

**LAB: Castle Academy**

**Minutes of the Full Governing Board meeting held on the 17<sup>th</sup> January 2019, 17:45 at  
Castle Academy, St George's Street, Northampton, NN1 2TR**

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

Agenda item	Discussion	Action
1. Present and introductions	<p><b>Present:</b>  <b>Richard Auger:</b> Chair (TB appointed)  <b>Cameron Nixon Engel:</b> TB appointed  <b>Catherine Castillo Soto:</b> Elected Parent  <b>Lorna Beard:</b> Principal of Castle Academy  <b>Ruth Ryan:</b> Vice-Principal of Castle Academy  <b>Chantelle Harrison:</b> YR2 Teacher Castle Academy</p> <p><b>Paul Wheeler:</b> Finance and Operations Director: EMAT  <b>Katy Russell:</b> Head of School Development: EMAT  <b>Joshua Coleman:</b> Chief Executive Officer: EMAT  <b>Carole Kirby/Chloe Nelson:</b> minutes – (Head of Governance/Executive Assistant: EMAT)</p> <p>The Chair welcomed everyone to the meeting and introductions were made.            The Chair 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	No apologies have been received for this meeting.	
3. Quorum	The meeting was confirmed quorate as at least three governors present.	
4. Declarations of Interest	There were no declarations of interest pertaining to this agenda in addition to those already recorded on the annual Register of Interests.	
5. Minutes of Local Board meeting held on 27 <sup>th</sup> of September 2018	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.	
6. Action from meeting held 27/09/18	Action from the meeting held on 27 <sup>th</sup> September 2018: <ol style="list-style-type: none"> <li>1. CK explained that the Trust would support any governor who wished to enrol on the National Chairs Development Programme. Details can be found on the internet or the NGA website.</li> <li>2. Information in an email has been sent to all Lead Governors.</li> </ol>	

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	<ol style="list-style-type: none"> <li>3. Parent elections went out today.</li> <li>4. Links to Governance Handbook and Competency Framework appear in the agendas for previous meetings.</li> <li>5. Please return your Skills audit to CK if not already done</li> <li>6. Please return your Declarations of interest forms to CK if not already done.</li> <li>7. Governors confirmed they have read KCSiE part one and Annex A.</li> <li>8. Governors have bookmarked the link to AFH for future reference/reading.</li> <li>9. SG report will be going out this term.</li> </ol>	
<p>7. Presentation to governors on curriculum (15 mins)</p>	<p>Chantelle Harrison, Ruth Ryan and Lorna Beard individually gave a presentation to Governors regarding curriculum and leadership.</p> <p>Chantelle Harrison gave a presentation on the new learning Powers initiative that the school is introducing.</p> <p><b>A governor asked is there a shelf life to the new curriculum theme of learning powers.</b> We hope that this initiative will have a long shelf life.</p> <p><b>A governor asked does it need outcomes to have longevity and what evidence is there that this approach works?</b> Have been in touch with other schools who have implemented this and have been using it six years, plus pupil voice and observations should provide evidence to us of its effectiveness.</p> <p>A governor commented that there can be a lack of respect and tolerance in society; this can be seen through trolls on web and violence in cities. Governors like the values these new learning powers convey. <b>Do you think 'Colonel Collaboration' is the thread that runs through and relates to British Values?</b></p> <p>Yes. The Learning powers fit into lots of other school activities. The school held a really successful British Values enrichment activity recently.</p> <p>A governor commented they think this is fantastic; the 'No rubbers' idea is excellent and there are some really important concepts here to equip young people for life. Good to see growth mindset within it.</p> <p><b>A governor asked has this already launched?</b> Year 4 pupils already have acquired badges.</p> <p><b>A governor asked whether this is this accessible for the low achievers.</b></p>	

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	<p>Very much. It should be possible to catch every child performing one of these powers.</p> <p>RR gave a presentation on the NPQH qualification. As part of her programme Ruth selected 'Leading a change programme at whole-school level, lasting at least two terms, to improve pupil progress and attainment.'</p> <p>The concept was based around the development of the Hub and the impact that would have at all levels. RR shared a snap shot of the journey and updated the board.</p> <p>RR clarified that the process had made an impact on QTLA and was related to school priorities.</p> <p>RR had Looked at the TLC model: Teaching and learning; Leadership; Coaching. The project allowed for the embedding of creativity and allowed risk taking with the development of new models and ideas. RR had chosen to focus on targeting more-able pupils and had looked at the delegated leadership model through the school becoming an accredited OLEVI Hub and incorporating effective data systems. This included a suite of programmes and ensuring the school had trained facilitators.</p> <p><b>A governor asked if 25% as a target is achievable for the number of pupils achieving greater depth.</b> RR explained that this includes the most-able and the more- able so it was achievable.</p> <p><b>A governor asked if this approach is now embedded within the school.</b> Yes</p> <p><b>A governor asked if there is a saturation point and commented that the educational landscape must always be shifting for teachers.</b> Learning is consolidated and we look at the impact on pupils before we introduce new ideas. Change provides opportunities for career development and growth. Projects are part of daily learning within schools.</p> <p><b>A governor asked whether this project links to the ADP.</b> Yes</p> <p>LB gave an overview of the NPQEL project based on the sustainability of the OLEVI Hub.</p>	
8. Principal's Report: <ul style="list-style-type: none"> <li>• Performance Report</li> <li>• Staffing Update</li> </ul>	The Performance Report document had been sent out with the agenda for this meeting. LB distributed the Principal's Report to the board and advised that the Lead	

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<ul style="list-style-type: none"> <li>• Pupil Performance inc closing the gap</li> <li>• Academy Development Plan</li> <li>• School events (governors invited)</li> </ul>	<p>AIP had advised it should be one side of A4 showing headlines and concerns.</p> <p>YR6: Year 6 are prepared for mock SATs week. These will be in order to test our systems and processes for the increased number of pupils sitting the tests this year.</p> <p>Reading results have been the weakest of the subjects in assessments to date. This is being supported by increased intervention (three half days a week additional teaching) and an adult/mentoring system where every staff member is being allocated to a pupil. The staff have undertaken to ‘buddy’ a pupil to support them with their attitudes to learning as well as offering individual reading sessions several times a week. This is a new initiative.</p> <p>Following the Pupil Progress meetings, there has been a full review of provision and interventions.</p> <p>Access arrangements for the SATs are a concern as to run the SATs timetable, accounting for all pupils’ access needs, we will need 27 adults for the week. This would be reduced with a timetable variation so this is being investigated.</p> <p><b>A governor asked how parents are engaged with this.</b> Should hear child read every night.</p> <p><b>Do parents increase the time spent reading with a child if they know they’re struggling?</b> Yes, mostly.</p> <p>YR2: The unqualified teacher in Year 2 is on placement for her PGCE this half term. This is being covered by the return of a teacher from maternity leave. When she returns this will enable Chantelle Harrison to be removed from teaching two days a week to increase the leadership capacity of the SLT. This additional capacity will support the introduction of the new Learning Powers curriculum as well as providing additional intervention capacity in the lead up to SATs.</p> <p>Year 2 are prepared for the mock tests being held soon. In all assessments undertaken to date, Maths is the weakest subject for attainment but is showing good achievement. Staff are very aware of this and have been targeting this with a strong programme of interventions.</p> <p>QTLA:</p>	<p><b>CK send monitoring form to GOVs for SATS</b></p>

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	<p>Currently both NQTs are on track to complete their induction year well. Both are competent and achieving in line with expectations for this time of the year.</p> <p>The Unqualified teacher in Year 2 is currently on placement. Prior to this placement starting, she was visited by members of the teaching alliance through which she is training for a quality assurance exercise. All judgements were moderated to be sound and there were no concerns raised as to how she is performing.</p> <p>There are no teachers currently on a support plan, although the Lead teachers are coaching less experienced members of staff to become more consistent in their quality of teaching and expectations.</p> <p>Half of the TAs working across the school have been involved with an Outstanding Teaching Assistant Programme. The impact of this has yet to be seen although participants are very positive about the training. The second half will receive this training in the Spring term.</p> <p>All three HLTAs have completed an Improving Teacher Programme with three teachers from a local school as well as three NQTs from within the Trust. Monitoring has demonstrated that all three have made use of the skills acquired within their teaching. This training has been a priority as these HLTAs are working as Cover Teachers for 90% of their time.</p> <p>There are now have 520 pupils on roll with 54 on FSM.</p> <p>There is concern that the lunch provision needs evaluation. The caterers ran out of food and crockery today. Meals were delivered late and we had to pay staff to stay behind. LB has had a strong conversation with the provider about making up inadequacies for years 5 and 6.</p> <p><b>A governor asked whether there had been any historical problems with the caterer.</b> PW replied no, we have had one problem which was responded to very well.</p> <p><b>A governor asked if there is a penalty clause in the contract.</b> PW: Yes, we have put new chef in and would be very surprised if they do not address this.</p> <ul style="list-style-type: none"> <li>- Number of EAL has dropped which may impact on the number of disadvantaged pupils in school.</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Number of pupils is stable – carrying waiting list</li> <li>- Numbers in nursery had increased. We may offer some 30 hour places and will be talking to another school to look at their practice.</li> <li>- Absence rates are good and persistent absence rates are stable although there have been lots of pupils taking unauthorised holidays.</li> </ul> <p><u>Staffing absence figures (represented as number of days lost)</u></p> <p>Teaching - 1% (spouse critically ill)            HLTA - 9.6% (one very ill in term 1)            TA - 4.5%            Unqualified - 0            Non-teaching - 2.4%</p> <p>RR reported that one member of the teaching staff has signalled his intention to resign in order to leave at Easter. This position will need replacing. It is possible that the solution for covering this class longer term can be found from within the existing team and after the beginning of February we will be able to make some firm decisions around this.</p> <p>Two members of staff have returned from maternity leave part time. This means that there are an additional 7 days a week teaching time on the staff team from last term. Three of these days are being used to cover an UQ teacher who is on placement. 1½ have been allocated to support teaching in Year 6 and 2½ days are focusing on behaviour management and inclusion of vulnerable pupils into classrooms.</p> <p>There are no concerns about any staff.</p> <p>Exclusions in Autumn Term – 0            SCR: CK will send a checklist to enable governors to check the SCR</p> <p>The number of EHA is increasing – threshold is very high for social services referral and school expected to support very often in complex cases.</p> <p><b>A governor asked if there is support for staff.</b>            The Trust has employed a Social Worker to support.</p> <p>Child Protection cases are at 0 – it was noted that referrals are not being processed by social services but the school is tenacious in its resubmissions.</p>	<p><b>CK send SCR checklist</b></p>

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	<p><b>A governor asked if here is capacity to support the families.</b> Yes, leadership support and the Trust has employed a social worker to work with schools.</p> <p>Pupil attendance to 11.01.19 is 96.53% which is above the national average of 96.2%.</p> <p>Year 6 attendance needs addressing with families who are away for extended period of time.</p> <p>Year 1 - some children are not of state school age and eastern European families are used to starting school in year 2 so year 1 can be seen as not important.</p> <p>Reception looks high because absences have only started being recorded when they turn 5. We track attendance in reception to spot any issues.</p> <p>Governors looked at the resources spend.</p> <p>Parent Feedback was reviewed. It was noted that the question on bullying had a lower return. This may be because parents have not had experience with bullying. School could will do whole school survey on bullying as only 27 responses (families) received for this question. No disagree or strongly disagree for any response.</p> <p><b>A governor asked about safety as there has been a high number of incidents for adults recorded.</b></p> <p>This is related to a SEN child who injured two adults and who has left the school now.</p> <p><b>Are teachers trained in self-defence/restraint?</b></p> <p>They are team teach trained; 95% of that is about de-escalation.</p> <p>The Academy Development Plan was sent out with the agenda for this meeting. There are 5 priority areas, each school leader then has individual action plan. When ADP next comes to governors will be RAGGED with impact noted from the action plans.</p> <p>It will be next evaluated at end of each long term (three times per year).</p>	
9. Management Accounts for information	<p>The Management Accounts to the end of Nov 2018 had been distributed with the agenda for this meeting.</p> <p>There is currently a surplus of 22K in the budget. Income is higher because of GAG funding which provided extra money to help fund the teacher pay award.</p>	

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	<p>Other additional income has come in from trips and extra sports grant funding. Staff costs are running below the forecast.</p> <p><b>A governor asked if 70% of income against staffing is normal.</b> PW stated yes, although the benchmarks depend on school context. Castle is a PFI school. We are mindful that we have two bulge years and this funding will drop as those pupils move on. The budget is healthy and well managed and we have planned for the loss of income going forward due to the bulge years.</p> <p><b>A governor asked if the EOY projection figures are available.</b> PW clarified that the trust team is just looking at those now. There was a discussion regarding placement of surplus within the MAT structure.</p> <p>PW pointed out that the deficit within other supplies and services is planned for because of the development of NIA. This has meant that Castle has not had use of the playground and outside space. We are creating spaces outside (PODS) to allow children to use during break times.</p> <p><b>A governor asked if academies that create a surplus are rewarded.</b> PW confirmed that in a MAT structure there is only one pot of money. Better to consolidate funds to achieve economy of scale. We do invest in schools – e.g. at Castle we are purchasing the PODS and have invested in the Library and learning hub and will be installing a new playground. When we introduce the curriculum financial planning model we will be able to reward schools individually. There was a discussion regarding collective responsibilities and balance.</p>	
10. Safeguarding matters not addressed in principal's Report	<p>Safeguarding matters had been covered within the Principal's report. An Exclusion panel hearing is required and it was agreed to sit for this at 9:00 on 28<sup>th</sup> January 2019 with an 08:30 start for preparation with CK.</p>	
11. Governor Monitoring cycle and allocation of governors to priority areas on SDP	LB will send the monitoring cycle for the next term to CK so that governors can chooses dates to come into school to carry out a monitoring visit.	LB send Monitoring cycle to CK



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12. Governor recruitment update inc parent elections	CK is currently talking to two new potential governors. Parent governor elections were tabled for the next meeting.	Add parent elections to next agenda
13. Any other Business	<p>The timing of meetings was discussed and it was agreed to move to 15:30.</p> <p>It was agreed that the meeting scheduled for 14.03.19 should be cancelled as it did not fall in line with the new data drops which are now taking place three times a year</p> <p>CK agreed to set dates in advance of the meetings to meet LB &amp; RA to discuss forward agendas.</p>	<p>Move time of meetings to 15;30 where possible.</p> <p>Cancel meeting 14/03/19</p> <p>Agree agenda setting meetings with LB and RA.</p>
14. Dates of meetings for the year	<p>28/02/19 at 17:30– Standards</p> <p>25/04/19 at 17:30 – Standards</p> <p><b>13/06/19 – 17:30 – Full Board</b></p> <p><b>18/07/19 at 16:00 – EOY Full Board</b></p>	

The meeting closed at 20:10

**Meeting Actions: Castle LAB 17/01/19**

Action	Owner/date
Page 4 – Send SATs monitoring form to governors	CK
Page 6 – Send SCR checklist to governors	CK
Page 8 – Send monitoring cycle to CK	LB
Page 9 – add parent elections to next agenda	CK
Page 9 – move time of meetings to 15:30 where possible	CK
Page 9 – cancel meeting for 14/03/19	CK
Page 9 – meet with RA and LB to set forward agendas	CK (post meeting note – not possible for S&P meeting on 28/02/19)