



Plymouth CAST  
Multi Academy Trust

**Full Cast Board Meeting – Wednesday 24th September 2025  
in OLSP Staffroom @ 18:00**

Attendance:

Mrs C Blatchford	Headteacher	CB
Mrs L Coulter	Chair of Governors	LC
Father A Lawes	Foundation Governor	AL
Mrs G Dyson	Foundation Governor	GD
Mrs J Gillespie	Foundation Governor	JG
Mr D Saw	Parent Governor	DS
Mrs M Nock	Staff Governor	MN
Sarah Jackson	Clerk to Governors	SJ

No.	Description	Decisions/Actions
1.	<b>Welcome and Opening Prayer:</b> Meeting opens at 18.05 with a welcome from SJ and AL leads the prayer	Invites sent
2.	<b>Apologies and Confirmation of Quorum:</b> Apologies from CC. MN joining via Google link. Quorum confirmed	Quorum confirmed.
3.	<b>Governance Procedures:</b> <ul style="list-style-type: none"><li>SJ asks if there are any declarations of interest, of which there are none and opens the voting for the position of Chair and Vice Chair -</li><li>GD proposes LC to continue as Chair - this is seconded by JG</li><li>LC proposes JG to continue as Vice Chair - this is seconded by CB</li><li>SJ reminds all governors that the annual declarations need to be done asap and returned to SJ.</li><li>Meeting dates - have all been put in the diary and invites to be sent out to all.</li><li>Lead Governor roles will stay the same as last year</li><li>Schedule of accountability is on the Hub but SJ can email or print if preferred</li><li>LC states there is nothing glaringly obvious regarding training, but asks for people to let her know if they want any. JG asks if they have to update safeguarding and GDPR every year? LC confirms every year and also some training coming up in Nov and Jan that might be useful.</li><li>Minutes from 17.07.25 signed</li><li>Summary of o/s actions - none</li></ul>	Minutes on HUB

12/11/25  
*[Signature]*

4.

#### **School Leadership:**

LC to CB - this is regarding the Head Teacher report, but we have no CC tonight. *CB responds that CC sent in some questions beforehand -*

**Ofsted AFI (Assessment)** - How will subject leaders ensure assessment in foundation subjects shows what pupils have really learned, and how will this be monitored this academic year?

*CB replies - All subject leaders have spent time reflecting, perfecting and sharing this. Subject leaders will make sure that assessment in the foundation subjects goes beyond simply recording coverage of the curriculum and instead focuses on what pupils know, remember, and can do. This will be achieved through:*

**Clear progression maps:** Leaders will ensure that knowledge and skills are broken down into small steps so assessment identifies where pupils are secure and where gaps remain.

**Use of retrieval and low-stakes assessment:** Teachers will regularly build in opportunities for recall (e.g. quizzes, questioning, concept maps) to show what pupils can remember over time.

**Work scrutiny and pupil voice:** Subject leaders will review pupils' work and talk to children to check that they can articulate their learning and make links across topics.

**Focused learning walks/DDIs:** Leaders will look for evidence of key knowledge being embedded in lessons, as well as how teachers revisit and reinforce prior learning.

**Assessment records:** Teachers will use agreed proformas or digital systems to record outcomes against curriculum expectations, highlighting secure knowledge as well as areas needing consolidation.

**Trust leadership toolkit:** Use of the Trust leadership toolkit ensures all subject leaders systematically monitor every aspect of their subject and report back to SLT with a clear picture of strengths, gaps, and next steps.

#### **Monitoring this year**

*Termly book looks and pupil voice conversations led by subject leaders/SLT, feeding back to staff on strengths and next steps.*

*Regular DDIs with a focus on how assessment informs planning and teaching.*

*Moderation meetings within school (and across schools in the cluster where possible) to ensure consistency of judgments.*

*Subject leaders reporting termly to SLT and governors on what pupils have learned and remembered, including evidence of progress over time.*

*JG asks if they do a self assessment at the end of the lesson CB replies that they do and it is more difficult in PE, but they have been recording video to help with this as they can play back and watch*

**SIO/DoE Visits (SEND)** - What progress is being made with the new SEND hub, and how will we know it is helping children with the greatest needs? *CB replies 'To be honest it is not being used much. One high needs child has now left us and the others are generally managing in the class, which is really pleasing'*

*GD asks what will you do with the Hub room now? CB replies that it was always a multi purpose room so is used for interventions, music etc*

*How is funding for the hub being managed, and is it sustainable? CB replies - 'The idea behind the hub is that it will cost less than having one to one with all pupils. The aim was to have no more than two adults with small groups, therefore releasing others to support interventions.'*

*How are the needs of SEND children with less complex needs being met? CB replies - 'Speech and language and phonics is taking priority,*

so any gaps target these areas. We have a bank of volunteers (5 + another one starting in October), that are helping directly in classrooms and supporting readers. I am continuing to take Prayer and Praise on a Wednesday afternoon to give teachers time to target/tutor individuals.' JG asks if the volunteers are just for reading? CB replies that she has one that basically stays in the classroom and helps with maths. The need is greater lower down so the TAs go there, which leaves KW and Year 6 as just having a teacher

What actions are in place to reduce persistent absence in SEND pupils (currently 17.9%)? CB replies - Actually 13.8% - 4 children: This was predominantly 3 EHC children who were on part time timetables. One is now in full time and another has built up, currently staying to 2pm with a view to being in full time next week. Another was causing particular concern did not return in September and therefore has attendance of 0%. After much work with a wide variety of agencies and the LA they have withdrawn their child to electively home educate, to avoid formal action from the school. A further SEND child had specific problems with his teeth and had to have some removals which caused a great deal of anxiety. 6 of the 29 children were either 99 or 100% attendance

JG mentions that SEN and PP attendance is great. CB replies that it is above average. JG asks if school still have the FSW and Attendance Officer? CB replies yes we do and also Year 6 have been told that if they have over 97% they can have a trip at the end of the year.

#### **School Improvement Plan (Attendance & Early Years) -**

Congratulations on achieving strong attendance – how will this high standard be maintained? CB - Continue with the same practices. High expectations.

How will Early Years provision continue to improve, especially with the new Reception class and the introduction of 2-year-olds? CB - See milestones on the SIP/SEF

**Maths** - Maths results are strong, but girls are behind in some year groups. How will teaching be adapted to close this gap? CB replies - We are very pleased with the overall strength of maths outcomes across the school. However, we have identified that in some year groups, girls are not attaining as highly as boys. To address this, teaching will be adapted in the following ways:

**Careful monitoring of progress:** Teachers will track attainment and progress by gender to identify early where gaps may be emerging and this will feature in pupil progress meetings.

**Targeted questioning and participation:** Strategies will be used to ensure girls are actively engaged in mathematical discussion, reasoning, and problem-solving, reducing any tendency to opt out or lose confidence.

**Confidence-building approaches:** Lessons will incorporate more opportunities for collaborative work, paired reasoning, and scaffolded challenges, supporting girls to take risks and develop resilience with unfamiliar problems.

**Real-life and applied contexts:** Tasks will be framed in ways that connect with a wide range of interests, making maths feel more relevant and engaging for all pupils.

**Targeted support and intervention:** Where gaps are identified, teachers and support staff where possible will provide timely, precise intervention to prevent them from widening.

By combining these strategies with high expectations for every child, we aim to close the gender gap and ensure that all pupils achieve their full potential in mathematics.

SIP/SEF on Hub





**Literacy** - What steps are being taken this year to raise writing standards, especially in spelling, grammar, and independent writing, so outcomes match maths and reading? *CB - See SIP/SEF*

**Staffing** - What is being done to maintain staff well-being, given increased teaching commitments for leaders? *CB - We continue to have teams to take on a wellbeing month, with Rachel and I being September. The final staff meeting time of every half term is a wellbeing session - meaning no meeting. Communication and check-ins with staff are ongoing. Staff socials books - Mr P and Christmas meal. Inset day included connection tasks where Kim led on specific tasks to support wellbeing e.g. post it notes put on a named card to say what is great about each staff member.*

**Catholic Life** - How are pupils being given more opportunities to contribute to and shape the Catholic life of the school? *CB replies - Pupils are being given an increasing range of opportunities to contribute to and shape the Catholic life of our school. Our Chaplaincy Team is taking greater responsibility, for example by visiting classrooms each Wednesday to lead a reflective activity, ensuring prayer and worship are more child-led and meaningful. Classes also regularly prepare and lead worship, and pupils are encouraged to suggest themes for prayer, charity work, and social action, with their ideas guiding fundraising and outreach projects. Building on the success of the Torbay Civic Award last year, we intend to support more Year 6 pupils to achieve this recognition, further developing their sense of service and commitment to the wider community. It was particularly heartwarming that, during the recent enterprise selling event, the children themselves chose to divide their profits between four different charities as well as the Friends of the school (PTA), showing their generosity and awareness of the needs of others. Through these opportunities, pupils are not only participants but also leaders in strengthening and living out the Catholic ethos of the school.*

LC says that answers any questions that she had. *CB asks if anyone else had any questions regarding the report?* DS mentions that the safeguarding incident numbers seem to get higher every term? *CB replies that with an increase in EHCP pupils there are more needs and the record on CPOMS gets higher. Any phone calls to absentee pupils make it higher too.*

5.

**RE and Catholic Life:**

AL met with CB and LC to go through everything and assurances were given. He also met with KW regarding teachers and their understanding - greater depth is a work in progress. *AL will be coming in and doing 'add ons' to what the diocese is doing. Still a work in progress on how the parish and the school can work together. LC mentions that the parish is always invited to the masses. AL has not given a written report referencing pupil outcomes in RE, but he reported back on most of the points in the last meeting. This year is the penultimate year of the change over to RED and the first complete year will be next September. CB mentions that what she is teaching Year 6 at the moment is behind where they should be due to the depth required.* AL reiterates that he wants to concentrate on the teachers understanding

6. **Curriculum and Standards:**

LC asks if this is CC's area? *CB says that LS is on the PE side of things - there is a report online for the sports grant and he has done this year's grant. He is also an eco ranger/school leader and LM is supporting him.*

7.

**Inclusion:**

LC says to JG that she knows she is coming in soon. LC says that it is very confusing as the agenda and schedule of accountability never seem to match up. *JG says that she will be in 8th October so will have the report then and the same with the PP statement - she will discuss that in the meeting and report in the notes of visit*  
LC asks CB if she has anything to add? *CB replies that ROS is always on top of all these documents.*

8.

**Safeguarding and Child Protection:**

LC confirms that the returns have all gone. She will see ROS about training and she is in school for a learning walk on 8th October to see how the school deals with safeguarding.

9.

**Health & Safety -**

MN confirms that OSHENS is being used to record any accidents and the Lettings are all compliant  
GDPR is all confirmed as up to date *LC asks when that one will need to be done again?* Confirmed as yearly  
MN confirms that there have been no GDPR breaches.  
Premises - there is a gap in the fence that needs to be plugged due to an escapee. *CB says that she met with someone and chased them or a quote but still nothing*  
Overhanging branches going onto 4th Avenue - The PTA have organised a Groundforce Day.  
The boiler in the staff room is leaking, not sure if fixed yet. The soft outside flooring in Early Years still has a hole and the boys Year 5½ toilet floor needs new flooring. *LC asks if these are within budget, CB replies that they are not high priority. The grant for the outside of early years was missed last year, but another one is coming up.*

10.

**Whole LCB Responsibility:**

LC asks about marketing strategies - how are we advertising for 2 year olds? Can it go on the parish newsletter? *AL says there is not much room, but can fit a paragraph in. GD asks how many parishioners are under 5?* *AL replies 4 possibly?* *GD - any babies?* *AL - maybe a couple, but not sure where the parents live. AL mentions that he has heard that some people worry that the school will try to convert them. CB replies that we need to get it out there that you don't need to be Catholic to come, we just use the Catholic ethos. JG asks what the birth rate is looking like?* *CB replies that it is still low. JG remarks that having the baby/toddler group was a really good idea. CB says that Shaldon are now taking babies and many other schools are starting to take younger children. AL says that school can use one of the notice boards at the church and could have a spot in the newsletter - even if it was just a link to take people to the school website. LC asks if there is anyone to meet re student voice and asks CB what the meeting will actually be for?* *CB replies that it is to check if the pupils are enjoying their time here etc. LC and GD will come in*

11.

**Cast Policies (for information):**

Emotional Health & Wellbeing

*Revised*

Domestic Abuse

CAST Medical Conditions

CB mentions that the PP strategy has to be updated every year, so that will be on there too.

12.

**School Level Policies:**

None. CB asks if everyone got the new policies? *LC replies that they are on the Hub?*

**AOB:**

GD asks where to find the SIP and SEF? *CB replies that it is on the Hub.*

LC says that the RE policy is on there too and training for the year also.

SJ will send out invites to the year's meetings

Meeting ends with thanks from LC

**Date of next LGB: Wednesday 12th November**

Signed by Chair.....

Dated .....