

Minutes Hardingstone, Stimpson & Castle Academies
9th March 2023 17.30hrs
Meeting held at Hardingstone Academy
The fourth meeting of the academic year 2022-2023

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

Agenda item	Discussion	Action / Information
1. Present.	<p>Zoe McIntyre (Executive Headteacher Hardingstone, Stimpson and Castle Academy) Luci Clapton (Head of school Stimpson) Julie Stevens (Head of school Hardingstone) Dan Lugg (Head of school Castle)</p> <p>David Hood (Co-opted Governor) Jo Daniels (Co-opted Governor) Joined at 17.59 Bryony Nester (Staff Governor Castle) Mayowa Orioye (Co-opted Governor) Bethany Harmes Staff Governor Hardingstone) Joseph Eyiaro (Observer/Potential Governor)</p> <p>Joshua Coleman (CEO: EMAT) John Lawson (EMAT Head Of Education) Juliette Pierson (EMAT Governance & Compliance Manager) Paul Osborne (Clerk – Minutes)</p> <p>Introductions made. DH reminded the board that all items discussed at the meeting remain confidential until such time as the minutes are approved and signed off.</p>	
2. i. Apologies ii. Vice-Chair position to be agreed.	<p>Apologies received and accepted from Adrian Lett (Staff Governor Stimpson) and Michelle Betts (Co-opted Governor). No apologies received from Sandra Akhigbe (Co-opted Governor).</p> <p>PO advised that the position of Vice-Chair was still vacant and asked if any governors want to nominate themselves for the role. MO advised that he would consider the role but requested an appointment post meeting with PO.</p>	PO
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 or governors highlighted verbally.	

5. Minutes of the Academy Local Board meeting held on the 24 th of January 2023.	The minutes of the meetings held on the 24 th of January 2023 were agreed to be an accurate representation and signed by DH .	
6. Action Log from the LAB meeting held on the 17 th of November.	<p>i. The position of Vice-Chair to be added to the next agenda. Done.</p> <p>ii. JS to finalise MB visit report and share with PO. Done.</p> <p>iii. PO to obtain headshots for all governors and send to the HoS. Done.</p> <p>iv. The governors to add an article into certain newsletters helping stakeholders understand their role and who they are. Ongoing. PO to work with the BN, AL and BH.</p> <p>v. PO to ensure all governors have completed the KCSiE training / DOI / CoC. Ongoing. JD to complete CoC.</p> <p>vi. JS to triple badge the Needlestick, Staff Wellbeing, Home Learning and Attendance Policy. Done. JS advised that this is no longer required.</p> <p>vii. ZM to ensure all schools early help assessments have a detailed breakdown and how long they have been open for. Done. ZM advised this information is on the performance report.</p> <p>viii. LC to investigate the benefit of sharing pupils' timetables with parents. Ongoing.</p> <p>ix. DH to attend all three schools to encourage parents to find out more about the role of parent governor. Ongoing. DH advised that he would visit in the next half term. PO advised that there will be promotional material for the different governor roles produced so these can be handed out at such events.</p> <p>x. JS to update at meeting 4 reference the new teaching of fluency strategies. Ongoing. JS advised that this will be done via email.</p> <p>xi. PO to send MO and SA a list of the lead areas left to cover post meeting so they can agree who will cover what. Done and is on today's agenda.</p> <p>xii. PO to explain his ideas regarding staff governor lead areas with BN and AL. Ongoing.</p>	<p>iv. PO/BN/AL/BH</p> <p>v. PO/JD</p> <p>ix. DH</p> <p>x. JS</p> <p>xii. PO</p>
7. Pupil and Parent/carer survey results and schools actions/next steps i. Hardingstone. ii. Stimpson iii. Castle	<p><u>i. Hardingstone.</u></p> <p>JS highlighted the following.</p> <p>Parent survey Results.</p> <ul style="list-style-type: none"> • Plenty of comments received which are welcome. • The survey was completed just after the come and see us learn sessions. • There was a knife incident in school at the time of the survey for which a pupil was permanently excluded. This 	

	<p>incident has been reflected in some of the comments and survey results.</p> <ul style="list-style-type: none"> • All surveys have received Responses / Actions. • There is a lot of positive events ongoing to which parents are invited. <p>DH offered to attend a PTA event. JS thanked DH for the offer and will discuss post-meeting.</p> <ul style="list-style-type: none"> • A yearly list of events was shared in September and is the first item on the weekly newsletter. <p>A governor noted the comment “Behaviour of other students in ks2 seems quite challenging swearing etc. my child no longer wants to attend clubs that he has previously loved because he does not like the behaviour of older students. I have also heard older children swearing on the playground at pick up, which I reported to staff. EYFS/ Ks1 behaviour no concerns. We have not experienced bullying, but I know others have which is upsetting and makes me worry.” The governor asked for an update. JS noted that the incident being referred to was not bullying and was dealt with appropriately. The following actions/responses have been shared. <i>We have addressed the behaviour at basketball club with the outside provider.</i> Information has been shared in the newsletter to clarify what bullying is and the school has an open door policy.</p> <p>ii. <u>Stimpson.</u> LC highlighted the following. Parent survey results.</p> <ul style="list-style-type: none"> • On the whole very positive. • Relationships continue to strengthen with the parents and there are plenty of events for the parents to come into school including coffee mornings with the pastoral team. • <i>My child receives appropriate homework for their age</i> received the following results 87% agree or strongly agree / 12% disagree or strongly disagree and 1% unsure. Additional surveys will be sent out to ascertain what level of homework parents think is appropriate. <p>The governors noted how positive the 96% of parents who would recommend Stimpson to another parent. LC thanked the governors for the feedback.</p> <p>A governor asked if the response rate for the parent survey was as expected.</p>	<p>LC</p>
--	---	-----------

	<p>JS for Hardingstone it was 105 which is a good return. LC for Stimpson it was 77 previous 80, so similar. DL advised for Castle it was 68.</p> <p>The governor followed up and asked if there could be any language barriers for some parents that stops them completing the survey especially for Castle and Stimpson.</p> <p>LC advised that some parents put their individual comments in their own language.</p> <p>A discussion followed for investigations to be conducted if there is an option for translating the survey into different languages. The discussion widened into how translation is managed to help some parents understand the weekly newsletters. <i>Post-meeting note information regarding the use of Google translate was shared and the following was added into EMATs weekly bulletin on the 17th March. Please note that all school websites now have an extra webpage called Translating School Documents, which features a translation guide for parents. An initial 12 languages have been added, please let us know if there are any additional languages your school needs.</i></p> <p>A governor asked how parents are given the survey.</p> <p>ZM advised they are sent a link and information is shared via the newsletter.</p> <p>A governor asked why some of the questions on the surveys were slightly different.</p> <p>PO advised that from Spring 2023 all of the surveys will have the same questions taken from the Ofsted framework with the option for schools to add a small number of bespoke questions.</p> <p>iii. <u>Castle.</u></p> <p>DL highlighted the following.</p> <ul style="list-style-type: none"> • The school communicates with me effectively about my child's progress question received replies not as positive as expected as the school has put a lot of work into this area. Subsequently this was mentioned in a parent coffee morning to ascertain what else the school could do. The parents advised they would like to go into school on certain occasions and see their pupils learn. This has been actioned and "come and see us learn" sessions have started. Feedback received has been positive and the session will continue. • Information has been shared with parents to help clarify what is bullying. <p>PO to add a link onto the next surveys to help parents/pupils understand what constitutes bullying.</p>	<p>PO</p> <p>PO</p>
--	---	---------------------

	<ul style="list-style-type: none"> • Pupil expectations for the week are set out during the Monday values assembly including the need to tell an adult of any incident of concern. • I understand the role of the local advisory board (governors) question received only 75% Strongly Agree / Agree. <p>The governors agreed to visit as many events in school as possible to help improve this figure.</p> <p>A governor noted the comment from the school for the pupils survey “lots of comments to unpick- will conduct further analysis” and asked when will the analysis be done.</p> <p>DL advised that a lot of work is going into lesson planning to improve the survey results for “are your lessons interesting and fun.”</p> <p>A discussion followed if the use of the word fun is appropriate. PO to investigate.</p>	<p>All governors.</p> <p>PO</p>
<p>8.</p> <p>1. Headteacher report to include.</p> <p>i. School context and behaviour.</p> <p>ii. Data headlines / Progress barriers to the SIP.</p> <p>iii. Curriculum development.</p> <p>iv. Safeguarding.</p> <p>2. SIP/ Performance Report for questions only.</p>	<p>i. Headteachers report.</p> <p><u>Castle Academy.</u></p> <p>DL highlighted the following.</p> <p><u>School Context and behaviour.</u></p> <ul style="list-style-type: none"> • Parental complaint linked to peer-on-peer sexual abuse. MASH referral made following investigations and a MASH referral was made by mum. The child has made progress since starting at Castle. Mum has started the process of moving provision for their child. DL confirmed this was an isolated incident. <p>A governor asked if the MASH referrals will continue.</p> <p>DL advised that both referrals did not meet threshold and the school had received support/guidance from the Thompson and Police.</p> <p>NSPCC are visiting the school to conduct workshops/assemblies to support/inform all of the pupils.</p> <p>A governor asked if DL thinks the pupil is leaving because of the incident.</p> <p>DL advised that he does not think so and the reasons for him leaving are various and prior to joining Castle the pupil attended four different nurseries.</p> <ul style="list-style-type: none"> • Caterpillar pod is open and is an excellent facility. The special needs teacher in this unit has advised she is finding the role difficult. The school has offered support and will 	

	<p>continue to do so. The teacher is currently signed off work for four weeks and is participating in wellbeing meetings with assistance from HR. Pupils have not been impacted by this and continue to thrive. BN has stepped up and is supporting the team in the unit and this is much appreciated.</p> <p><u>Data Headlines and Progress barriers in relation to SIP priorities.</u></p> <ul style="list-style-type: none"> • Following recent data meetings, the milestones have been reviewed. Original targets can still be seen. • Year 6 outcomes Maths- currently 73% are forecast to reach Expected standard or better. 79% achieved Expected + in Key Stage 1. Targeted support in place. <ol style="list-style-type: none"> i. Reading and Maths – pupils with scaled scores 95+ in recent mock SATS are targeted to achieve Expected. ii. Writing- ensure attainment keeps in line with other subjects. iii. Interventions and booster lessons in place for all three subjects. • TAFF document was introduced for years 2 and 6, teaching and learning lead has completed their moderator course. <p>A governor asked why are targets revised for example year 2. DL advised that the targets are revised depending on pupils learning through the year. DL added that for some incidents the targets have been reviewed due to the assessments not being initially accurate due to the introduction of TAFF. This has improved and the next data drops are happening now. DL noted the English lead has supported the year 2 team to close the gap and this work was externally checked by RBL and feedback confirmed the work being done is appropriate. The school has increased the number of moderators trained in and these will be used in other EMAT schools.</p> <p>JL noted that some of the actions in the SIP have been RAG rated but not the impact statements and asked why this is. DL advised that progress has been made with some of the impact statements and a review of these will be done shortly. JL advised DL to do this as a matter of urgency.</p> <ul style="list-style-type: none"> • Arithmetic <ol style="list-style-type: none"> i. Year 6 is our priority area- 3%, and 4% attainment increases since last term (both classes currently at 66%). 	DL
--	--	----

	<p>Confident by year end will be at 80%. GAP analysis is used to determine the learning required.</p> <p>ii. One class in Y3 attained 62% in February and is being monitored. 18% increase in attainment from last term.</p> <p>A governor asked if classes are merged if teachers are off. This does happen but only when absolutely essential.</p> <p>The governor followed up and asked if targets are ambitious. DL advised they are ambitious and stretched and when appropriate revised through the year.</p> <ul style="list-style-type: none"> • Phonics Data Headlines EYFS and KS1. <ul style="list-style-type: none"> i. Year 1 - Purple and Pink groups are key priority groups. ii. Year 2- Yellow and Blue groups are key priority groups. iii. Reading fluency and to allow as much reading at school as possible is a focus. Engagement with parents ongoing to encourage reading at home including in school events. iv. Phonics screening check completed last week. <p>Year 1. 62% pass. 8 pupils just below if they had passed the pass figure would have been 76%. There are 6 pupils at risk of not passing and these are receiving interventions and focussed teaching. If these pass this would bring the total pass rate to 86%</p> <p>Year 2. 43 out of 58 had already passed 74%. 15 pupils had not passed the checked. Following the new check. 5 had no data and are new to the country. 5 passed bringing the pass rate up to 48 pupils, 83%. 5 are close to passing and are expected to pass at year end this would bring the pass rate to 93%.</p> <p><u>Curriculum developments and enrichment.</u></p> <ul style="list-style-type: none"> • SEND Review completed February 2023. SENCO and senior leaders to prioritise next steps into short, medium, and long term. • JC completed Geography visit in February 2023. All staff need to ensure planning process begins by looking at end of unit ambitious outcomes. • TR completed EYFS visit in February 2023. Short term actions relate to a dedicated space for snack time and child talk, as well as ensuring adults deliver teaching of rhymes and songs during Rhyme Time. Long term action relates to children having more access to natural resources. • RBL visited in January and February 2023. First visit focused on writing moderation. RBL agreed with leaders concerns relating to books in Y1, 4 and 6. RBL modelled 	
--	---	--

grammar teaching to Y4 and 6 in their settings during second visit.

Safeguarding.

- Safer recruitment issue linked to AMEY adverts- this was flagged up to AMEY leadership by the school and Central Team. School have had written assurance from AMEY that safer recruitment processes are now being adhered to.

Stimpson.

LC highlighted the following.

School Context and behaviour.

- Staffing in Year 2 – long-term absence of member of staff, followed by resignation.
- Adverts in place where appropriate and plans in place to maintain high quality teaching and the use of HLTAs
- Support in place for a teacher who is on probation including helping with planning. The teacher is responding well to the support in place.

A governor asked would the probation period be extended.

LC advised it could be and will depend on how their next probation meeting goes and if they are meeting their targets.

JL noted that the staffing in year 2 was part of the recent school review meeting.

JL asked noted that in the review year 1 teaching was mentioned and asked if this has been looked into.

LC advised it is and relevant teachers are being supported including monitoring.

Data Headlines and Progress barriers in relation to SIP priorities.

- Following recent data meetings, the milestone has been reviewed. Original targets can still be seen.
- Year 6 outcomes
 - i. Reading and Maths – pupils with scaled scores 95+ to achieve expected and are receiving regular interventions and booster to ensure this happens.
 - ii. Greater depth (Maths) – ensuring pupils make expected progress from KS1 – group of 10 pupils.
- Arithmetic:
 - i. Year 5 is a priority area – 56% of pupils at expected, which is lower than all other year groups. In the absence of the Math lead LC will work with the team to help

	<p>identify any progress that can be made in the timetable to ensure these pupils achieve the expected outcomes.</p> <p>ii. Year 2 - progress has been minimal, compared to Autumn Term progress. From September to present the progress has been very strong and plans are in place to ensure the required progress is made between now and the end of the year.</p> <p>A discussion followed around how some milestone data is presented in the SIP and it was agreed to RAG rate it as much as possible to enable it to be easier to understand for governors.</p> <ul style="list-style-type: none"> • Phonics Data Headlines EYFS and KS1. <ol style="list-style-type: none"> i. Year 1 – pupils at green and purple are a key priority and experienced staff in place to manage this. ii. Year 2 – pupils at orange and pink are a key priority. iii. 5 new pupils have joined since January – 80% of these are new to country and receive extensive support and are making progress. iv. 80% of pupils in reception have made at least one level of progress and a third have made two levels progress. v. Forecast for whole cohort of year 1 pupils at least 75% will pass their Phonics screening check. For the pupils who will actually complete the Phonics screening the pass rate is on track to be around 85%. <p>JL noted the extensive work Stimpson put into this area.</p> <p><u>Curriculum developments and enrichment.</u></p> <ul style="list-style-type: none"> • Learning review confirmed areas to develop: <ol style="list-style-type: none"> i. Use of sketch books to show progression across Art. ii. Lack of evidence in PSHE books for Key Stage 2. iii. RE lessons being adapted appropriately for the needs of the pupils. iv. Teachers need to be clear about the end points for their units and plan towards these. <p>An action plan was devised on the same day with owners and timings to cover all of these areas and is now up and running. This plan has been shared with the AIP.</p> <p><u>Safeguarding.</u></p> <ul style="list-style-type: none"> • Demands on the Pastoral Lead for supporting pupils across the school – anxiety and self-esteem. • Ongoing concerns regarding Year 5 pupil – at risk of CSE. <p><u>Hardingstone.</u></p> <p>JS highlighted the following.</p>	<p>ZM/DL/LC/JS</p>
--	--	--------------------

School Context and behaviour.

- HLTA – planned to start in February but after a lack of communication (from the applicant) they have decided to stay at their current school. The vacancy has been re-advertised and, in the meantime, cover is in place.
- SEND TA will not be transferring from temp to perm due to not being suitable for the role.

A governor asked if the SEND vacancy in the Butterfly department.

JS confirmed it is.

The governor followed up and asked if the school is confident there is cover for this vacancy.

JS confirmed there is, and the school is still within ratio.

- Parental complaint following a MASH referral made by school. This will be investigated as per the schools policy.
- Parental communication regarding their behaviour towards all staff and who to communicate to for general enquiries.

Data Headlines and Progress barriers in relation to SIP priorities.

- Following recent data meetings, the milestone has been reviewed. Original targets can still be seen.
- Year 6 outcomes.
 - Greater depth (Reading and Maths) – targeted children. Gap analysis has been completed.
 - RWM combined children identified as a focus.
 - Maths interventions have had an impact but now need to ensure that this is maintained whilst now focusing on Reading.
- Arithmetic
 - Year 2B (ECT) focus support from Maths Lead and T&L - currently 65%. Summer target 85%.
 - Year 5 is increasing but still a focus due to lack of progress in Autumn term – currently 66%.

JL asked for year 6 is the school on track to meet the end of spring target of 75%.

JS confirmed the current prediction is 69%.

JS noted for the year 2B class end of Autumn term was on 62% now on 65% which is not the level of progress desired and hence the additional focus.

A governor asked if there is any other action being taken to improve the data in year 2B.

JS noted that the teacher is analysing the data to enable them to ascertain the skills she needs to teach her class, so it is more targeted.

JL asked if arithmetic is being directly taught.

JS confirmed it is with a mixture of quality teaching and retrieval skills.

- Phonics Data Headlines EYFS and KS1 areas of concern.

A governor noted the area of concern and asked if the reasons are known. *“Year 2 in blue/grey group key priority. Children are not making the expected progress due to their pace of reading – developing speed of reading (through portal strategies). Children have improved their rate but not at the required speed.”*

JS noted that the reasons may be a lack of reading at home, the consistency of reading at home and at school ensuring the books read are at the appropriate level and increasing the pace of reading. These are all being looked into and many of the pupils are on the boundary of moving up to the next colour band.

- Targeted children in Year 1 have moved but their focus is to be able to read yellow storybooks and all set 3 sounds and additional graphemes by end of this term with fast-track tutoring. Information, guidance and in school events have been instigated to increase the level of reading at home.

A governor noted the high percentage of pupils not at the expected level and asked why this is.

JS advised that there is a high level of SEND pupils.

JS added that this group have received an extensive array of activities including visiting reception and some are receiving targeted Phonics lessons, and these are having impact. The plan is for this work to continue.

The governor followed up and asked if the data for the pupils in the SEND included in the data shared.

JS noted it is not.

ZM advised that investment has been made into BSquared which enables teachers to RAG rate statements.

ZM will investigate if SEND Phonics data can be added to the reports shared or a separate data capture so governors can view progress.

ZM

	<p><u>Curriculum developments and enrichment.</u></p> <ul style="list-style-type: none"> • RBL stated that the Yr2 outcomes were slightly over-inflated. Moderation has taken place this week with Castle and Stimpson and all of the teachers agreed with the levels put forward. • JC (Geography Visit) discussed how we need to use the locality more to enhance the curriculum. • RR visited Butterfly Meadow – focus on planning to ensure their consistency across the Butterfly Meadow and Caterpillar Pod. <p>A governor asked if anyone one in Hardingstone, Stimpson or Castle completed any moderation. JL confirmed there is and staff from other EMAT schools. JL added the importance of triangulation of data. ZM added that teachers will challenge each other and external professionals if they disagree with their findings. LC added that she saw evidence of challenge and detailed discussions during recent moderation meetings. ZM noted the plans for more staff to be moderator trained.</p> <p><u>Safeguarding.</u></p> <ul style="list-style-type: none"> • MASH referral instigated concerning emotional support for parents. MASH has offered the parents support but is waiting for parental consent. The school continues to work closely with the parents and uses the expertise of the Thompson Team and external agencies. • One CPP has been downgraded to a CIN. • Update given on a finger accident from a child climbing onto the schools grounds. <p><u>2. SIP and Performance reports for questions only.</u> The governors were happy this had been covered in the Headteachers report and had no questions.</p>	
<p>9. Governor visit / AIP visits</p> <p>i. Governor visits.</p> <p>ii. SA/MO to clarify their lead areas.</p> <p>SA / SIP priority 3. SIP priority 4.</p>	<p><u>Governor visits.</u> PO advised that SA had visited Stimpson, and her report is on Teams. JD advised that she would arrange a visit regarding SEND as soon as possible.</p> <p><u>SIP lead governors</u> SIP priority 3 SA lead SIP priority 5 MO lead</p>	<p>JD</p>

<p>SIP priority 5.</p> <p>iii. AIP visits to focus on the actions.</p> <p>iv. Whole school review to focus on summary/actions</p>	<p>SIP priority 4 TBC. PO to manage.</p> <p><u>AIP visits / Whole school</u> The governors noted the detail in the report and had no questions at this time.</p>	<p>PO</p>
<p>10. H&S update</p>	<p>DL advised that KH (EMAT Estate Manager) joined the Amey management team at Castle and walked the site and challenged the Amey team and a follow up email asking for assurances actions will be taken.</p> <p>JP advised that the review document for Castle will be made available for future meetings.</p> <p>DL advised that he would approach the estates team to invite them to the Amey meetings. DL confirmed this is an action he will manage outside of the LAB meetings.</p>	<p>JP/PO</p>
<p>11. AOB.</p> <p>Parent Governor</p>	<p>PO asked if the Head of schools could give an update regarding trying to fill the parent governor vacancy.</p> <p>LC. Information has been shared including within the newsletter. The next suitable event to advertise the role is a mums afternoon tea. LC will approach potential governors then. Two parents showed an interest but since information was shared they have not approached anyone from the school. LC noted she will speak to them.</p> <p>LC asked if any governor could attend the upcoming TLC events that may help.</p> <p>JS.</p> <p>DL. There was one parent who was interested but due to family commitment was unable to pursue it any further.</p> <p>PO asked JE if he wants to continue to be considered for the role of Co-opted governor. JE confirmed he does and left the room.</p> <p>The governors unanimously appointed JE onto the board dependent on his DBS and references being acceptable.</p>	
<p>11. Dates of meetings for the year:</p>	<p>Governor meetings 2022-2023.</p> <p>20/04/2023 17.30hrs Castle, Stimpson, Hardingstone 5. At Stimpson.</p> <p>15/06/2023 17.30hrs Castle, Stimpson, Hardingstone 6 On Teams</p> <p>13/07/2023 17.30hrs Castle, Stimpson, Hardingstone 7 in School</p>	<p>Calendar appointments have been sent.</p>

The meeting closed at 19.52

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

**Actions from meeting no 4 Hardingstone, Stimpson & Castle academies held on
09/03/2023**

Action	Owner
1. PO to meet with MO to go through the role of Vice-Chair. Page 2.	PO
2. The governors to add an article into certain newsletters helping stakeholders understand their role and who they are. Page 2.	PO/BN/AL/BH
3. PO to ensure JD completes her CoC. Page 2.	PO/JD
4. DH to attend all three schools to encourage parents to find out more about the role of parent governor. Page 2.	DH
5. JS to update at meeting 4 reference the new teaching of fluency strategies. Page 2.	JS
6. PO to explain his ideas regarding staff governor lead areas with BN, AL and BH. Page 2.	PO
7. LC to complete a survey to ascertain what level of homework parents think is appropriate. Page 3.	LC
8. PO to investigate what systems can be used for future surveys to help with translation. Page 4. PO to investigate if he can add information into future surveys to clarify what constitutes bullying. Page 4.	PO

PO to investigate if the word fun is appropriate for the question “are your lessons interesting and fun.” Page 5.	
9. The governors agreed to visit as many events in school as possible to help improve this figure. Page 5.	All governors
10. DL to RAG rate the impact statements on Castle’s SIP. Page 6.	DL
11. Milestone data to be RAG rated in SIPs as much as possible for governor clarity. Page 9.	ZM/DL/LC/JS
12. ZM to investigate if SEND Phonics data can be added to the capture so governors can view progress.8 Page 12.	ZM
13. JD to complete a SEND lead governor visit. Page 13.	JD
14. PO to allocate a governor to be the lead for SIP no 4. Page 13.	PO
15. JP/PO to arrange for Amey H&S reports to be shared with the LAB at future meetings. Page 13.	JP/PO