (not discussed in the June S&P) and key priorities update. Page 10.	PO