

Northampton International Academy

**Minutes of the Local Advisory Board meeting held on the 15th of October 2018, 18:00 at
NIA, 55 Barrack road, Northampton, NN1 1AA**

Agenda item	Discussion	Action
1. Present	<p><u>Present:</u> Tim Marston (Principal) Hannah Auger (NIA Vice-Principal; T&L Lead) Martin Thompson (TB appointed governor) Joshua Coleman (CEO: EMAT) Alexis Castillo-Soto (TB appointed governor) Giles Osborne (EMAT: Lead AIP) David Todd (TB appointed governor) Ben Shirley (TB appointed governor) Andy Johnson (NIA: Data Lead) Charlotte Lavelle (NIA: PP Champion) Carole Kirby – minutes – (Head of Governance: EMAT)</p>	
2. Apologies	<p>Apologies had been received from: Daniel Walker (TB appointed governor)</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>	
5. Appointment of Chair	<p>ACS had put himself forward as Chair of the Standards and Performance committee and this was unanimously agreed.</p>	<p align="center">CK – note</p>
6. Achievement: latest results from last year (2017-18)	<p>The purpose of the Standards and Performance committee was explained to all present. The committee examines the school data in close</p>	

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<p>Items 7, 8 and 9 also discussed within this section.</p> <p>7. Progress</p> <p>8. Measurement of Standards</p> <p>9. Targets</p>	<p>detail looking at pupil progress, attainment and targets and also monitoring T&L and analysing data to ensure all groups of pupils are progressing e.g. PP, EAL, boys compared with girls, LAC etc.</p> <p>TM reported that 70 -75% of the KS3 cohort from last year had stayed on track with their targets although the school aims for pupils to achieve significant progress. KS4 figures are unknown as the school does not yet have a KS4 cohort. There was a brief discussion about moderation arrangements and triangulation of data. TM further reported that the Primary phase of the school was focused on maintaining the strong outcomes that the pupils had achieved whilst residing at Castle Academy, now that they were based in the new NIA building.</p> <p>TM stated that the data systems have matured as the number of pupils has increased. There is some question about whether last year's data is totally reliable as it was not moderated with a sufficient sample size. Data collation and analysis has moved to a new staff member.</p> <p>The document, 'NIA KS3 Monitoring and Evaluation Data Dashboard May 2018' was distributed. Governors asked for guidance with the use of acronyms. CK to email an 'acronym buster'. AJ explained that the school will be looking for trends across 3-4 years but so far there has only been two year groups so trends were developing over time. A governor asked if the way in which the data is presented is a Trust wide template.</p>	<p>CK – email acronym buster</p>

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	<p>TM responded that the tracking system used in each school is different but the input of data for analysis and comparison uses a Trust wide template.</p> <p>AJ distributed a further document: 'Evolution of data systems at NIA'. This document was for governors to take away to read, rather than read now in the meeting. AJ explained that the document shows the dates throughout the academic year for data collection, the rationale and values of the system, FFT dashboard and pupil targets.</p> <p>A governor asked why targets had been set at 5+ rather than 4+. AJ replied that a level 5 was an aspirational target and would open more pathways at post-16 to students.</p> <p>TM referred governors to the KS2 scaled scores and noted that the targets for these pupils will be aspirational. The concept of 'scaled scores' was explained to governors. AJ explained that FFT20 targets will be used to set aspirational targets at KS4.</p> <p>A governor asked if all pupils classed as FSM6 are also PP children. FSM6 indicates those pupils who have been eligible for free school meals at any point in the last six years. Pupils are eligible for PP funding if they have been eligible for FSM at any point in the last six years.</p> <p>AJ directed governors to page 15 of the document and stated that the school will ensure targets for attainment⁸ are set above 0 (0 is the average). This will be affected by the students' choice of</p>	

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	<p>subject. A governor noticed that student names have been included in the document and suggested that these should be extracted.</p> <p>Page 26 reports on the action plan for terms 1 and 2; everything is classified as 'in development' because we are still in the early stages of the action plan at this point in the year. A governor asked whether the actions exist on a dependency basis or are inter-related. They are difficult to prioritise as they all need to be done; yes, there is some inter-dependency; in terms 2 and 3 we will be able to be more analytical. A governor asked if any of the actions are 'nice to haves'. There are some as we want this to be future proof. We need to train middle leaders on data analysis, for example, before we introduce the new systems. A governor asked if staff confidence with the system is therefore a priority. Yes; we need transparency and we need to empower the staff so they are confident using the system. TM added that the school had looked at the systems used at PWS for target setting and that these were found to be very reliable; we therefore have confidence that this is an effective, credible and accurate system on which to model ours. Target setting is a constant topic of discussion with staff, especially with lots of new starters. JC confirmed that the governance role included triangulation of information received and this would help with the school's development to ensure pupil outcomes are achievable and aspirational.</p> <p>A governor asked how confident Leaders are that the dates included in</p>	

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	<p>the document for target setting are achievable. The 'flight path' will be ready after half term and the tracking system keeps track on a 'live' basis. Staff score students against barriers to learning so that any patterns that emerge can be addressed through wider systems such as Behaviour Management, the Pastoral Team or SEND support.</p> <p>A governor asked if all staff are now using this system. They will be from November the 30th. A governor asked how any anomalies will be captured. There will be a baseline which is a tool developed by AJ on Excel.</p> <p>JC asked how Middle leaders feel about the system being 'live' and what are they doing to instigate any changes required. The Middle Leaders have confidence in the data changes and confidence in the process; the mark sheets produce data that will allow for intervention. HA added that the process is ongoing and there are also processes in place to monitor T&L to identify and plan for interventions and to measure impact; the data informs the planning.</p> <p>HA drew the committee's attention to pages 53 and 54 which displayed a 'Horsforth Quadrant'. HA explained that this is a different way to group students based on AFL (Attitude for Learning) and provided a safeguard against such things as pupil burnout. A governor asked if the idea is to move pupils to the upper right of the quadrant. Yes.</p> <p>JC asked how staff would move pupils across the quadrant on a continuous basis and would every pupil know where they sit within this graph? The Pastoral team will be fully aware of</p>	

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	<p>where each student sits within the graph. The idea is for every student and their family to know where they are and what the targeted interventions are.</p> <p>A governor asked AJ if he is the action owner for all of the actions within the document. Yes. CL leads on Pupil Premium and KR from the Trust helps with Trust level analysis and checking. There is an advert out for a Data Manager. A governor asked if there will be further actions beyond term two. Yes. We will need a period of reflection to evaluate and to inform further actions.</p> <p>A governor asked what the mitigation is in place for the situation where no Data Manager is found. AJ stated that he is currently Head of Science as well but that a new staff member has been employed to take on this role so that he will have adequate time for development, monitoring and evaluation of the system and action plan. TM added that some funding has also been set aside to buy in professional support if it is required. A governor asked if that funding can be used to buy in consultancy. Yes.</p> <p>A governor asked if the school is using the Horsforth Quadrant now. Yes.</p> <p>When can we expect to see the quadrant with pupil data in it? November.</p> <p>Governors requested that all paperwork is distributed with the agenda for future meetings to enable them to digest the contents properly so that questioning comes from an informed base.</p>	<p>TM – ensure all paperwork is ready to be sent with the agenda</p>

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10. Pupil Premium	<p>CL distributed a document about Pupil Premium and explained that the Pupil Premium Strategy had been formulated using best practice from an outstanding school.</p> <p>A governor asked how the number of PP children on roll compared to national Average figures. It is higher than the national Average and higher than other local schools in the county. Governors looked at the explanation of how the PP funding was spent last year. A governor asked if the spending plan for 18-19 looks different. CL explained that spending matches the context of the school and changes according to the individual needs of the PP children. Each department in school contributes information to inform the plan so that it is contextualised and appropriate for the PP children on roll. Evidence from the Education Endowment Foundation supports the rationale for each strategy or intervention planned. CL explained that last year's EYFS cohort had approximately 65% PP children in who had significant difficulties in speaking and listening. Therefore, PP funds were used to employ a Higher Level Teaching Assistant (HLTA) with speech and language training which produced better outcomes for pupils when measuring GLD (Good Level of Development); the impact was significant progress in these children's results. A governor asked how the data is tracked. Through internal reviews and reported back to departments. It is also taken to 1:1 meetings with the Heads of Department. The data plan for term two includes progress meetings which</p>	

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	<p>will focus on specific cohorts. A governor asked how they would know who the PP children are if they came to school on a monitoring visit. They are identified on each seating plan and within learning plans.</p> <p>It was agreed that the PP Lead governor should arrange a meeting with the PP Staff Lead as an introduction to the subject and to explore the school's strategies.</p> <p>CK will organise specific PP training for all governors.</p>	<p>PP Lead governor – arrange visit</p> <p>CK organise training</p>
11. Quality of Teaching	<p>HA distributed a document about the monitoring and assessment of Teaching and Learning and gave an overview. The KPI at NIA is for at least 85% of teaching to be at the 'NIA Expected Standard' which would equate to a very strong 'Good'. However, we are moving away from Ofsted semantics and are instead referring to the NIA Standard. A governor asked if Ofsted criteria for good teaching had been used to measure the NIA Standard. Yes. HA explained that 'Year 3' within the document refers to the third academic year of operation. The Teaching and Learning Strategic Plan is a five-year plan and we are currently in Year two. A governor asked if Middle leaders are empowered. Yes; the Heads of department are now able to take on more responsibilities and upskill their teams. The CPD programme has been redesigned to accommodate this.</p> <p>HA outlined the moderation process for assessing the quality of T&L.</p>	

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	<p>A governor asked how the plan was devised and how staff were encouraged to buy into it. It was developed last year using the expertise within SSAT (Schools Students and Teachers Network). Is it fluid? Yes, there will lots of change happening in school as we grow so it needs to be fluid.</p> <p>A governor noted that the targets were aspirational and asked how this differs from the reality. It depends on the reactions to live context. At the moment these KPIs are achievable but we will respond as we evaluate the plan; it was noted that the building works have impeded progress of the plan.</p> <p>A governor noted that auditors or inspectors will want to be able to track progress made; is this being monitored by SLT? Yes, and the Trust also monitor.</p> <p>JC noted that some things must follow others and asked why some actions can't happen independently of others. HA replied that we want to see each part fully embedded before we move the next stage in the plan.</p> <p>HA reported that Middle Leaders have recently had training on monitoring standards for T&L with ongoing triangulation through book scrutinies, learning walks and data analysis. A governor asked if there was a quality assurance report to ensure accuracy and identify any actions. HA replied that QA is part of the conversation between the Middle Leaders and the SLT.</p> <p>HA distributed a document: QTLA summary and Overview October 2018.</p>	

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	<p>Judgements about the quality of Teaching, Learning and Assessment are made against 10 criteria.</p> <p>A governor asked if this is Ofsted criteria. Yes, but we have added an 'international' criteria as well.</p> <p>A governor asked how the school will get all staff to Good or better if the use of criteria includes things Ofsted don't look at. We are using criteria Ofsted will also refer to. Ofsted make a judgement based on teaching over time and the Ofsted framework refers to curriculum rather than outcomes. Our method of assessing the quality of teaching and learning ensures all staff CPD is bespoke to individual needs and is very clearly identified.</p> <p>A governor asked how the document has been quality assured to ensure that it is appropriate. We consulted with Andy Weymouth who is from the DfE and our new Academy Improvement Partner who has experience as a HMI.</p> <p>Governors expressed the view that they would like a year on year comparison to be included. This will be organised for the next meeting.</p> <p>HA explained that those areas identified as RI or Developing have actions attached to them. A governor asked if the criteria could appear at the top of the document. Yes. STAR = Strength, Target, Action, Response and DIRT = Directed independent reflection time.</p> <p>A governor asked if data handling formed part of this document. HA responded that data handling is an ongoing matter for staff and part of the NIA Induction. Governors thought</p>	<p>HA/TM – include year on year comparison for next meeting</p> <p>HA/TM - Criteria at top of document</p>

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	it would be good to include data handling in this document. A governor asked if there was sufficient capacity to monitor everything within the document. Yes, for this academic year. We recognise that we also need to upskill the team and the action plan includes this.	HA/TM – consider whether to include data handling
12. Curriculum	Curriculum had been discussed within earlier agenda items.	
13. Safeguarding matters	Safeguarding matters were discussed briefly. A governor asked who were the DSLs. TM is the DSL with Lead responsibility, Lee Towers and all of the Deputies are Deputy DSLs. There had been one permanent exclusion and one pupil had received a temporary exclusion on two occasions; both for half a day. A governor asked if this pupil had been excluded previously. Yes. The governor sought assurance that the pupil had a behaviour plan.	
14. AOB	Governors asked if they can access any of the data dashboards e.g. ASP and FFT. JC and CK will investigate if this is possible.	JC/CK – investigate governor access to ASP and FFT dashboards for governors.
15. Date of next meeting	27/11/18 at 18:00 – Full Board 10/01/19 at 18:00 – Standards 04/02/19 at 18:00 – Full Board 05/03/19 at 18:00 – Standards 13/05/19 at 18:00 – Full Board 16/07/19 at 18:00 – EOY full Board	All note dates Calendar appointments have been sent

The meeting closed at 19:45