



Meeting of Castle Primary School

Local Governing Board (LGB)

Date: Tuesday 4th February 2025 at 4:30pm to be held at Castle Primary School

Governors in attendance:	Tom Pear (TP)	Chair of Governors (Castle)
	Alex Canning (AC)	Appointed Governor
	Anthony Roche (AR)	Appointed Governor
	David Weaver (DW)	Appointed Governor
	Tom Bourne (TB)	Appointed Governor
	Gemma Plant (GP)	Appointed Governor
	Zoe Morris (ZM)	Parent Governor (Castle)
	Jessica Trevers (JT)	Appointed Governor
Others in attendance:	Sally Dakin (SD)	Headteacher
	Hannah Bours (HB)	Deputy Headteacher
	Sarah Lomas (SL)	Clerk
Apologies:	Allan Howells (AH)	Director of Quality, TLP
	Partick Griffin (PG)	Appointed Governor
	Gregory Ellis (GE)	Appointed Governor

The meeting commenced at 4:35pm.

ITEM NO.		ACTION
	GOVERNANCE AND ADMINISTRATION	
1.	Welcome, Quoracy, Apologies and Declarations Governors were welcomed to the meeting. The meeting was quorate. Apologies were received and accepted from the following: <ul style="list-style-type: none"> PG GE AH There were no declarations made or conflicts of interest with the business of the meeting raised by governors.	
2.	Minutes of the last meeting and Matters Arising a) The minutes from the previous LGB meeting on 15.10.24 were confirmed as a true and accurate record of proceedings. Governors approved the minutes. ACTION: Upload a copy of the approved minutes to Governor Hub and mark as signed. b) The action log from the previous meeting was reviewed and all actions were marked as complete.	Clerk
3.	Membership update a) Governors noted one parent governor vacancy on the Board and it was agreed that consideration would be given to this role following the anticipated departure of PG at the end of the academic year which would result in an additional vacancy for an appointed governor. ACTION: Consider the parent and appointed governor vacancies in the summer term. b) Governors reviewed the link roles within school and the following roles were confirmed:	SD/ Clerk

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	<ul style="list-style-type: none"> DW to trial the SEND role across both schools and feedback on workload at the next LGB meeting. ACTION: Feedback on the joint SEND role at the next LGB meeting. Safeguarding – It was agreed that this role would be split between the schools with JT assigned as the Safeguarding link governor at Castle and AC at Dove Bank. Equality and Personal Development – AR Pupil Premium – AR Early Years – GP Sustainability – TB Curriculum – ZM Strategic Priorities – TP <p>It was agreed that monitoring visits would be flexible in format, with some in person school visits, learning walks and desktop online meetings where appropriate.</p> <p>Q: What has been the format of visits at Dove Bank? A: Governors try to include pupil voice and staff voice within visits at least once per year. There is also a focus on ensuring that policies and practice are in line.</p> <p>An example report template was shown to governors during the meeting. Governors noted that questions for staff are provided one week in advance to ensure preparation for meetings. Once the visit and report have been completed, this is then shared with the relevant staff link for approval before circulation to the Board. At the end of the link visit an outline agenda for the next meeting is agreed with staff.</p> <p>It was agreed that the method of reporting outlined above was a positive and efficient format that would be adopted by CPS.</p> <p>ACTION: Circulate the DBPS governor link monitoring template for use by all governors across the schools.</p> <p>Governors requested that staff links for all subject areas be shared with governors. ACTION: Compile a table with staff link contact details to share with the Board.</p>	<p>DW</p> <p>Clerk</p> <p>SD</p>
	STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES	
4.	a) School Improvement Plan (SIP) – This item was discussed under Part 2 of this meeting.	
	EDUCATION	
5.	Pupil Numbers a) The school reported that pupil numbers currently stand at 98.	
6.	Attendance a) Governors noted that attendance figures are very positive with 30.9% of pupils having 99% attendance or above and only 2.8% of pupils persistently absent. <p>Q: How many pupils does the 2.8% represent?</p>	

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	<p>A: This represents two pupils. The reasons for absence are related to emotional school-based avoidance and there is context to each case. The school apply care and understanding to external issues and continue to support families.</p>	
7.	<p>Rewards and Behaviour</p> <p>a) There were no suspensions or exclusions to report at this meeting. Additional issues relating to behaviour were discussed under Item 4 of this meeting.</p>	
8.	<p>Progress and Attainment</p> <p>a) Progress and attainment data had been circulated to governors prior to the meeting. The school emphasised the importance of the use of data. Leaders meet with teaching staff on a one-to-one basis for pupil progress meetings prior to inputting data. The pupil progress meetings include discussions on the following areas:</p> <ul style="list-style-type: none"> • Progress and attainment in reading, writing and maths. • Fisher Family Trust (FFT) targets reviewed. Each child has an FFT target and this is tracked over the course of the year. • Focused discussion on pupil premium pupils. • Focused discussion on SEND pupils. • Mental health and wellbeing concerns. • Any other concerns (including attendance). <p>Following the completion of the pupil progress meetings, the deployment of teaching assistants is reviewed to support identified need.</p> <p>The school queried what data governors would like to review for progress and attainment. Governors confirmed that graphical data would be useful from an illustrative perspective along with a comparison of key groups including, SEND, pupil premium and gender for example.</p> <p>ACTION: Provide data breakdown in graphical form with comparison data for key groups going forward.</p> <p>The school confirmed that 62% of non-disadvantaged pupils are on track to meet the expected level at the end of the year. Governors confirmed that it will be interesting to see the comparison of data over time to identify any trends.</p> <p>The school identified Year 2 as a target cohort for monitoring.</p> <p>Governors queried at what point do results trigger intervention and requested additional data on the thresholds to understand the decisions taken around interventions further.</p> <p>ACTION: Submit an anonymised pupil progress meeting report to illustrate the rigour taken when reviewing pupils' needs.</p> <p>Governors confirmed that the additional information will be useful and suggested that the comparison data be presented term by term. This additional data would generate challenge and questions from the Board. The school highlighted the difficulties in some instances in ensuring anonymity with such small pupil numbers.</p>	<p>SD</p> <p>SD</p>

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	<p>Q: In terms of the accuracy of this data, does moderation or cross moderation take place or are there opportunities for this?</p> <p>A: The school recently participated in a cross-Trust writing moderation exercise which was overall, a positive experience for staff. In terms of maths and reading, there is currently no moderation opportunities at present. The curriculum at Castle is well developed and in school moderation on place value in maths will take place this year. The NFER testing scheme also assists in providing an overview of progress and attainment.</p>	
9.	<p>Link Governor Monitoring</p> <p>a) Governors queried whether, as part of link visits, it would be useful to obtain staff voice at Castle at the current time. It will be important for governors to review the policies and processes in place initially, but staff would welcome the opportunity to connect with governors. The initial feeling from staff is that they are feeling positive and empowered by the changes taking place.</p> <p>Q: How is parent voice being obtained?</p> <p>A: The PTA at Castle was not previously set up as a separate entity and this is now being enacted. There is parent interest and it would be positive if there could be PTA crossover across both schools. However, there are difficulties with capacity at present to be considered.</p> <p>Q: When the parent surveys were issued, what was the response level?</p> <p>A: At Dove Bank, there were a significant number of positive responses and a homework survey as also issued. It is not yet the right time to undertake a parent survey at Castle but this will be undertaken in the future.</p> <p>Additional discussions on link monitoring took place under Item 3 of this meeting.</p>	
10.	<p>Pupil Premium</p> <p>a) Governors received confirmation that the Pupil premium Strategy Statement had been uploaded to the school website in line with the 31.12.24 deadline. Governors were informed that the school have identified that the document requires updating. Whilst the document is not out of date but work will be commenced to update information before September 2025. It was noted that the governor contact required updating from JT to AR.</p> <p>b) Governors reviewed the impact of pupil premium funding.</p> <p>Q: Does the school have any children for whom the pupil premium funding is ringfenced?</p> <p>A: Not generally, this would only happen in the case of funding required for a residential trip. More commonly, the funding is spent on whole school initiatives which will benefit pupil premium pupils.</p> <p>Governor Comment: Parents can often assume that the funding they receive is to be spent on their child individually.</p>	

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	<p>The school confirmed that there are some looked after children who have an individual allocation and a personal education plan (PEP) and these funds are ringfenced for individuals.</p> <p>Q: It is noted that Dove Bank have a member of staff trained as an emotional literacy support assistant (ELSA) which pupil premium pupils have access to. Does this member of staff have capacity to deliver provision to pupils at Castle?</p> <p>A: Not at present. A member of staff who was ELSA trained has left and a new member of staff has been employed who could potentially deliver some interventions or train as an ELSA in the future.</p> <p>Q: In terms of funding, are there any challenges to ensuring that all funding is being captured where families are eligible?</p> <p>A: The school is certainly not receiving the maximum allocation of funding and work continues to promote awareness of eligibility with parents and information is posted on newsletters. Some schools incentivise applications for free school meals, and this could be considered. It is not felt that at the current time the school is missing significant amounts of potential funding.</p> <p>Q: Can the school forecast when the pupil premium funding will reduce?</p> <p>A: Historically, once PP funding was triggered, this meant that a pupil would receive the funding for at least 6 years (ever 6) even if their circumstances changed. Schools could work to forecast when changes may take effect but in reality the number of PP pupils is reasonably steady. The main issue is the pupils who have not been identified as PP. The school do have a list of the 'ever 6' pupils.</p> <p>Q: What do the PP levels look like with the schools?</p> <p>A: There is a considerable difference between the schools. Castle has 12% PP whereas Dove Bank has 30%.</p>							
	WELFARE							
11.	<p>Safeguarding</p> <p>a) Governors confirmed receipt of the safeguarding report circulated prior to the meeting. It was noted that the single central record (SCR) has now been transferred to an online system linked to CPOMS. The SCR is 100% compliant.</p> <p>CPD within school continues. SD recently attended supervision training with the Trust and continues to attend termly designated safeguarding lead network meetings. Pupils have received PSHE sessions on staying safe in the community.</p> <p>The caseload for pupils was reported as follows:</p> <table border="1" data-bbox="233 1989 1359 2110"> <thead> <tr> <th>Level of social care involvement</th><th>Number of children currently</th><th>Number of children at the same point in time last year</th></tr> </thead> <tbody> <tr> <td>Child Protection</td><td>0</td><td>0</td></tr> </tbody> </table>	Level of social care involvement	Number of children currently	Number of children at the same point in time last year	Child Protection	0	0	
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	<table border="1" data-bbox="233 264 1361 394"> <tr> <td>Child in Need</td><td>2</td><td>0</td></tr> <tr> <td>Early Help</td><td>2</td><td>0</td></tr> <tr> <td>Looked After Children</td><td>2</td><td>0</td></tr> </table> <p>Additional information on safeguarding was discussed under Part 2 of this meeting.</p>	Child in Need	2	0	Early Help	2	0	Looked After Children	2	0	
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12.	<p>Welfare and Wellbeing – Students</p> <p>a) It was confirmed that pupils had completed a survey issued by the Trust. The survey was focussed on high school pupils, and feedback was provided to the Trust from school safeguarding leads that the results were difficult to interpret as it cannot be identified which pupils understood the questions. The Trust have confirmed that a more child-friendly survey will be issued.</p> <p>There are a range of pupil leadership roles in place at both schools including school councillors and sustainability ambassadors. The school employs the services of SWaNS counselling service who work with a small number of pupils. The pupils in receipt of this support will be reviewed at the next set of pupil progress meetings to assess the impact of the provision. Play therapy is also provided to pupils with identified need and this is provided through the Congleton Partnership of schools which the school pay into.</p>										
13.	<p>Welfare and Wellbeing – Staff</p> <p>This item was discussed under Part 2 of this meeting.</p>										
	LOCAL MATTERS & STAKEHOLDER ENGAGEMENT										
14.	<p>Local Policy Approval</p> <p>Governors confirmed receipt of the following Trust policies:</p> <ul style="list-style-type: none"> a) Equality Information and Objectives Policy b) Serial and Unreasonable Complaints Policy c) Permanent Exclusion Policy Statement <p>ACTION: Ensure links to the above-listed policies are provided on the school website.</p>	Clerk									
15.	<p>Governor Training Update</p> <p>a) It was confirmed that all governors present had completed the mandatory training on Prevent and Safeguarding. Follow up on any training outstanding would be undertaken by the clerk.</p> <p>ACTION: Follow up on any outstanding training requirements.</p>	Clerk									
16.	<p>Stakeholder Engagement – Parents / Carers</p> <p>a) A PTA is in development and there is positive interest in this. Parents are invited to assemblies on Fridays to further develop relationships and weekly newsletters are issued to parents. Positive feedback has been received from parents on the level of communication.</p>										
17.	<p>Stakeholder Engagement – Wider Community</p> <p>a) A £10,000 donation was received and following finance meetings it has been agreed that the funds will be included within the budget but immediately assigned to a project then removed from the budget. The proposed project is to develop a sensory area in the playground.</p> <p>Q: Have the school issued a thank you letter to the donor?</p> <p>A: It is proposed that a thank you letter be written by pupils.</p>										



ITEM NO.		ACTION
	ACTION: Issue a thank you letter from pupils to the donor of funds for school.	SD
18.	Communication – to Trust There were no items to be communicated to the Trust at this meeting.	
19.	Communication – from Trust a) Governors were reminded to complete the Equality and Diversity Survey by following the link issued on Governor Hub.	
20.	AOB The attendance and engagement of governors was highlighted for consideration and a request was made for this to be reviewed by the Trust. ACTION: Liaise with AH on membership and engagement.	Clerk

The meeting moved to Part 2.