

**Northampton International Academy**

**Minutes of the Local Advisory Board, standards and performance committee meeting held on the 10<sup>th</sup> of January 2019, 18:25 at NIA, 55 Barrack Road, Northampton, NN1 1AA**

Agenda item	Discussion	Action
1. Present	<p><b><u>Present:</u></b>  <b>Tim Marston</b> (Principal)  <b>Joshua Coleman</b> (CEO: EMAT)  <b>Giles Osborne</b> (EMAT: Lead AIP)  <b>Andy Johnson</b> (NIA: Assistant Principal: Data &amp; Outcomes)  <b>Alex Oldham</b> (Principal Phase Leader: Primary)</p> <p><b>Adaeze William Gauntlett</b> (Elected Staff governor)  <b>Alexis Castillo-Soto</b> (TB appointed governor)  <b>David Todd</b> (TB appointed governor)  <b>Ben Shirley</b> (TB appointed governor)</p> <p><b>Carole Kirby</b> – minutes – (Head of Governance: EMAT)</p> <p>The chair made introductions and welcomed everyone to the meeting and reminded all that matters discussed remained confidential until such time as the minutes are agreed and signed off.</p>	
2. Apologies	<p>Apologies had been received and were accepted from:  <b>Martin Thompson</b> (TB appointed governor) and <b>Hannah Auger</b> (NIA)</p>	
3. Quoracy	<p>The meeting was quorate with at least three governors present.</p>	
4. 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>	

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5. Minutes of last meeting held 15/10/18	The minutes of the last S&P meeting held on the 15 <sup>th</sup> of October 2018 were agreed to be an accurate record and were duly signed.	
6. Action log from the meeting held on 15/10/18	<ul style="list-style-type: none"> <li>i. Email acronym buster to governors. Done</li> <li>ii. Ensure paperwork ready at least one week before governor meetings. Done and ongoing.</li> <li>iii. Organise meeting between PP lead governor and PP staff champion. C/F</li> <li>iv. Arrange PP training for governors. Done</li> <li>v. Include year on year comparative in QTLA document for next S&amp;P meeting. Done</li> <li>vi. Include criteria requested at top of QTLA document. Done</li> <li>vii. Consider whether to include data handling as CPD. Done</li> <li>viii. Investigate governor access to ASP and FFT dashboards. GO and CK reported that RM has authorisation to provide governors with access and they have asked her to action this.</li> </ul>	<p>PP Lead governor and PP Champion to meet within next half term</p> <p>RM to authorise governor access to ASP and FFT for governors at each school</p>
7. Progress and achievement towards targets	Documents distributed with this agenda: Autumn achievement review; Autumn secondary heat map; Progress and attainment summary; Pupil achievement review; Vulnerable groups pupil progress; Year one and year two assessment and progress tracker	

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	<p>AJ reported on secondary data. A Data Manager been appointed to work across all phases of the school. The school is very pleased with this appointment as the successful candidate is particularly strong in this field. AJ has worked with KR to produce a data analysis tool (autumn achievement review document). Page one sets out the context for the data. The data is based on results from November and December 2018 so it is very recent. The targets are based on FFT20 and the percentage figures indicate the percentage of pupils on track to target. Pupils without prior data are given a nominal target of 5. AJ explained the colour coded system and pointed out that the cohort information on page two is very important. This indicates that the weakest cohort is year 8 and the strongest is year 7.</p> <p>The board looked at the secondary heat map and a new document was distributed for review: NIA Autumn Term Pupil Achievement Review (Secondary).</p> <p><b>A governor asked if the document covered all subjects.</b> No, these are the EBacc subjects minus the languages. Languages are on a different 'flightpath'. The majority of students are on target. AJ explained what is meant by 'EBacc' – the English Baccalaureate which includes Maths, English, two Sciences subjects, a Humanities subject and a language. Attainment is measured against targets using the descriptors for the GCSE courses.</p> <p>Pupils are also tracked using FFT20. If al pupils meet their FFT50 target, then</p>	<p>Info' on the EBacc can be found <a href="#">here</a></p>

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	<p>that would equate to pupils achieving the national average; if they achieve their FFT20 target that would mean they have achieved significantly above national average.</p> <p>Year 8 represents the largest number of pupils on track and most progress has been made by the 'low attainers'. Generally, girls are outperforming boys. The Pupil Premium gap has narrowed in year 7 but this is wider in year 9 where the gap is 12%. Governors looked at the pages covering 'lines of enquiry' and 'actions taken'.</p> <p>Year 7 – attainment against target is lowest in this year group with approx. 46% of pupils currently on track overall. SEN pupils have a higher percentage of pupils on track than non-SEN. Those pupils with high prior attainment appear to be making less progress than others with lower prior attainment.</p> <p>Year 8 - attainment against target is the highest overall in this year group with a large majority (approx. 78%) on track to target. Within this, the pupils with lower prior attainment are making the most progress and 'white British' (who make up approx. 25% of the cohort) are making the lowest progress.</p> <p>Year 9 – this group have started to be assessed against the rigour of the new GCSEs. The majority of pupils are on track to achieve their FFT20 target. There is a 12% difference in favour of non-disadvantaged pupils in year 9.</p> <p>EAL pupils - In year 7 non-EAL pupils have a higher percentage on track than EAL pupils. In year 9 the EAL pupils are outperforming the non-EAL pupils.</p>	

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	<p>SEND – In year 7 the SEND pupils have a higher percentage on track to target than non-SEND. In year 9 the gap is 36% between SEND pupils on track to target and non-SEND pupils.</p> <p>It was acknowledged that by year 9 a lot of the EAL barriers have been removed for pupils and it is noticeable that ‘white British’ pupils start to struggle more by year 9. This needs to be addressed in year 7 before it becomes a problem.</p> <p><b>A governor asked if there are any service children in school.</b> No.</p> <p><b>A governor asked how ethnicity is determined.</b> There is a census completed by parents with 17 categories; the parents self- select.</p> <p><b>A governor noted that the gap between disadvantaged pupils and others is wide in year 9 and asked what is being done to address this.</b> AJ responded that interventions have been identified. It is clear that this needs to be addressed in the lower years. 37 pupils were admitted as in-year admissions from other schools. The base cohort is tracked as well; year 9 is the school’s smallest cohort.</p> <p><b>A governor asked what was being done to address the low progress rates in Science.</b> This has been examined and it was found that low prior attainers make better progress than the pupils with high prior attainment. It has been agreed to address this through sets for the higher ability pupils with mixed ability groups for the remainder of the cohort. We have produced a new timetable to accommodate this. The school didn’t have a dedicated Science teacher until the beginning of the last</p>	

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	<p>academic year and we were in temporary accommodation which meant the full Science curriculum had to be delivered in innovative ways. Year 9 are also now sitting GCSE style assessments which are more difficult for them.</p> <p><b>A governor asked where the check points in the year sat in order to intervene if the strategies do not work.</b> AJ responded that targets are set against current learning so there would be continuous assessment against taught curriculum and opportunity to review.</p> <p>Governors noted that a lot of the questions they had about the data could be addressed through reading the commentary and narrative within the document circulated at this meeting. Governors asserted that they require time to read such documents and it would be appreciated if such papers can be sent out in good time ahead of the meeting rather than tabled on the evening. The original document sent out with the agenda did not contain the narrative and detail that this document contained. Governors also commented that the narrative was very important and should be prioritised.</p> <p>It was agreed that the next S&amp;P meeting should be moved to after the 29<sup>th</sup> of March to allow time for the next set of data to be analysed and presented.</p> <p>Governors agreed that they will want to follow a line of enquiry about the data presented and review the targets at the next meeting.</p>	<p>SLT – note papers to go out to governors at least seven days in advance of the meeting.</p> <p>CK – move date of next S&amp;P meeting.</p>

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	<p><b>Governors asked if the cohort numbers could be added to the data tables.</b></p> <p><b>Primary:</b> AO had just joined the school as Primary Phase Lead and at the time of this meeting had been in post 4 days. There was no foundation stage or phonics data to review as this had only just been released and had not yet been viewed and analysed. KS1 data had been distributed with the agenda for this meeting.</p> <p>AO has started to put actions in place to introduce new interventions and to ensure all children who are not currently on track receive TA support and 1 hour per week of Teacher led support.</p> <p><b>A governor asked why there was no commentary with regard to SEND pupils in year 1.</b> AO replied that there are only 2 SEND pupils in year 2. AO will be looking at this to check that it is correct. Those pupils are in a Year 2 class which is small with only 10 pupils. AO also needs to assess targets to ensure they remain aspirational but achievable.</p> <p><b>A governor asked if there would be additional costs for any new interventions.</b> AO reported that PE is being delivered in a different way to enable the supported interventions to happen but this does not result in additional cost for the school. There is an NQT in school who can be used to facilitate interventions and for support. AO is an experienced year 2 teacher and KR (Head of School</p>	<p>SLT – add cohort numbers to the data tables</p>

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	<p>Development) will also support teachers in the delivery of Maths.</p> <p><b>A governor asked for the timeline to state the time periods when impact will be measured and assessed.</b> This will be assessed termly. The school recognises that year 2 have SATS this year and that these pupils will need to make accelerated progress; in addition, the progress made in years 1 and Reception will need to be sustained. The New Primary Phase Leader is an experienced year 2 teacher and KR will support all primary phase teachers with the delivery of Maths.</p> <p><b>A governor asked what the LAB can do to support this.</b> CK advised that governor monitoring visits should be a part of the support and challenge governors offer outside of committee meetings and it is important for the board to visit the school with a defined focus and to follow up on matters identified within that visit.</p> <p><b>A governor asked why the commentary is so brief against the Writing assessment in Year 1.</b> TM explained that Writing is totally teacher assessed and it is common for the score to be lower than other areas as children have not yet learned the skills necessary to gain a higher score. TM advised that the school is using ReadWriteInc.</p> <p><b>A governor asked which schools NIA works with as a comparison and for support.</b> TM replied that schools across the Trust are used: Orchard has a similar intake and is outstanding,</p>	

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	<p>Hardingstone is very good with Phonics and Castle has excellent KS2 practice. All schools are used as a comparative. NIA must develop its own way of working but also needs to learn from good practice wherever it is found.</p>	
<p>8. Quality of Teaching: update</p>	<p>The QTLA was referenced on the Performance Report. <b>A governor noted that the number of inadequate teachers has moved from two to one and asked whether the person had left or was not now inadequate.</b> TM stated that the person had now left the school.</p> <p>It was agreed that QTLA should be part of the agenda for future full board meetings.</p>	<p>CK – note QTLA on agendas for FGB</p>
<p>9. PP: planned interventions and impact of spend</p>	<p>PP had been discussed at item 7. TM confirmed that the PP statement is on the school website. Ten percent of the premium is spent on Speech and Language therapists. A portion of the premium has been reserved to spend on a layer of staffing to support disadvantaged pupils.</p> <p>JC asked if governors have seen the PP Report. No. Is the latest strategy on the website? Yes.</p> <p>JC and CK confirmed that the governors need to review the strategy and check that it meets the requirements of the pupils at this school. Some governors had recently attended PP training; CK will send out the materials from this training session to all governors.</p> <p>Agreed that PP Strategy to be reviewed and on agenda for next S&amp;P meeting.</p>	<p>CK send out PP materials from training course</p>

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	<p><b>A governor asked how having a mixed ability group addresses the strategy of ‘narrowing the gap’.</b> TM stated that governors and staff should expect to see a seating plan which also indicates differentiation strategies including questioning directed at PP children. In addition, PP children’s books are marked before others. Research from the EEF shows that mixed ability teaching does work.</p> <p>The board agreed that MT should plan to visit the school, as Lead PP Governor, before Easter. If MT cannot come into school, then it was agreed that another governor would visit to monitor and discuss PP.</p> <p>It was also agreed that all governors would review the monitoring cycle and volunteer to come in for at least one learning walk or monitoring visit focused on a key priority area.</p>	<p>All – review PP Strategy on website CK- add to agenda for next meeting</p> <p>MT to conduct PP monitoring visit before Easter</p> <p>All – arrange to visit school for a monitoring visit linked to a priority area</p>
<p>10. Curriculum provision: planning for KS4 and sixth form update</p>	<p>TM described the curriculum planning for KS4. Pupils will choose options in years 8 and 9. These were displayed to the board. Year 8 can choose a humanity subject (History or Geography); a language (German or Spanish) and a Science combination (Double or Triple). The school needs to decide whether pupils with a scaled score of less than 90 should take a language option. This applies to the current KS 3 students; once we have an intake moving from Primary to Secondary phase all pupils will be required to study a language option.</p> <p>There are 157 pupils in year 9. Year 9 options were displayed. Core PE is one hour per week but there are lots of</p>	

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	<p>opportunities for sport and physical activities provided after school hours.</p> <p>The board looked at the hours required for KS5 provision and Tm confirmed that the school is currently recruiting external students for the first two years of KS5 provision. After that, it is expected that places in the sixth form will be taken by internal NIA pupils coming to the end of KS4. The Chair of Governors had met with the CEO of the Trust to recently to receive a presentation from TM and the Head of KS5 on the plans for the opening and development of the sixth form at NIA. It was recognised as important that the sixth form provision is costed correctly, that sufficient pupil numbers are achieved and that it serves the local community and equips pupils for local industry and higher education.</p> <p>Tm explained how the GCSE buckets work.</p> <p><b>Governors asked TM to present the percentage of pupils who will fill all 8 buckets at the next meeting.</b></p>	<p><a href="#">Info' on the EBacc here</a></p> <p><a href="#">Info' on GCSE buckets and Progress 8 here.</a></p> <p>TM present % of pupils filling all 8 buckets</p>
11. Safeguarding matters	<p>The Safeguarding pages of the Performance Report were discussed. TM reported that the number of EHA cases has increased. There were 12 children missing in education who have now all been accounted for and traced. At the time of compiling the Performance Report there were two pupils at risk of exclusion. One has now gained a place in alternative provision and will be moving there; the other was permanently excluded and</p>	

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	the panel hearing upheld that decision today.	
12. AOB	The DfE Advisor will visit the school on the 21 <sup>st</sup> of January. The visit will focus on KS3, marking schemes and the quality of teaching and learning.	
13. Date of next meeting	<p><b>04/02/19 at 18:00 – Full Board</b></p> <p><b>05/03/19 at 18:00 – Standards</b> CANCELLED*</p> <p>24/04/19 at 18:00 – Standards (<b>new date</b>)</p> <p><b>13/05/19 at 18:00 – Full Board</b> <b>16/07/19 at 18:00 – EOY full Board</b></p> <p><b>*NB It was agreed to change the date of the next S&amp;P meeting to a date after Easter to align with the new data drop cycle in the Trust.</b></p>	All note dates Calendar appointments have been sent

The meeting closed at 20:30

### Actions from the meeting at NIA 10.01.19

Action	Owner
1. PP Lead governor and PP Champion to meet within next half term	MT
2. RM to authorise governor access to ASP and FFT for governors at each school	RM (SH)
3. SLT – note papers to go out to governors at least seven days in advance of the meeting.	TM/SLT
4. CK – move date of next S&P meeting.	CK (done)
5. SLT – add cohort numbers to the data tables	TM/SLT
6. CK – note QTLA on agendas for FGB	CK
7. CK send out PP materials from training course	CK
8. All – review PP Strategy on website	All
9. CK- add to agenda for next meeting	CK
10. MT to conduct PP monitoring visit before Easter – see item 1	MT
11. All – arrange to visit school for a monitoring visit linked to a priority area	All
12. TM present % of pupils filling all 8 buckets	TM