

Castle Academy S&P Meeting

Minutes of the Standards and Performance meeting held on the 25th April 2019 at 15:30

Meeting held at NIA, 55 Barrack Road, Northampton, NN1 1AA

Third S&P meeting of the academic year

| Agenda item | Discussion | Action |
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| 1. Present | <p>Present: Lorna Beard (Principal) Ruth Ryan (Elected Staff governor- Deputy Principal) Catherine Castillo-Soto (Parent Governor chaired this meeting) Jules Kennedy (TB appointed) Richard Auger (TB Appointed chair) Arrived 15.40. Cameron Nixon-Engel (TB Appointed)</p> <p>Joshua Coleman (CEO: EMAT) Carole Kirby (Head of Governance: EMAT) Katy Russell (Head of School Development EMAT) Paul Osborne (Clerk) - Minutes</p> <p>Introductions were made. CCS reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p> | |
| 2. Apologies | <p>Apologies had been received and were accepted from: Korrin Smith (New governor)</p> | |
| 3. Quoracy | <p>The meeting was quorate with at least three governors present.</p> | |
| 4. Declarations of interest | <p>CNE will update their declaration before September 2019 due to additional training they are completing at work.</p> | <p>CNE to update declarations of interest. CK to assist.</p> |

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| 5. Minutes from last meeting. | The minutes of the meeting held on the 28 th of February 2019 were agreed to be an accurate representation and were signed. | |
| 6. Action Log from the meeting held on the 12 ^h February 2019. | i. New Governor: JK moved to next meeting. Done. ii. KR and CK to align meetings with data cycle. Ongoing. iii. KR look at average test scale scores for KS2 Mock SATs Data. Replaced with new data. iv. CCS will be asked to present the Pupil Premium Report at the next meeting. On today's agenda. v. LB send through copy of Pupil Premium Strategy for RA and CNE. Done. vi. RA and CK to invite Korrin Smith in for a discussion regarding joining governing board. Done. vii. RA/CK confirm parent election before next meeting. Election completed one entry accepted. viii. Arrange for next meeting to take place at NIA. Done. ix. Log into Governor Hub to activate your account. JK to action. x. CK send login details to LB for Governor Hub. Done. xi. Set up meeting to discuss agenda for next meeting. Done. | ix. JK to action |
| 7. Recruitment Update. | There have been 16 visit from candidates for the Vice Principals role with 12 applications received. These candidates will be reduced to 6 - 7. On the 3rd May these candidates will be invited to give a lesson and then have a discussion with the teaching and learning team to ensure the ethos of the candidate matches the ethos of Castle. | |

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| | <p>Those who progress past this stage will attend an interview on the 7th May. LB discussed in detail how the interviews will be managed on the day.</p> <p>A governor asked if all of the candidates have leadership experience. LB yes.</p> <p>A governor asked if the interview process is standard as it seems very in depth. LB yes and getting the best candidate necessitates a rigorous process.</p> <p>A governor asked if the amount of candidates received for the vice principal's role normal. LB no, the normal response is around half this number.</p> <p>A governor asked will the new vice principal take on pupil premium. LB it will depend on their skills.</p> <p>A governor commented that in the interview process it was mentioned the school council play a part on the day is this useful. LB yes and is a very important part of the interview process.</p> <p>The assistant principal vacancy will be looked at after the vice principal post has been filled.</p> <p>There is one teacher going on maternity leave in September so far there have been 6 applicants who have shown an interest.</p> | |

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| <p>8. Pupil Progress and Standards.</p> <p>i. GLD outcomes (verbal update).</p> <p>ii. Heat map analysis.</p> | <p>i. RR presented information for the Current Reception GLD Data. Girls are outperforming boys. Non PP pupils are outperforming PP pupils and non EAL pupils are outperforming EAL pupils. To help close the gap the identified pupils will receive targeted support during learning activities and interventions will be put in place to reduce the gap by at least 5%.</p> <p>13% of pupils are making below typical progress, identified pupils to receive additional support for the class teacher/ SENCO/outside agencies depending on need.</p> <p>The achievement in math's is lower than other areas of learning to assist with this there will be focused daily math's sessions which will focus on basic number skills.</p> <p>7% more pupils need to be on track to achieve the target of 75%, the pupils identified as on the cusp will receive additional support dependent on identified areas of development using the Early Learning Goals.</p> <p>A governor commented that the results indicate that the boys have shown a bigger improvement than the girls.</p> <p>LB there is a gender gap where girls are outperforming boys in reading in Year 1 and 6, writing in Year 1, 3 and 6, math's in Year 1 and 6 and SPAG in Year 1 & 3. For the identified boys in each year group who are not on track will become a focus of targeted teaching during lessons.</p> | <p>Full overview on governor hub</p> |

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| | <p>RR. Reiterated the aim for Castle is that there is always a strive towards quality first teaching.</p> <p>KR highlighted that nationally girls are out performing boys. The national GLD target is 71% Castle is currently at 68% against a target of 75% (73% 2018).</p> <p>A governor asked are we happy with the current projections.</p> <p>LB yes.</p> <p>KR highlighted that this data doesn't show the progress made which so far is very good. LB/RR will look at adding this information to the overview.</p> <p>RR advised that any pupil below target will receive additional support.</p> <p>KR confirmed that in September 2018 31% of pupils were working at their age. With the help of observations from teachers this is now 58%.</p> <p>A governor asked if nursery feeds into this data.</p> <p>RR yes.</p> <p>ii. Heat map.</p> <p>Spring term assessments are completed in late November. Pupils sit a test in mathematics (PUMA) and reading (PIRA), these are nationally standardised assessments providing a standardised score and attainment standard. In addition to PIRA and PUMA, year 2 and 6 complete mock national curriculum tests using past papers. This information is used to inform teacher assessments alongside evidence from classwork, homework and observations in reading, writing, math's and spelling punctuation and grammar (SPAG).</p> | <p>LB/RR to add progress overview to the document</p> |

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| | <p>The lines of enquiry are: Year 6,reading, writing, math’s and SPAG. Year 1,reading, math’s and SPAG. Year 5,reading, math’s and SPAG. Further information and actions from the above data are: Year 6 additional teacher deployed to support with borderline pupils and securing good progress, groups have been updated based on Mock SATs results / a focus on test skills and answering SATs questions will be part of every lesson / boosters and interventions have been adapted in light of this.</p> <p>Year 1 experienced year group lead and a class teacher (has returned after maternity leave), is teaching within year 1 and is supporting the other Year 1 teacher to improve provision and outcomes.</p> <p>Year 5 pupils have stronger starting points, the key focus is inference in reading and application of SPAG and math’s, developing positive learning behaviors and independence / interventions are based around retention and application.</p> <p>A governor asked how many pupils are in year 6 who started at Castle in reception. LB only 33% these are all achieving good targets.</p> <p>A governor asked what has the uptake been for the booster sessions. LB yes very good uptake over 80 sessions mainly driven by pupils.</p> | |

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| | <p>A governor asked how does the academy ensure there is a good balance to ensure pupils aren't placed under too much stress. LB confirms the academy works closely with parents to ensure a good balance is met between home and school.</p> <p>A governor asked are there any extra resources available for year 6 pupils. LB explained how she works closely with her colleagues at NIA to ensure the transition from year 6 to 7 is as smooth as possible. LB will meet with the new vice principal at NIA to further develop this work. An example of this work is that NIA completed two booster sessions at Castle.</p> <p>KR highlighted that short term booster session would not always be a benefit. It is important to ensure booster session are designed to give pupils a strong foundation for their journey into secondary school and not seen as a short term boost with limited long term benefits.</p> <p>LB feels the pupils who attended the SAT's booster session had absorbed as much knowledge as possible and any more sessions would have been unproductive.</p> <p>A governor asked if there is anything else they can do to assist with the transition between years 6 to 7. LB thanked governors for the offer but feels the work she will do with the new NIA vice principal is key to a smooth transition.</p> | |

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| | <p>A governor asked what support is giving to pupils who are red or amber on the heat map. RR any pupil in any colour group could receive additional support if they are potentially not going to meet their grade. LB highlighted that year 1 SEN 41% on target is low advice is being sort to how this figure can be raised.</p> <p>A governor feels the figures seem positive would the Castle staff agree. RR agreed and reiterated she would expect ongoing progress. KR confirmed that the figures are good with aspirational targets set. For information there is no common assessment system in primary used across the country. The data in this documents highlights where the gaps are and what action is being used to close these. LB would like to see in the SAT's results for reading , writing and math's at 70% (for the cohort) which would be a very good result.</p> <p>JC highlighted how sophisticated the system used by Castle is to get this data and how everyone wants to continually move this forward. One of the key touch points is the welfare of staff and pupils in relation to the frequency of test.</p> <p>LB pointed out that SEN pupils are in two reading groups with the SENCO working closely with the class teachers.</p> | |

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| | <p>RR highlighted how closely she works with KR when reviewing the data. Teachers are then involved in a discussion regarding intervention plans. This is done once every six weeks. For September RR and KR are looking at improving the system to make it more automated with teachers more involved in inputting the data.</p> <p>A governor asked what are the plans for the review / data work she currently manages with KR.</p> <p>LB data analysis will be one of the main focuses of the vice principal interview.</p> <p>As a school we have a very strong team who work hard for all of the pupils in the school. The intention is for year 6 pupils to go into year 7 well rounded , who are knowledge hungry and with a passion for learning for life.</p> <p>RR discussed PP data. The majority of year groups with PP pupils outperform non PP pupils. Those that aren't will be supported.</p> <p>LB we are also looking those pupils who are just above PP funding checking attainment and offering support if required.</p> | |
| 9. PP strategy review. | <p>LB / CCS the current strategy review is working with the majority above target in attainment. CCS met with RR before Christmas to discuss the strategy in detail.</p> <p>Some of the key observations are:</p> <ul style="list-style-type: none"> i. One size does not fit all, flexibility is key. ii. More work is required to raise parent engagement. There was a parent survey completed but with limited success. | Full report on governor hub. |

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| | <p>iii. More work / engagement is taking place with parents whose children are just above the PP threshold. The next meeting will focus on learning walks.</p> <p>CCS thanked everyone involved in this meeting as she found it a very positive experience.</p> <p>A governor commented how impressed they are with the amount of data presented and the amount of resource going into this area.</p> <p>A governor asked if there's anything else we can be done to ensure all pupils entitled to PP receive it. LB building relationships with parents is key. On top of this reviews are taking place to ensure best practice is shared when interventions show major progress.</p> | |
| <p>10. Monitoring</p> <p>i. No more marking data review.</p> | <p>i. No more marking assist teachers as they stop marking pupils assessments and start judging this allows teachers to assess work more accurately than traditional marking techniques. They will spend less time marking and get more accurate results.</p> <p>Overview. Year 5 are above National. Year 3, 4 and 6 are below National.</p> <p><i>Lines of Enquiry/ Actions.</i> Investigations will take place to find out why there is a wide range of scores across the year groups. / <i>Staff to look at the data in relation to teacher assessment and judgements.</i></p> | <p>Full report on governor hub.</p> |

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| | <p>Investigations will take place to find out the reasons for the Year 3, 4 and 6 being below the national average./ <i>Additional teacher support in Year 6, a focus on GD writing in year 4 and support in year 3 with behaviour management and engaging the boys in writing.</i></p> <p>Positive data seen in year 5. / <i>Work will continue to share writing strategies and techniques across remaining years.</i></p> <p>A governor asked in layman's terms what would good look like. CK advised the smaller the scaled score box the better.</p> <p>A governor asked is this an additional tool and if so does it add extra workload for teachers. LB there is some additional work for teachers but with the no more marking scheme the school get analysis for each pupil. It can also help compare pupils with thousands of their peers across the country.</p> <p>We are unsure if we will use no more marking every year as their may be a benefit to having a year off to fully analyse the data.</p> <p>JC commented how strong the output of data received from this scheme is as it allows us to compare our standards to other schools within the Trust and Nationally. Teachers can judge and moderate faster than by traditionally standardising, marking and moderating. Comparative judgement are shown to be more accurate than absolute judgements.</p> | |

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| <p>ii. Most recent AIP visit; for information.</p> <p>iii. Staff CPD-impact of that attended and planned.</p> | <p>It allows us to see the accuracy of teachers judgements in assessing work. It also allows staff to see a wide range of work from other pupils. KR another benefit is the ability to highlight teachers who may benefit from additional support / training.</p> <p>A governor asked with no more marking how do the year 6 teachers assessment match up. LB they are closely aligned.</p> <p>ii. The meeting unfortunately had to be cancelled. It will be re-arranged. Currently no issues.</p> <p>iii. LB during recent meetings staff have discussed curriculum and attachment disorders .</p> <p>Some pupils are suffering from attachment disorders. To help with this RR will complete relevant training.</p> <p>There is a need for less intensive reading to help match intervention.</p> <p>Curriculum will be discussed in detail in the near future. LB we are looking at connected curriculum and using teachers skills. RR there is staff training in place to help share ideas.</p> <p>iv. CCS will focus on PP RA will focus on safeguarding. CCS learning walk will look at the wonder wall and knowledge organisers. This visit has been planned for the 14th May. On the 3rd May reports being sent out to parents.</p> | <p>LB to re-arrange</p> |

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| | <p>CK asked if any governors want to complete a learning walk then please speak to LB.</p> <p>A governor asked if there can be some guidance on governor hub advising what governors need to look at for these visit. CK will look to add a document.</p> | CK to arrange. |
| <p>11. Safeguarding matters inc:</p> <p>i. Pupil attendance.</p> <p>ii. Exclusions.</p> <p>iii. Children missing education.</p> <p>iv. Private fostering.</p> <p>v. Behaviour.</p> <p>Any other SG matters arising.</p> | <p>i. Above average at 96.2% compared to 96.1% previously. Currently applications for September's reception remain strong with 62 first choices, 38 second and 25 third. On these numbers we would expect to be full in Reception 2019.</p> <p>ii. One permanent exclusion.</p> <p>iii. Four.</p> <p>iv. None.</p> <p>v. No issues to report.</p> | |
| 12. Website update. | <p>A governor asked if the website has all of the information it should have and is legally compliant.</p> <p>CK yes the website has been reviewed and is accurate and compliant.</p> | |
| 13. Any other business. | <p>CNE advised that he may struggle with some of the future meeting times. A discussion took place to see if future meeting can start at 18.00. All agreed with this.</p> <p>A discussion also took place to try and get future meetings held at Castle. It was felt if this is possible it should happen.</p> | |

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| | RA asked if CCS wants to chair all future S&P meetings. CCS agreed and will be the chair for all future S&P meetings. | |
| 14.Date of next meeting | Dates of meetings for the year 13/06/19 at 18:00 Full Board 18/07/19 at 18:00 EOY full Board | All note dates Calendar appointments have been sent |

The meeting closed at 17.30

Actions from the meeting at Castle S&P held 25/04/19

| Action | Owner |
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| 1. CNE to update declarations of interest. CK to assist. | CNE/C |
| 2. JK to log into Governor Hub to activate your account. | JK |
| 3. GLD outcomes LB/RR to add progress overview to the overview. | LB/RR |
| 4. Rearrange the most recent AIP visit. | LB |
| 5. Guidance document to be compiled and added to governor hub advising what governors need to look at for these visit. | CK |