

**Standards Committee: Castle Academy**

**Minutes of the Standards and Performance meeting held on the 13<sup>th</sup> of December 2018,  
17.30 at St George's Avenue, Northampton, NN1 2TR**

Agenda item	Discussion	Action
1. Welcome and Introductions	<p><b>Richard Auger</b> – Chair: TB appointed  <b>Cameron Nixon-Engel</b> – TB appointed  <b>Joshua Coleman</b> – EMAT: CEO  <b>Lorna Beard</b> – Principal at Castle Academy  <b>Ruth Ryan</b> – Elected Staff governor: Deputy Principal at Castle Academy  <b>Katy Russell</b> – EMAT: Head of School Development  <b>Carole Kirby/Chloe Nelson</b> – Minutes (EMAT: Head of Governance/Executive Assistant)</p> <p>The Chair welcomed everyone to the meeting and reminded the board that items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	
2. Apologies and consent of absence	<p>Apologies had been received, and were accepted, from</p> <p><b>Catherine Castello-Soto (elected parent governor)</b></p>	
3. Declarations of Interest	<p>There were no declarations of interest pertaining to this agenda in addition to those already recorded on the annual Register of Interests.</p>	
4. Minutes of the last meeting held 27/09/18	<p>The minutes of the meeting held on the 27<sup>th</sup> of September 2018 were agreed to be an accurate representation and were duly signed.</p>	
5. Actions from the meeting held 27/09/18	<p>All actions had been completed</p> <ul style="list-style-type: none"> <li>- CCS meet RR pupil premium</li> <li>- CK organise pupil premium training</li> </ul>	
6. Standards for current year – Progress: latest results from Term 1	<p>The Performance Report had been distributed with the agenda for this meeting. A comparison document of all schools within 3-mile radius was also distributed at the meeting. Castle is 5<sup>th</sup> out of 27 schools for progress made.</p> <p><b>A governor what is meant by the school being above average '2'?</b> LB explained that that the SATS produce a progress measure with the average set as 0 so '2' indicates a positive of 2 points above the average.</p> <p><b>A governor asked which schools share the same context as Castle.</b> Barry Road, Kingsley Primary, Spring Lane,</p>	

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	<p>Stimpson Avenue Academy, Kingsthorpe Grove and Vernon Terrace.</p> <p><b>A governor commented that this is a really healthy picture.</b></p> <p>Yes, the picture does change every year but this is the current picture for last year's cohort and it is very positive.</p> <p><u>Data Headlines – RR</u></p> <p>The whole school data summary sheet for the Autumn Term was distributed to the board. Overall, PP children are doing well.</p> <p>Looking at the attainment figures, the red items indicate areas of concern:</p> <ul style="list-style-type: none"> <li>- Boys compared to girls in EYFS and Yr1</li> <li>- Yr6 as there has been lots of mobility; we have 23 children with no KS1 data as they are new to the country</li> <li>- Phonics</li> </ul> <p>RR explained that Yellow indicates 60%-70% on target; Green indicates 80% or higher on target; Orange 50%-60% and Red is below 50% on target. These are figures against pupil targets.</p> <p>We expected pupils to make further progress in the Spring term. The borderline pupils are almost at expected. Some of the assessment figures may be lower due to a lack of confidence in the teacher's judgements as it is a new way of recording progress.</p> <p>The board discussed intervention strategies. Pupil progress meetings were discussed, where the individual barriers for each child are discussed and interventions identified.</p> <p>White British pupils are all pretty close to target but this does not translate to the attainment map. <b>A governor asked if targets are aspirational enough.</b></p> <p>RR and LB will meet all teachers and review pupil targets in January.</p> <p>LB explained the background of the low progress made by the white British boys in yr1-yr4: they all have SEND needs.</p> <p><b>A governor asked how the pupil progress meetings are moderated.</b> RR and SENCO attend all meetings. Targets are set at beginning of the year against FFT20. These are</p>	

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	<p>aspirational targets and we would not want to change this.</p> <p>RR reported on the areas of focus for the school:</p> <ul style="list-style-type: none"> <li>- Boys in reading, writing and SPaG in YR 4</li> <li>- Boys writing in Yr3</li> <li>- Disadvantaged pupils in YR2 and YR6</li> <li>- EAL/BME pupils in YR6 &amp; EYFS</li> </ul> <p>KR offered to meet with RA so that the data can be better understood. CK signposted governors to the NGA e-learning materials on their website; the Trust has purchased access to the Learning Link modules for all governors. Access the modules <a href="#">here</a>.</p> <p>A discussion took place with regard to making judgements based on knowledge of each cohort and looking at the rate of progress not just attainment.</p>	<p>RA contact KR to discuss data (optional)</p>
7. Monitoring	<p>The board looked at the information presented around the quality of teaching and learning. LB reported that there are currently 23 members of teaching staff in school. The QTLA is looked at over a number of occasions within the year. Currently it has been assessed as 95% good or better and 28%-30% at outstanding.</p> <p>There are two teachers are under review. The unqualified teacher is on track and will be good by the end of the year. There is one other teacher who has been assessed as good but who is new to the school so will need close monitoring. Staff are beginning to feel more comfortable with the high expectations set for them.</p> <p><b>A governor asked who quality assures judgements about the quality of teaching and learning.</b> Simon Webb (AIP) and Giles Osborne (Lead AIP). The SLT have strong knowledge of the components of good or better teaching and learning through the OLEVI Hub.</p> <p>Governors were shown the school T&amp;L profile for monitoring and evaluation for information including learning walks and book scrutinies.</p> <p>The next AIP visit is due February onwards. We will focus on MLT, evaluation and monitoring across the school and phased teams in year groups. RR quality assures the judgements made by staff.</p>	

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	<p>The Governor monitoring cycle was reviewed. CCS has come into school to discuss PP with RR. This was a productive meeting and CK will send out the report.</p> <p>RA had accompanied LB on a learning walk and fed back verbally to the board. RA reported that school was orderly and peaceful. The teachers maintained control within the classrooms and the pupils focused on tasks confidently and were articulate about their learning. RA thanked LB for her time.</p> <p>RA will have monthly meetings with the SG lead – this month has been a phone call.</p> <p>LB reported that there had only been 27 responses so far to the parents’ survey and advised that the school will provide the reward of a hamper to encourage participation.</p> <p>A discussion took place regarding the question on the survey regarding household finances and why is the school interested in this? Does the school have a family support worker? Yes.</p> <p>Is this the first time we have asked this question? Yes. This may be why the response is low? Possibly last year we had in excess of 60% returned.</p> <p>Castle has very multicultural intake and lots of families do not qualify for universal credit now and therefore also PP but may be struggling and school could target these families with specific help and support if they could be identified.</p> <p>The staff survey will be issued across the school at the end of January.</p>	<p>CK to send PP visit report out</p>
<p>8. Curriculum Update</p>	<p>The curriculum was reviewed this year. The Assist Principal has taken charge of the review and evaluation. We are introducing a new ‘learning powers’ curriculum based on the research of Professor Guy Claxton. Pupils came up with titles for four superheroes and a graphic designer has offered to create resources on a pro-bono basis. The learning powers are: Collaboration; Resourcefulness; Reflection; Curiosity. There will be 12 mini badges to be achieved under each power.</p> <p><b>A governor asked what is the objective of the learning powers?</b> To develop skills for lifelong learning.</p>	

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9. PP report: Term 1	<p>The performance of Pupil Premium children is shown on the data sheets and the termly performance report. PP children are outperforming others in many areas although there are some areas in yr6 and yr2 where they are not making sufficient progress (8 areas on sheet – all have been addressed and action plans are in place).</p>	
10. Safeguarding matters inc: i. Pupil attendance ii. Exclusions iii. Children missing education iv. Private fostering v. Behaviour Any other SG matters arising	<p>Governors referred to page three of the Performance Report. LB reported that historically, the school has a very low exclusion rate but one pupil was excluded yesterday.</p> <p>Two pupils are at risk of exclusion:</p> <p>One younger pupil with SEN who will start Specialist provision in January and one pupil in Year 6 who currently spends two days per week in Specialist Provision but this stops in January.</p> <p><b>A governor asked why the provision will cease in January.</b> Because the pupil will be reintegrated into mainstream due to improved behaviour.</p> <p>LB reported that the school SCR was checked by the AIP last week and was found to be compliant.  <b>CK agreed to send a checklist for checking the SCR to RA.</b></p> <p>There have been no referrals to the LADO. The school has 14 pupils with Early Help Assessments. There are seven CIn cases, no CP cases and the school had seven pupils missing in education who have all now been located.</p> <p>The Trust has engaged a social worker to work with schools across the Trust and this is proving useful.</p> <p>Attendance – An Attendance Welfare Officer is employed by Castle and spends two days per week at Castle and is seconded to NIA one day per week and Kingsley Academy one day per week.</p> <p>LB distributed an attendance sheet showing the most current figures. LB explained that the school expects these figures to increase as the year progresses. There are two SEN children in school on part-time timetables (both in yr1).</p> <p><b>A governor asked if it possible to calculate attendance without these part-time children in.</b> LB advised that individual attendance is monitored for any pupil under 90%.</p>	<p>CK – send SCR checklist to RA</p>

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	<p><b>A governor asked if the school issues fines for unauthorised absence.</b> Yes – Penalty Notices are indicated on the sheet.</p> <p><b>A governor asked if the Penalty Notices work.</b> Sometimes. If the parents are taking children for 6 weeks out of school then to them, it may be worth paying the fine and taking the child anyway. Parents are fined £60 per pupil per parent for each absence.</p> <p><b>A governor asked if the absence figures are a cumulative percentage or weekly figure.</b> Cumulative</p> <p>LB distributed a sheet showing an analysis of ethnic background of pupils in relation to attendance.</p> <p>The Persistent Absence sheet was distributed showing 10% or more absence. The national average is 8.3%. This figure for the school will also improve as the year progresses.</p> <p>It was noted that CNE is due to come into school in January to meet with the SENCO.</p>	
11. Any other business	<p>The Parent election will run after the Christmas break.</p> <p>The School is looking at having fruit and milk available in the mornings for pupils. There is a breakfast club but this is only free to PP children and there are other pupils who are not PP who would benefit from this initiative.</p>	
12. Dates of meetings for the year	<p>All calendar appointments have been sent</p> <p><b>17/01/19 at 17:30 – Full Board</b>          28/02/19 at 17:30 – Standards  <b>14/03/19 at 17:30 – Full Board</b>          25/04/19 at 17:30 – Standards  <b>13/06/19 at 17:30 – Full Board</b>          18/07/19 at 16:00 – EOY Full Board</p>	