

FINAL Minutes Standards & Performance: NIA
4th of May 2022 18.00
Meeting held virtually via Microsoft teams
The third S&P meeting of the academic year 2021-2022

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

Agenda item	Discussion	Action / Information
1. Present.	<p>Jo Daniels (Deputy Headteacher) Andrew Johnson (Assistant Headteacher - Data & Outcomes) Maria Edwards (Assistant Headteacher - Head of Key Stage 5) Connor Leason (Assistant Headteacher - Behaviour & Attitudes) Kathryn Wright (Deputy Headteacher) Anthony Rogerson (Deputy Headteacher: Inclusion and SENCo) Matthew Edwards - (Assistant Headteacher - Teaching & Learning). MTE in the minutes. Adam Otulakowki - Designated Safeguarding Lead. Joined at 18.15 Liz Dormor (Co-opted Governor). Joined at 18.35 Bruce McDonald (Parent Governor) Jenny Nimmo (Co-opted Governor) Zoe McIntyre (Co-opted Governor) Claudia Wade (Chair, Co-opted Governor) Russell Norton (Co-opted Governor) Ben Shirley (Co-opted Governor). Joined at 18.30 John Lawson (Head of Education) Joshua Coleman (CEO: EMAT) Monica Juan (EMAT Compliance / Governance) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	
2. Apologies.	<p>Apologies received and accepted from Andrew Hill (Co-opted Governor). Governors who have resigned from the board since the last meeting are Kejvi Xhemali (Co-opted Governor) and Jon Musgrove, (Co-opted Governor). PO advised the board he is actively recruiting new governors as a matter of urgency.</p>	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to the agenda that had not already been declared on the annual register of interests or governors highlighted verbally.	

5. Minutes from the last meeting.	The minutes of the meeting held on the 26th of January 2022 were agreed to be an accurate representation and will be signed once in-person meetings recommence.	
6. Action Log from the meeting held on the 13 th of September 2021.	<p>i. HA to compile data for those pupils working towards and below to see if they are from particular feeder schools. HA shared information with the governors prior to the meeting. A discussion followed around the presentation and does it answer the action. JD noted that HA will run through with the staff the transition plans and information for the September intake. The governors asked that this information is shared at the July LAB meeting.</p> <p>A governor asked if there are any summer schools planned for pupils who will be new to the school. JD noted that a summer school took place last year and the plans are the same for 2022 with plans to be shared at the next meeting. JD advised that CAT tests are used for new year 7s and are useful for all pupils including those new to the country who have little or no data. AJ advised that pupils would normally come to NIA with more data but due to CV-19, this has not been the case.</p> <p>ii. AJ to compile data to see if the 8% of year 8 pupils on track to age expected attainment was a similar situation when they were in year 7. AJ noted that the data systems used to capture KS3 have changed. This means comparisons to previous years are difficult. Of the data that can be captured approximately, 60% were on track which is a drop. The board noted that this item would be covered in future meetings.</p> <p>iii. The next exception report to focus on PP-white British. CW noted this action was cancelled.</p>	<p>PO</p> <p>JD</p>
7. Post Ofsted School Improvement Plan (confidential draft). For comment, questions and observations.	<p>JD/JL highlighted the SIP was updated following the Ofsted visit. The actions are being implemented promptly and the SIP will carry over into the next academic year.</p> <p><u>The key school improvement priorities are to ensure that:</u></p> <ol style="list-style-type: none"> 1. Pupils' behaviour, conduct and attitudes improve so that all pupils are ready to learn, behave safely and show respect for all. 2. For all subjects and in all year groups there is a well-planned and sequenced curriculum from the Early Years to the 6th Form, which is taught consistently and enables all pupils, including those with SEND, to achieve well. 3. Reading is taught consistently well so that all pupils, including those with SEND, can read fluently and have the comprehension skills they need and develop a love of reading. 4. We improve our school culture by more effectively promoting pupils' personal development, increasing pupils' aspirations, and understanding on 	<p><i>Reports on Teams</i></p>

how to keep themselves safe and respect others who may be different to themselves.

5. Our systems for recording, communicating and improving attendance are fully effective and help keep pupils safe

6. Leadership is more effective at all levels, including governance, in driving and bringing about sustained improvement.

Contents of the improvement plan:

1. Behaviour and attitudes
2. Quality of education: primary (including EYFS) / Quality of education: secondary (including 6th form)
3. Pupils' personal development
4. Leadership and development (including safeguarding and governance)
5. Pupil, staff and parent survey milestones
6. Leadership structure outline; team structure relating to behaviour and attitudes.

JL went through key priority 1.1 including how the information in each column is used and the importance of the information within the SIP to governors during meetings and when they complete their monitoring visits.

AO highlighted the following from his initial observations/actions since starting in late April regarding safeguarding.

- Currently conducting an in-depth audit of the safeguarding systems/structures/teams.
- Initial priorities are.
 1. Team cohesion and how they interact with the rest of the school.
 2. Ensure everyone knows their responsibilities and eradicate any confusion. All staff understand that safeguarding is everyone's responsibility.
 3. Student safety includes how safeguarding is fed into the curriculum.
 4. Develop and increase the use of pupil, staff, and parent surveys.
 5. Review how safeguarding is logged/recorded to ensure it is accurate and streamlined where possible and beneficial.
 6. LB (EMAT Head of Inclusion) is supporting where appropriate.

A governor asked if there is any work planned regarding the overall safeguarding environment at NIA i.e. building layout.

AO advised that he's currently in handover with the Thompson team (external consultants looking at safeguarding) and will take their feedback onboard. JD noted the benefit of the changes made recently regarding the school day. These changes will continue, as they are having a positive impact and have been well received by all stakeholders. A new timetable was introduced post-Easter, the initial feedback is very positive and more data will be shared over the coming months.

The governor noted how encouraging it was to hear this work is having a positive impact.

A governor asked for an update regarding lockdowns.

JD advised that one was planned before the February half-term but due to significant staffing changes, it was put on hold. The operations manager is working on setting a date for lockdowns to be done ASAP.

ZM offered to discuss the lockdown procedures when she next visits.

AO thanked ZM for the offer.

A governor noted in the March survey that 6% of pupils stated they felt safe.

The target for June is to increase this to 70%, is this is too aspirational.

JL agreed the target is aspirational but it was needed after the March results and is achievable.

CL shared the latest punctuality data highlighting;

- In week one, spring term two, there was a total of 2729 behaviour points with 497 pupils classed as late.
- In week two, the new behaviour policy and the red card system was introduced. There was a spike with behaviour points at 2950 but punctuality reduced to 443.
- In week four behaviour points were reduced to 2577 and late's down to 303. Following a visit and subsequent feedback from TB Education Expert, assemblies were conducted focussing on the behaviour expected from pupils.
- The latest data shows 1800 behaviour points and 188 lates. These figures have reduced dramatically from week one.
- There have also been reductions in truancy and C3 out of classroom behaviours.
- 28 pupils account for 25% of all of the behaviour points.

A governor asked if there is any data to show what years and classes the C3 behaviour points were handed out.

CL advised there is and the red card system enabled quick analysis to show where the behaviour policy was not being implemented correctly. This was quickly addressed.

The governors noted the encouraging data.

The governors agreed to review the impact of the SIP areas when they complete their visit.

JD to send out school lead details to governors so they know who to arrange their visits with.

A governor asked if the pupil survey conducted for certain years can be added to the next LAB agenda for review.

ZM

All
Governors
JD

PO

	<p>BS noted that JM has left the board and offered to be the Curriculum/Quality of education lead governor until more governors are appointed. All agreed.</p> <p>A discussion followed around parent governors and the possibility of asking suitable candidates who don't get voted onto the board being asked if they would like to become a Co-Opted governor. PO advised that this is possible and will be reviewed once the parent governor elections have been completed.</p> <p>The governors asked to help them when completing visits could the dates for AIP visits be made known to them so if they are available they could attend. JD to send PO a list when the AIP visits are planned. PO to look at Teams to see if a calendar can be set up so these visits can be added and similar info for all to see.</p> <p>The governors requested priorities two and four are added to the next LAB agenda for more detailed discussion and analysis.</p>	<p>PO</p> <p>JD PO</p> <p>PO</p>
<p>8. Performance data to include;</p> <p>i. Attainment and Progress (to include Vulnerable groups, SEND, EAL, PP)</p> <p>ii. KS4 / KS5 projections following mock exams.</p>	<p>AJ highlighted the following; <u>Key Stage 4 Pupil Progress.</u></p> <ul style="list-style-type: none"> • Whilst attainment remains lower than national (2019). There has been significant progress made this term. Our predicted Progress 8 has risen by +0.47, and is broadly in line with national (2019). The attainment 8 score has also risen by ~1.5 points • Girls are making more progress than boys are, and whilst the progress is in-line with national, the attainment of girls is higher than boys. This indicated that girls on average had a stronger starting point at key stage 2. • PP gaps for attainment and progress remain largely the same as in the previous data report, showing that PP learners have made progress in line with Non-PP. This is pleasing; the gaps are in line with national data for 2019. • Computer Science –remains an issue, with predicted progress lower than the previous data capture of -0.2. Heads of departments, who have taken aspects of the computing and business faculty, have completed their S and P documents against these results. The final S and P documents detail the specific interventions and support for learners in the final weeks. • Media – has improved by +0.4, but still remains one of our lowest predicted subjects. • Music is the lowest predicted subject within the school, specifically due to a small number of learners who have been removed from mainstream provision. 	

- English (Combined target 55% 5+) the number of learners attaining a 5+ only have dropped. However, only English literature shows a drop in progress 8.
- Maths (Combined target 55% 5+) the number of learners attaining a 5+ only in Maths has dropped. Although progress measures have remained largely stable.
- Mitigations to the curriculum for external assessments in 2022, released on the 7th of February have been worked into the remaining curriculum and shared with learners. This has maximized the available time.
- The Curriculum deep dives from the AIP have continued to be a rich tool for driving the specific development of connectivity and sequencing through EYFS to A-Level, with individual departments holding their own action plans following the feedback from this 'deep dive' experience. Specific work completed within Maths and Humanities this term.
- Each subject leader completes a regular standard and performance report to track pupil progress.

A governor asked for additional information for the four pupils who are PP, SEND and EAL.

AJ advised that all of these pupils are positive regarding progress 8 data at +0.37. This was mainly due to the good progress EAL pupils achieved at NIA. For PP and SEND pupils the progress 8 score is -0.56. These and all pupils not making the expected progress receive interventions and additional support to help them.

Continual Professional Learning.

- The use of EDUKEY for tracking interventions has been launched with heads of year, to ensure that details of support are documented and tracked.
- The SEND progress gap is larger than that for 2019, this continues to remain a key aspect of CPL within NIA. SENCO now speak weekly during the whole staff briefings on aspects of the SEND department, ensuring staff understand and access the information on each learner via class charts.

A governor asked what the grades are based on.

AJ advised they are predictions based on mocks.

The governor followed up and asked if AJ is aware of any pupils who may not turn up for their exam or who may struggle on the day of the exam.

AJ advised he is and where required home visits have been completed for pupils with poor attendance. The mocks highlighted any pupil who may struggle on the day of the exam and plans are in place to support them including their locations in the exam hall and collection from home on the day. The number of pupils who fall into these categories is small.

A governor asked how many pupils are in this year group.

AJ advised 210.

The governor followed up and noted that on the data presented only 202 pupils are recorded and asked if the remaining 8 will receive accreditation.

AJ noted that every pupil does English, Maths and Science some of the pupils missing from the data are in prospect. AJ advised that he expects all Year 11 pupils to receive accreditation.

A governor asked for the 8 pupils not included in the data will they be added to the data presented in September.

AJ advised that some pupils would take English and Maths but not count towards the progress 8 data. The missing data is for long-term absence, pupils studying in prospects or those who have missed their mocks.

The governor followed up and re-iterated the fact that 8 pupils do not have any data presented to the governors and this could affect progress 8 data in the future.

AJ noted the feedback.

A governor asked for an update regarding the 100-minute lessons and if some of the parental concerns around pupils' ability to concentrate have come to fruition.

AJ noted that following conversations with pupils the feedback is overwhelmingly positive.

MTE agreed and the pupil voice results from the middle school backs this up.

Pedagogy.

- Question level analysis will feature more strongly in the spring term, especially after the PIXL wave assessments used in March. These give teachers a detailed breakdown of aspects within an assessment, to help a targeted approach to the intervention sessions that have started.

Interventions

- Easter interventions have taken place for the lowest attaining 60 learners. Students came in over Easter to complete two days of intensive revision on Science, Math, English, History, Geography and Sociology. The feedback from this was overwhelmingly positive.
- The introduction of walking talking mocks in the final weeks should further increase the exposure of students to examinations and help support their understanding of approaching command words.
- Revisions booklet/diary has been developed and will be introduced over the coming weeks. Additional time for revisions will be made available including evenings and weekends.

A governor congratulated the school on the amount of intervention work and asked if there are any concerns regarding pupil burnout.

AJ noted that pupils are closely monitored and given advice regarding how to manage any exam stress, use the mental health hub if required along with advice going home in the newsletters.

Key Stage 5 Pupil progress

AJ highlighted the following;

Patterns and Lines of Enquiry

A-Level

- Although the predicted Value Added (VA) for A-Level is positive, it is below the Target. This has dropped further by 0.3 points.
- PP learner VA is lower than Non-PP this is the opposite trend to last year. This difference has increased slightly from the previous data capture.

A governor asked what the targets were based on.

AJ advised they are based on the teacher assessed grades (TAG) for their GCSEs.

The governor followed up and asked if there is a danger that these TAG grades may not be as accurate as an exam and could the current VA be too ambitious.

AJ noted that ALPS has been used to set the targets and with the use of past papers is confident they are rigorous and accurate.

ME highlighted the following:

- There are 60 pupils in the cohort and the focus is individual interventions.
- Eight pupils are B grades in two of their subjects and an E grade in the third are receiving extensive support.
- Twenty pupils who are one grade below their target and being targeted to help turn this small gap around.
- Previous subjects of concern were Geography and Business. Business has seen a rapid improvement where Geography is showing no change to the predicted VA. One E grade student had SEND needs identified at the end of January and their grade is expected to improve following interventions identified on their passport.
- Art – reflects a dip in attendance from two students in the group (33% of the cohort). Classes are now completing final exhibition pieces which are expected to achieve high grades, thereby increasing VA.
- Biology – 48% predicted to achieve A*-B grades. Targeted support for two E grade students who are struggling to recall learning from across the whole course. Four D-grade students demonstrate an ability to attain C grades in some chapter tests but are not consistent. Greater retrieval practice in every lesson should improve their exam results.
- English Literature – two of six students identified as requiring intervention. One predicted E, the other predicted D. E grade student has attendance of 74% for last half term, mainly citing mental health.

Persistent absence letters have gone home, and DBS is in frequent contact with parents.

- Mathematics – three students currently predicted D or E grades are significantly lower in maths than in their other subjects. Lack of revision and poor knowledge retrieval were key factors in disappointing mock results and the emphasis on retrieval through Do Now tasks in every lesson should improve this practice. Two learners dropped grades in all subjects and have been targeted for supervised revision.
- Health and Social Care – 50% of students predicted D*D* or DD. Two students are on MP, and one of these is due to a missed coursework deadline. Contact has been made with their home to help increase effort and improve the quality of work submitted.
- Media – NO VA score due to no 2019 comparison – work completed last year is making a significant impact on predictions due to one or two tasks that students were not able to complete successfully. Students have the opportunity to ‘redo’ one or two of these tasks and improve their overall results. One student is a key cause for concern due to poor effort on independent work and has been targeted for supervised study sessions to improve the quality and quantity of work.

Continual Professional Learning

- Continuing cross-moderation of coursework across staff has improved the accuracy of marking and predictions for vocational courses. Subjects are now settled into new faculties and regular faculty meetings have provided opportunities to review curriculum mapping and assessment data. Greater focus on specific interventions with key learners and understanding how to measure the impact of this is now required during the final push towards exams.

Pedagogy

- Student voice feedback highlights the usefulness of detailed exam walk-throughs and debriefs in lessons following the mock exams. The move to 100min lessons provides the class time required for these.

Intervention

- Three Yr13 students who were receiving online tuition and no longer completing these sessions and are focusing on specific revision tasks provided by class teachers instead (along with the rest of their classes). Yr12 and 13 study rooms have become mixed again so that the larger study room can return to being Silent Study. Supervised study sessions with students identified as making a poor effort during independent time continue and are having a positive impact.

A governor asked for the pupils who are presently absent how is the school ensuring they are safe.

ME advised that the KS5 DSL will make a phone call home immediately and there is a multi-agency approach where applicable.

The governor followed up and asked if there is anything else done apart from a phone call.

ME advised where appropriate a home visit is conducted.

A governor noted that the year 13 wouldn't have sat their GCSE and asked what support the school has done to prepare them for sitting their A levels.

ME noted that this cohort has sat two rounds of mock exams along with tutor times to go through revisions techniques, how to manage any exam stress and overall general best practice to prepare them.

Performance data.

JD highlighted the following:

Staff absence.

- The rate of staff absence appears to be improving in recent weeks. Incidents of absence for childcare have also reduced. We will continue to monitor. In the last two weeks, there has been no need to use external supply teachers.

Parental Complaints.

- We have re-instated the use of a centralised logging system for complaints in order to improve communication between SLT regarding the handling of complaints.

Curriculum

- Regular meetings with JL and KR (Head of Standards and Performance) to review and improve where required including improving connectivity with the Primary stage.

AR highlighted the following

Inclusion audit

- Prospect is being reset with a plan to re-open shortly.
- Close work is ongoing with LB including quality training in place for the re-opening.
- An explanation given regarding the work NP (External specialist) is doing in creating a monitoring and evaluation cycle based on KPIs and learnings from the previous year.

JL noted that there is a separate SEND action plan, which forms part of the SIP.

Quality of Teaching and Learning.

MTE highlighted the following:

- The number of teachers on informal capability has increased from 2% in spring 3 to 4% in spring 4.

- We have had one member of staff who satisfactorily has come off her Performance Improvement Plan. We are continuing to support her.
- All of the staff who left at Easter were on the list for requiring additional support.
- Plans in place for staff to support each other and increase best practice sharing.

A governor noted there are two members of staff in the Maths department listed as being on performance improvement plans and asked what effect this is having on the department.

MTE noted that both of these teachers are involved in teaching exam groups and this is a strength of their teaching. Both of these staff are fully engaging with the plans.

KW highlighted the following.

Pupil attendance.

- There has been an improvement in every measure from Spring HT3 to the current. PA is still an issue but within the same range as similar schools across the LA.
- There have been in-depth work with the Thompson team who are supplying weekly support.
- Training has taken place to make the relevant staff as proactive as possible.
- Large reduction in the N codes with an aim of reducing these into single figures.
- Teachers are challenged when their registers are not completed accurately.

A governor asked if the SLT are confident that absence is recorded accurately and the correct codes are used and home visits are conducted in a timely manner.

KW noted that although improvements have been made she is at this stage not completely satisfied that registers are completed 100% accurately. Where errors are identified, they are being challenged.

For home visits, the Thompson team have measures in place to ensure visits are done in a timely manner.

A governor asked if there are any pupils on managed moves, in alternative provision (AP) or dual registered.

JD advised there are no managed moves.

JD/AR gave an update regarding prospect, which includes the use of some alternative provision.

A governor followed up and asked what codes are used on the register for pupils in AP.

AR was unsure but will investigate and report back.

AR

	A discussion followed regarding pupil attendance and ZM agreed to look at this during her next visit.	ZM
9. AIP visits	The governors had no questions to ask at this time.	
10. Any other business	<p>i. A governor asked for an update on the feedback sent after the March PEX meeting.</p> <p>JD advised that for;</p> <ol style="list-style-type: none"> 1. The policy will be reviewed following the feedback. 2. Coding will be followed up by the attendance officer. 3. Staff records regarding restraining a pupil have been reviewed and improvements made where required. <p>JD gave an update regarding CCTV advising that for a period due to a software update certain areas were unavailable.</p> <p>RN left the meeting</p> <p>ii. PO advised the governors that RN's term of office was initially for one year. RN would like to continue for another three years and PO asked the governors to vote on this.</p> <p>The governors unanimously agreed for RN's term of office to be extended for another three years.</p>	2. JD
11. Dates of meetings for the year:	<p>27/06/2022 LAB 18.00 At NIA</p> <p>14/07/2022 S&P 18.00 Virtual via Teams</p>	Calendar appointment sent.

The meeting closed at 20.15

Minutes agreed as a true representation and signed
Signature
Print Name
Date

Actions from the virtual S&P meeting for NIA held on 04/05/22

Action	Owner
1. JD/HA to present the transition information shared with the staff for the September intake. Page 2.	HA/JD
2. JD to present the Summer school plans at the next S&P meeting. Page 2.	JD
3. ZM to discuss lockdown procedures during her next visit. Page 4.	ZM
4. The governors to review the impact of the SIP areas when they complete their visit. Page 4.	All governors
5. JD to send out school lead details to governors. Page 4.	JD
6. Selected year group pupil survey to be added to the next S&P agenda. Page 4.	PO
7. PO to give an update on the parent governor elections and if any parents would be a suitable Co-Opted governor. Page 5.	PO
8. PO to share with the governors all of the known AIP visit dates Page 5.	PO
9. PO to investigate if a governor Teams calendar would be beneficial. Page 5.	PO
10. PO to add SIP priorities 2 and 4 onto the next S&P agenda, Page 5.	PO
11. AR to check all pupils in alternative provision are recorded correctly on the register. Page 11.	AR
12. ZM to incorporate pupil attendance during her next visit. Page 12.	ZM
13. JD to check the feedback regarding coding post PEX meeting has been actioned. Page 12.	JD