

**NIA Academy**

**FINAL Minutes of the 1<sup>st</sup> S&P meeting 2019/20 held on the 21st October 2019 at 18:00  
NIA,55 Barrack Road, Northampton, NN1 1AA**

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

Agenda item	Discussion	Action / Information
1. Present.	<p><b><u>Present:</u></b>  <b>Tim Marston</b> (Headteacher)  <b>Jo Daniels</b> (Deputy Headteacher)  <b>Ruth Ryan</b> (Deputy Headteacher)  <b>Alex Oldham</b> (Primary Phase Leader)  <b>Andy Johnson</b> (Assistant Headteacher - Data &amp; Outcomes)  <b>Hannah Auger</b> (Assistant Headteacher - Teaching &amp; Learning)  <b>Bruce McDonald</b> (Parent Governor)  <b>Ben Shirley</b> (TB appointed)  <b>Alexis Castillo-Soto</b> (Chair / TB appointed)  <b>David Todd</b> (TB appointed)  <b>Martin Thompson</b> (TB appointed)  <b>John Musgrove</b> (prospective Governor)  <b>Frances King</b> (prospective Governor)  <b>Joshua Coleman</b> (CEO: EMAT)  <b>Paul Osborne</b> (Clerk – Minutes)  <b>Alyson Davies</b> (Clerk – Minutes)            Introductions were made. AC-S reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	<p><i>BM arrived 18.15</i></p>
2. Apologies.	<p>Apologies received and accepted from <b>Emily Gent</b>.</p>	
3. Quoracy.	<p>The meeting was quorate.</p>	
4. i. Declarations of interest.  ii. Clerk to ensure all Governors have signed this years Declaration of Interest form.	<p>i. There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.            ii. PO obtained signatures for all present. Any signatures still outstanding will be collected at the next meeting.</p>	

<p>5. Minutes of the last S&amp;P meeting held 24/04/19 and matters arising not on this agenda.</p>	<p>i. ACS to complete their declarations of interest form. <b>Done.</b></p> <p>ii. All future minutes to use the term Headteacher /assistant head etc. instead on principal. <b>Done.</b></p> <p>iii. RM to authorise governor access to ASP and FFT for governors at each school. <b>Done.</b></p> <p>iv. All -arrange to visit school for a monitoring visit linked to a priority area. SEN to do all other areas completed. <b>Done.</b></p> <p>v. Governor’s friendly file to be collated to help them understand what is expected from them for an Ofsted visit. <b>Done.</b></p> <p>vi. A document to be collated highlighting the main strengths of the academy in preparation for an Ofsted visit. <b>Done.</b></p> <p>vii. Curriculum updates report to be added to governor hub. <b>Done.</b></p> <p>viii. Full PP update: review of PP strategy report to be added to governor hub. <b>Done.</b></p> <p>ix. All governors to have looked at the central register. <b>Done.</b></p> <p>x. TM to supply an update regarding the broken paving and broken door. <b>TM reported that the door has been fixed and there are three options to replace the broken paving. These will be investigated during October half term.</b></p>	
<p>6. Minutes from the last meeting.</p>	<p>A minor change to the minutes from the meeting held on the 24<sup>th</sup> April 2019 was requested. This will be actioned and these minutes sent to the Chair for signing prior to the next meeting.</p>	<p><b>PO</b></p>
<p>7. Achievement: latest results from last year (2018-19) Overall</p>	<p>AJ gave an update using the NIA Review of Pupil Achievement from Summer term 2018-19. Due to the</p>	<p><i>Full report on Governorhub</i></p>

<p>LAC PP Boys Girls EAL SEND Most able Measured against expected outcomes and targets set last year as well as national data and comparative schools.</p>	<p>amount of data in the review, AJ highlighted the following. EYFS 68% of students attained GLD. Year 1 attained 71% within our phonics this year. Lower than last year, but with a much higher percentage of EAL and additions who are new to country throughout the year. Year 2 Looking at the attainment for the cohort of students who started life at NIA, we've continued to meet national benchmarks. Reading the core cohort attained 83% with a national of 75%. Writing the core cohort attained 73% against a national of 70%. Maths the core cohort attained 72%, one child below national percentages. PP pupils and EAL from our core cohort did less well. We had identified Maths as a weakness in January and had intervened to close this gap before the June SATs. This is another example where early diagnostic data has led to closing of gaps, specifically, within PP. When we look at all students, including the new intake Reading we attained 63% with a national of 75%. Writing cohort to cohort attained 61% against a national of 70%</p> <p><b>A governor asked if you compare this data with other EMAT schools.</b> AJ confirmed where possible we do although with the large number of pupils coming in mid-year this is not always possible.</p> <p><b>A governor asked if demographic data is available.</b> AJ confirmed it is using the FFT system.</p> <p><b>A governor asked why punctuation and grammar are not in this review.</b></p>	
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	<p>AJ confirmed the reason for this is they are not compulsory subjects. For year 10; 60% on track to target from Spring 67%. AJ advised FFT 20 is being used.</p> <p>There is a larger proportion of females leading males with disadvantage leading non disadvantaged. There is no SEN gap with lower prior attainers doing less well than other attainment cohorts</p> <p>AJ gave an update on the latest figures for EAL. The biggest gaps in years 8 and 9 is SEND. AJ and JD gave some background on the work going on to close this gap.</p> <p>AJ advised for students identified as having lower than average SATS scores from key stage 2 they are supported with literacy through Kath Shea and catch up funding. More bespoke Maths support needs to be given, and this is to be planned for this year.</p> <p><b>A governor asked if you can give us more detail regarding the work going on in literacy.</b></p> <p>TM advised there are deep dives along with a degree of flexibility with the data so it can assist us to see any issues and deal with them appropriately. TM advised that the work started in this area at Easter has proven to be very successful and will continue.</p> <p>JD gave more background into the deep dives.</p> <p><b>The governors appreciate the work that has already been started and offered to look at this area during their learning walks and asked if</b></p>	
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	<p><b>there is anything else, they can do to support in this area.</b>          TM thanked the governors for the offer and will get back to them if required.</p> <p>TM advised that the curriculum leads will present at future meetings.</p> <p>AJ asked if the governors have any further questions, comments.</p> <p><b>A governor commented that the information regarding data is not always clear and obvious in parent communication.</b>          AJ agreed and will look at making this clearer and helping engage parents even more.          JD added that she is looking using a parent guide for data to help parents.</p> <p><b>All of the governors feel the need to keep jargon to a minimum is crucial to ensure parental understanding and engagement. The work highlighted above is a step in the right direction.</b></p> <p><b>A governor asked if the layout of this report is the same as used in other schools.</b>          JC confirmed it is.</p> <p><b>A governor asked for some additional information for the year 9 History as the OTT figure seems low.</b>          AJ gave some background for these figures one reason being the data uses GSCE benchmarking. AJ also advised this area is now fully staffed so is expecting the figures to improve.</p> <p><b>A governor asked if there is any possibility of this report being opened up to governors to view</b></p>	
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	<p><b>online with suitable login access as it's being complied.</b> TM/AJ will investigate. All agreed if this was possible the access would only need to be read only.</p> <p><b>A governor asked why there was no information recorded for further information, or actions taken, actions to take for Geography.</b> AJ thanked the governor for the feedback as there should be information recorded for these areas. AJ will investigate and add these.</p> <p>AJ asked for future would the governors be happy with an overview for the NIA Review of Pupil Achievement report. <b>All of the governors agreed an overview would be suitable.</b></p> <p>AJ/JD offered to the governors a training session regarding data. <b>The governors thanked AJ/JD for the offer and will look at availability and be in touch.</b></p> <p><b>The governors thanked AJ for the presentation and noted the good progress being made.</b></p>	TM/AJ
<p><b>8. Measurement of Standards:</b></p> <p>i. How is benchmarking and moderation conducted or what are plans for this to occur?</p> <p>ii. Have past systems been reliable? How will the school learn from others?</p> <p>iii. Moderation arrangements</p> <p>iv. Next AIP visit? Governor involvement with AIP team meeting to agree AIP</p>	<p>AJ advised that NIA work closely with PWS moderating and sharing of data. PiXL wave will be used for English and Maths then data compared to national figures. AJ explained the importance of validating data warts and all to help the pupils move forward.</p> <p><i>PiXL (Partners in Excellence) is a partnership of over 1,600 secondary schools, 500 sixth forms, 830 primary schools and 75 providers of alternative education. Through our</i></p>	

	<p><i>support for schools together we share best practice to raise standards and to give students a better future and brighter hope.</i></p> <p>AJ advised that the recent close collaborative work with Hazeley academy has been incredible successful and productive for all.</p>	
<p><b>9. Targets for pupils: are they realistic, SMART and aspirational?</b></p>	<p>AJ advised the school now uses FFT 20 as per PWS which ensures we compare like for like. We use Progress 8 which is a measure of school performance. It replaces the previous measure of 5A*-C including English and Maths, and shows how well pupils of all abilities have progressed, compared to pupils with similar academic starting points in other schools.</p> <p>AJ confirmed targets are now higher than previously.</p> <p><b>A governor asked what information / targets are used for A level.</b></p> <p>AJ advised for A level a system called Alps is used. Alps provides a system that includes data analysis and training. Using Alps gives us a simple, easy to use and effective analysis with a common language for discussing students' and subject performances and helps us push for constant improvement.</p>	
<p><b>10. Quality of Teaching:</b> Report on the method of assessment; overall view and how staff CPD is linked to AIP priorities.</p>	<p>HA went through the Quality of Education: Term 1 Report. HA highlighted that there are ten focus areas and these have been driven by Ofsted feedback.</p> <p>There are additional areas of improvement being worked on with the MLT team regarding home learning.</p> <ul style="list-style-type: none"> <li>▪ <b>SIP Priorities for QoE</b></li> </ul>	<p><i>Full report on Governorhub</i></p>

	<p>Targeted and bespoke provision through QFT and informed through data to support progress of all learners with notable impact specifically for SEND and Disadvantaged learners. Improve quality of aspirational challenge in lessons for all learners, specifically the most able and those in early years, informed by attainment and target data. Improve the engagement and aspirations of all learners, specifically boys, through challenge and contextualised learning, to improve progress and attainment of these learners. Embed the 'Live Feedback' policy across the school to improve the progress of all learners with accurate, succinct, high quality, and bespoke teacher feedback. Clarify the intent, implementation and impact of curriculum across the school to ensure the offer consistently meets the needs of all learners.</p> <ul style="list-style-type: none"> <li>▪ <b>Monitoring, Evaluation and Review (MER) Cycle</b></li> </ul> <p>HA explained how the cycle works which utilise the roles of MLT.</p> <p>JD/HA explained that they meet fortnightly to review which is a bottom up review system.</p> <p>A discussion followed about the way the information is displayed on this page as some present thought the image/ flow chart used is confusing. All agreed it could be improved to make it clearer. HA thanked everyone for the feedback and will alter the image so it's clearer to understand.</p> <ul style="list-style-type: none"> <li>▪ <b>Term 1 Monitoring, Evaluation and Review (MER) Cycle</b></li> </ul>	
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	<p>HA went through the term 1 monitoring cycle.</p> <p><b>A governor asked if learning walks are for the whole school.</b> HA confirmed they are along with the MLT completing their deep dives.</p> <p><b>A governor asked if you have any teachers who teach 6<sup>th</sup> form and other years.</b> HA/TM advised there are some teachers who fall into this category and explained what resources / training are in place to ensure they are able to teach two separate year groups.</p> <ul style="list-style-type: none"> <li>▪ <b><i>Quality of Teaching – New Staff Observations</i></b> HA went through the new staff observations and explained the difference between wave 1 and wave 2 support. HA highlighted how impressed she was with the way all of the new staff have settled into the school.</li> </ul> <p><b>A governor asked why some of the RAGs highlighted as amber didn't have an action information assigned to them.</b> HA explained that some of the feedback is in the initial stage and she is waiting to see if feedback / support supplied will assist then staff member to move them back to green. HA highlighted the importance of learning walks and on the spot coaching to review if the feedback / support is working.</p> <p><b>A governor asked if there's a wave 3.</b> HA explained there are 5 waves and highlighted the difference between them.</p>	
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	<ul style="list-style-type: none"> <li>▪ <b>Quality of Teaching – NQT Observations</b> HA explained the content of NQT observations. HA explained that 90% of NQT pass their targets in their first year. TM explained there is a vacancy for a language teacher.</li> <li>▪ <b>Learning Walks: Sixth Form</b> HA explained in more detail the learning walks for the sixth form.</li> <li>▪ <b>Book Looks: Primary</b></li> <li>▪ <b>Book Looks: Science / Maths / Humanities</b></li> <li>▪ <b>Continuing Professional Learning (CPL) Term 1</b> HA explained that the CPL links to the schools SIP.</li> <li>▪ <b>Continuing Professional Learning (CPL) Term</b> HA explained that this is near completion and will link to the SIP.</li> </ul> <p><b>A governor noted an EMAT vision session on the 18<sup>th</sup> November and asked for further information.</b> TM went through what this session is and what benefit it will bring to the school.</p>	
<p><b>11. Curriculum provision:</b> How do we know that what is in place is effective? Why was it chosen? What are the expected outcomes for pupils? How are parents informed and assisted with helping pupils at home?</p>	<p>AJ advised for year 10 a review takes place with predicted data used for all subjects. For the next data drop alignment work will start with data driving curriculum. JD advised that we can modify the curriculum for individual pupils if required. Careful review work will take place beforehand to ensure this modification would be beneficial. AJ advised the target for phase 8 is 0.31. AJ gave an outline on the communication planned for parents</p>	

	which will be user friendly and concise.	
12. PP report: impact of spend and planned actions for the new academic year.	<p>AJ advised that it is key all of the documentation is ready for an Ofsted visit.</p> <p>During the recent Ofsted visit we weren't able to fully show the impact of strategy this will be a focus for the coming year to ensure we can demonstrate this.</p> <p>AJ advised that the PP strategy last for 3 years.</p> <p>AJ went through the PP report explaining how the report works to help show the impact it has. The version AJ shared is a draft the final version will be more user friendly.</p> <p>JD advised that this report will show initiatives that are working but also just as important anything that is NOT working. If anything is not having an impact it will be stopped.</p> <p><b>A governor asked how the final report will be shared.</b></p> <p>AJ advised it will be shared with the governors once finalised.</p> <p><b>MT offered to come and meet AJ and discuss in detail. AJ and MT will diary a meeting.</b></p> <p><b>A governor asked how often are the actions reviewed.</b></p> <p>AJ confirmed it is monthly along with data drop information.</p> <p><b>A governor asked if there is a similar report for safeguarding.</b></p> <p>JC advised this will be completed and shared early November 2019.</p> <p><b>A governor noted that PP activities do not always help close the gap.</b></p> <p>AJ agreed and advised these are under constant review.</p>	MT/AJ

	<p><b>A governor asked if the 6<sup>th</sup> form will have a separate area in this report.</b> AJ confirmed they will if needed we will know after the next data drop.</p>	
<p>13. Safeguarding matters inc: i. Pupil attendance ii. Exclusions iii. Children missing education iv. Private fostering v. Behaviour vi. All staff signed KCSiE part one?</p>	<p><b>TM gave an update on;</b> <b>i. Pupil attendance</b> 95% <b>ii. Exclusions</b> <b>2019</b> 29. Pupils on roll 1342. Days lost to FTE 38.5 0 permanent exclusions <b>2018</b> 23. Pupils on roll 742. Days lost to FTE 65.5 4 permanent exclusions <b>iii. Children missing education</b> 365. TM gave additional background information for this figure and has no concerns for the wellbeing of these children as he knows their location. <b>iv. Private fostering.</b> 0 <b>v. Safeguarding report.</b> TM went through the years 7-10 demerits system explaining how merits are awarded and the difference between poor behaviour sanctions given classed as C1 and C2. C1 equates to a warning. C2 equated to an automatic 10 minute detention if two C2 are given this would be a 20 minute detention. TM advised there is a slightly different system used for the Primary phase which is less detailed.</p> <p><b>A governor asked if the C1 and C2 system is working.</b> TM explained it is and is helping improve behaviour within the school.</p>	<p><i>Full report on GovernorHub</i></p>

	<p>TM advised there is some work ongoing by the MLT to ensure there is consistency between praise and the use of C1/C2 across the whole school. TM went through the epraise reward system which is designed to; motivate students, engage parents and save teachers time. Epraise has been in operations for 9 years and aids in the transformation of schools through features such as leader boards, digital badges, certificates, clubs &amp; activities, the shop, draws, charitable donations, marksheets, homework tools, parents' evenings, messenger, interventions and seating plans.</p> <p><b>vi. All staff signed KCSiE part one</b> TM advised there are 2 left to sign.</p>	
<p>14. Any other business.</p> <p>i. Signatures for code of conduct / KCSiE</p> <p>ii. Paul Pateman update.</p>	<p>i. PO obtained signatures for all present. Any signatures still outstanding will be collected at the next meeting.</p> <p>ii. Paul Pateman (prospective governor) has withdrawn his interest to become a governor and wellbeing lead. BS agreed to become wellbeing lead and is happy for another governor to take this on if an interest is shown.</p>	
<p>15. Date of next meeting.</p>	<p>28/11/20 at 18:00 - Full Board. 24/02/20 at 18:00 - S&amp;P. 26/03/20 at 18:00 - Full Board. 03/06/20 at 18.00 - S&amp;P. 08/07/20 at 18:00 - Full Board (EOY)</p>	<p>All note dates calendar appointment has been sent</p>

**The meeting closed at 20.08**

Minutes agreed as a true representation and signed

Signature

Print Name

Date

### Actions from the meeting at NIA Academy held 21/10/19

Action	Owner
1. PO to rectify the issue with the minutes from the meeting held on the 24 <sup>th</sup> April 2019 and post to Chair for signature. Page 2.	PO
2. TM/AJ to investigate if there's any possibility of the Review of Pupil Achievement report being opened up to governors to view online with suitable login access as it's being compiled. Page 5.	TM/AJ
3. MT/AJ to diary a meeting to discuss the PP report. Page 11.	MT/AJ