

FINAL Minutes Standards & Performance: NIA
26th January 2022 18.00
Meeting held virtually via Microsoft teams
The second 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 Trevenna (Headteacher) Jo Daniels (Deputy Headteacher) Andrew Johnson (Assistant Headteacher - Data & Outcomes) Hannah Auger (Assistant Headteacher - Head of Middle School Phase) Alex Oldham (Assistant Headteacher - Head of Primary Phase) Maria Edwards (Assistant Headteacher - Head of Key Stage 5) Charlotte Lavelle (Assistant Headteacher - Head of Upper School Phase) Liz Dormor (Co-opted Governor). Joined at 18.20 Bruce McDonald (Parent Governor) Jenny Nimmo (Co-opted Governor) Kejvi Xhemali (Co-opted Governor) Zoe McIntyre (Co-opted Governor) Claudia Wade (Chair, Co-opted Governor) Andrew Hill (Prospective Co-opted Governor) 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 Jon Musgrove., (Co-opted Governor). Ben Shirley (Co-opted Governor) No apologies received from Russell Norton (Co-opted Governor).</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 24 th of June 2021 were agreed to be an accurate representation and the minutes will be signed once in person meetings recommence.	<i>Minutes on Teams</i>

	The minutes of the meeting held on the 13 th of September 2021 were agreed to be an accurate representation and the minutes will be signed once in person meetings recommence.	
6. Action Log from the meeting held on the 13 th of September 2021.	<p>i. PO to present the 24th of June minutes at the next S&P meeting. Done.</p> <p>ii. PO to arrange data training for governors before the October half term. Done and will take place on the 31st of January.</p> <p>iii. AJ to provide an update for the four pupils who cross over in PP, SEND and EAL Venn diagram on the Key Stage 4 Pupil progress page in the report. AJ advised that of the 4 learners, only 1 had prior attainment and their progress 8 was 0.11, the EAL element potentially lifting them higher than PP and SEND learners only. PP SEND and NON EAL would give our lowest contributing aspects. Last year this was one learner, with a P8 -0.7 lower than the whole school average.</p> <p>iv. AJ to rerun the data using FFT in the scatter plot graph and present it to the board. AJ advised that having looked at the FFT report, it does not allow us to remove learners to regenerate the report. When this was done manually using a different system, the changes were minimal. Perhaps also worth noting that although these learners are extremes within a cohort (PP, SEND, Non attendance) they do represent a critical minority that we need to continue to include in data. The outliers are not removed, just brought in line with the largest deviation from the mean.</p> <p>v. AJ to add destination data to future reports for year 13. Done.</p>	<i>Minutes on Teams</i>
<p>7. Performance data to include; Attainment and Progress (to include Vulnerable groups, SEND, EAL, PP)</p> <p>7i. Primary progress including Phonics Exception Report and Catch-Up Strategy</p>	<p>JT highlighted the introduction of a primary, middle and upper school phase in regards to data collation and presentation. The remits for this work are clear, pupil focussed, individual tailored to pupils needs and fully understood by the relevant staff.</p> <p>A governor asked for an update regarding the progress to date in year 4 for Maths and SPAG.</p> <p>AO advised that there has been a great deal of work undertaken to address these gaps. There was maternity cover in place for the first term, the Maths leader is now back and teaching in Year 4, which has already had a have a massive impact on the learning of the pupils. There is a rapid improvement plan in place and relevant pupils are receiving interventions. Quality first teaching has been reviewed and unpicking of assessments to look for improvements and inconsistencies.</p> <p>The Maths lead is looking at improvements which include;</p> <ol style="list-style-type: none"> 1. For year 4 completing all of the planning. 2. The targeting of specific pupils. 3. Additional capacity into the other year 4 class and in years 2 and 5. 	<i>Reports on Teams</i>

<p>7ii. Middle School (yrs. 5-7) progress</p> <p>7iii. Upper School progress</p> <p>7iv. 6th Form progress</p>	<p>4. Sharing of teacher expertise across the parallel class to ensure there is high quality teaching.</p> <p>A governor asked if the underperformance of some pupils in the current year 4 class was similar to when they were in years 3 and 2. AO advised there have been some points when this cohort has been underperforming. With targeted support, the gap has closed and the same is expected this year. Consistency of learning is a focus to eradicate any dips and maintain the progress made.</p> <p><u>Summary of progress and attainment in the Primary school.</u> AJ / AO highlighted the following;</p> <p><u>EYFS.</u></p> <ul style="list-style-type: none"> • The majority of pupils met milestone 2. • Literacy, communication and language are the lowest areas of attainment. • There is a small gap between males and females. • Non-PP learners are performing less well than PP learners. <p>Current actions.</p> <ul style="list-style-type: none"> • No national data available but in trust data is used. • Additional staffing in EYFS to meet the needs of identified pupils. • Language link interventions for all under performing groups run daily by EYFS staff. • Pupil progress analysis with CM (external EYFS expert) who has identified adjustments in the curriculum to meet the needs of the cohort including group work and interventions. • 50% of EYFS staff retrained for Read Write Inc (RWI). <p>A governor asked if the 50% of staff were recognised as in need of a refresher. AO advised that she and the Phonics lead evaluated all of the phonics teaching across the phase including TAs and picked the staff who would benefit most along with any new staff or staff who haven't had in person RWI training. There is also RWI training planned for the upcoming development day so by the end of this day all staff would have had a refresher.</p> <p>A governor asked if KS2 teachers are RWI trained. JD advised they were during the last academic year but we have had some absence and turnover so a review will be conducted. The new year 3 teacher was included within the 50%.</p> <ul style="list-style-type: none"> • Continued development of the EYFS environment. 	
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KS1 years 1 and 2.

- Phonics attainment has risen by 32% since the Autumn term.
- Year 2 attainment has dropped by 15% (17% of the pupils in year 2 phonics are working within the threshold group).
- General trend in KS1 shows that progress to target is stronger than are attainment across both year groups.
- Attainment across the board is significantly lower than the national.
- There is still a gap in both the progress and attainment of EAL learners.
- In year 2, there is a gap between the attainment of PP and non-PP learners across all subjects. In Year 1, there is a gap between white British learners and those from minority ethnic backgrounds.
- This week year 2 pupils are sitting the 2019 SATs paper. Gap analysis will inform teaching.
- Cross phase interventions to ensure the quality of provision delivered/developing intervention specialist.

A governor asked if there has been any evaluation of the quality of the teaching across the school.

AO advised that the Monitoring, Evaluation and Review process evaluates teachers. Strengths known and these are used across year groups not just in their own class.

On top of this RBL (external expert) has supported the school including planning, this is having a major impact particular in year 1 writing.

A governor asked what quality assurance takes place regarding the data inputted.

AO highlighted that moderation takes place with the key stage leads. A rapid improvement plan is in place regarding improving some aspects of the data presented this includes targeting particular pupils with weekly book reviews.

A governor asked if there is a varied selection of books in the library for white British pupils to access.

AO advised the books on order are varied and encompass an array of genres.

- Whilst the progress to target SEN learners across the Key Stage is higher than non-SEN the attainment of are for SEN learners is far lower than non-SEN.

AO highlighted the following;
Phonics.

	<ul style="list-style-type: none"> • Thanks to the hard work and focus in this area year 1 on track has increased from 38% to 64%. • If the threshold group who sit just below can move up the cohort will be at 81%. • This means that KS1 phonics are on track. The next focus group is KS2, which has many pupils sitting just below the threshold who are having additional fluency teaching to help them. <p>A governor asked what targets are set to establish progress in fluency.</p> <p>AO advised that for the RWI programme pupils is accessed every 6 weeks. As the pupils move up to the higher groups pupils are timed to see how much they can read in a minute and how many mistakes they make.</p> <ul style="list-style-type: none"> • Comprehensions and fluency are a priority for the KS2 pupils who have come off RWI. • Parent workshops for phonics. <p>A governor asked what the parental involvement is with these workshops.</p> <p>AO noted that 31 parents attended across three-year groups and teachers will speak to parents who don't attend to encourage them to do so.</p> <p>A governor asked what happens to the pupils in year 3 who haven't passed the phonics screening.</p> <p>AO advised for the first two terms RWI interventions are used. Some additional non-RWI support has been brought into year 2 ensuring the specific programmes best suits the pupils. It will be reviewed and if successful, will be rolled out to other years including year 7.</p> <p><u>KS2 years 3 and 4.</u></p> <ul style="list-style-type: none"> • The general trend in KS2 shows that progress to target is stronger than attainment notably in years 3. Attainment across the board is lower than National, most markedly in years 4. • There has been progression in SPAG. • Year 3, demonstrates the strongest attainment and progress to target across the key stage, which is supported with MER of QoE in this year group, which has benefitted from consistent staffing and limited absence over the Winter term. • EAL learners are making good progress. • SEN progress broadly in line with non-SEN. The attainment for age related SEN learners is lower than for non-SEN. 	
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	<p>AO highlighted the Rapid Improvement Plan (RIP) for Primary.</p> <ul style="list-style-type: none"> • The RIP has identified key learners (6 from Maths and 6 from English) from each class currently working towards who should be at expected with teachers being held to account in identifying the specific barriers to progress for these learners and matching them with specific high quality teaching. The RIP is also being used in the Middle school. • The plan is for these 6 pupils to make rapid progress over 6 weeks then another 6 pupils will be chosen. <p><u>Summary of progress and attainment in the Middle school.</u></p> <p>AJ/HA highlighted the following;</p> <p><u>Year 5.</u></p> <ul style="list-style-type: none"> • Attainment across the board is lower than national. • Progress to target is better when compared to this time last academic year up almost 10% in all areas from March 2021. • Just over half of all year 5, learners are meeting age related expectations across all four disciplines, with the best progress and attainment in Maths (compared to 42% for this cohort in March 2021- up 15%). • Boys fall behind girls in age related expectations for Reading with the gender gap minimal in all other areas, with white British boys being the most significant cohort not achieving age related expectations. • The DA gap has widened slightly from last year. All DA pupils and some PP pupils have started bespoke online tuition in English and Maths that takes place in school. The data and impact will be reviewed in the middle of February. <p>A governor asked if correlation work has been done to ascertain how many fall into the PP and white British boys groups.</p> <p>AJ noted in general it's 11%.</p> <p>A governor asked if any pupil has refused to attend the booster sessions.</p> <p>HA advised no and they take place in school after the school.</p> <p>A governor asked how if the interventions are affecting pupils accessing the wider curriculum.</p> <p>HA advised that when the sessions are planned they are done in a way to ensure pupils receive a broad and balanced curriculum.</p> <p><u>Year 7.</u></p> <ul style="list-style-type: none"> • The data shows that on average just over a third of learners are on track to their targets. 34-40% are just below their targets. 	
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	<ul style="list-style-type: none"> • 48 pupils have been identified to take part in additional online tuition, which takes place at home and is currently in its 4th week. Pupils have been supported where required with IT equipment. • Northampton Saints programme for the second cohort of 10 learners to build resilience, engagement, positive classroom and learning experiences. The impact of this is that 7 out of the 10 pupils are no longer classed as high tariff. • English- KPI review and curriculum improvement work, 76% at working towards which is the highest subject and triangulation is ongoing to refine the KPI if applicable. • Curriculum connectivity- future proofing transition from KS2- KS3 to remove any attainment dip. • Parallel curriculum for English to start after the February half term for 30 pupils targeting those identified as significantly below to help close any KS2 gaps. <p>A governor asked for the SEND gap were they in the school as part of the CEV/ DA/ KW group during lockdown. AJ said that some of the vulnerable groups would have been in during lockdown but doesn't have a detailed breakdown.</p> <p>A governor asked if post-lockdown there have been any issues with a loss of fitness, healthy eating and possible weight gain. AO advised that there have been delays in some pupils getting eyesight checks and this is passed back to the parent's/carers where appropriate. On top of this, the main observation has been that some pupils do not have the expected rich diverse language due to lockdown. Upon return, the vast majority of pupils caught up quickly. HA advised that some year 5 pupils are being supported by the school nurse and PE lead regarding healthy eating concerns.</p> <p>A governor asked if there has been any tracking for those pupils working towards and below to see if they are from particular feeder schools. HA to investigate and report back.</p> <p><u>Summary of progress and attainment in the Upper School,</u> AJ/CL highlighted the following. <u>Year 8 & 9.</u></p> <ul style="list-style-type: none"> • The SEND gaps are much larger, most noticeably in year 8 SEND who typically have lower KS2 outcomes and so they have more progress to make to reach the same levels of attainment. The aim is for SEND learners to make the same levels of progress and to have no attainment gap. 	HA
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	<ul style="list-style-type: none"> • EAL learners in year 8 have higher attainment currently. In year 9 have a difference of 1% or lower only. • Predicted progress 8 is low at only -0.44. • In year 8 SEND has a specific gap and is a focus area. • Year 8 EAL is in line with national. • In year 8 there is additional 2 hours per week of small group English intervention in school. <ol style="list-style-type: none"> 1. Targeted those who are PP/SEND and below in English. 2. Core area with lowest levels of attainment. 3. Key transferable skills for accessing the entire curriculum. • In year 8 we are exploring early entry functional skills in English as the basis of a parallel curriculum in upper school to support the transition into KS • In year 9 there is an additional 2 hours per week of small group English intervention for those who are PP/SEND and below their attainment level in English. <ol style="list-style-type: none"> 1. Core area with lowest levels of attainment. 2. Key transferable skills for accessing the entire curriculum. Lesson times are rotated to ensure they access the full curriculum is offered. • In year 9 we are contacting the parents of the lower achievers to discuss option choices • An alternative GCSE pathway for literature is being investigated for low achieving learners. <p><u>Year 10.</u></p> <ul style="list-style-type: none"> • An additional 1 hour per week of small group English interventions for 95 learners to boost the attainment of grade 4. • Revision guides and workbooks are being distributed in core subjects. • GCSE readiness assembly is targeted to show resources and expected independent study and will be followed up at the parent's evening event. <p><u>Year 11.</u></p> <ul style="list-style-type: none"> • An additional 2 hours per week of small group English/Maths interventions to boost 4+ attainment has been offered to over 200 learners. To date 138 have accessed the offer. Work is ongoing to encourage the remaining pupils to access this offer. • Before and after school interventions are running. In the first week 25% of year 11 students voluntarily attended the science sessions. <p>A governor asked how many of these pupils were PP.</p>	
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	<p>CL didn't have that information to hand but advised it is available and is used.</p> <ul style="list-style-type: none"> • Revision guides and workbooks are being distributed in core subjects. • GCSE readiness assembly is targeted to show resources and expected independent study and will be followed up at the parent's evening event. • With support from the talent foundry and the Aspire program from Northampton University, we are working with the ablest groups to broaden their horizons with future learning and potential career paths. <p>A governor asked if the school is using the Pixel wave programme. AJ advised that this is due to start in March.</p> <p>A governor asked if the revision sessions are purely content based. CL highlighted they are and PSHE lessons cover revision techniques.</p> <p><u>Summary of progress and attainment in the Sixth form.</u> AJ/ME highlighted the following;</p> <ul style="list-style-type: none"> • For years, 12 and 13 the value added is positive. • Currently targeting higher than the present attainment. <p><u>Year 12.</u></p> <ul style="list-style-type: none"> • 50% of the pupils are from external schools, which have led to some knowledge gaps. These have been closed in the first term. • Of the 83 students 15 (18%) are currently predicted to achieve E grades in one or more subjects with their best prediction being a D grade. 7 students in this group are studying Business and /or Health and Social Care and are predicted to significantly higher grades in their other subjects. The remaining 8 students are a key intervention group of lower ability students who are struggling to step up to level 3 across all their subjects. • Subjects of concern are Business Studies and Chemistry. For business studies, the support offered includes more reviewing and revising of past assessments, supervised study lessons and year 13 high achievers delivering subject surgeries. For Chemistry the entire class was put into after school surgeries and now 50% have improved enough to come out of this intervention. For Health and Social Care, the lead has worked on clearer sequencing of lessons which has seen an improvement in some grades and more consistency. 	
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	<p>Criminology is a large cohort of 27 students, with 45% currently predicted to meet/exceed target. There are improvements since the baseline assessments with some improving by a whole grade. Some pupils do not have the revisions skills and longer written answer experience and are supported including an adaptation of the tutor time.</p> <ul style="list-style-type: none"> • There are 11 PP students 55% of whom are on or just below target all PP students are in receipt of a bursary. • Update given on the progress of the SEND pupils including the impact CV-19 has had and the support given. <p>A governor asked if ME, is satisfied that all of the students are on the right pathway. ER advised that the majority are. For those not an alternative pathway is being sought including BTEC.</p> <p><u>Year 13.</u></p> <ul style="list-style-type: none"> • Additional support given for pupils not used to taking exams or who are struggling with revision techniques and exam preparation. • There are 12 PP pupils some of them struggle to attend after school tuition or have the required IT equipment. Change Tuition and in school support are being offered. <p>The governors congratulated the school on the amount and quality of the interventions across the whole school. The governors thanked the school for the detail of the information shared and reminded the need for all presentations to be shared with the board before the meeting and not presented at the meeting</p>	
8. SIP for discussion inc; Progress on KPI 1	<p>JL noted that the SIP is central to the governor's work and it is important governors understand the SIP.</p> <p>MJ reminded governors of the training sessions planned for the 7th and 21st of February and encouraged all governors to attend.</p> <p>JL highlighted the following current priorities;</p> <ul style="list-style-type: none"> • Narrowing the gap between DA and non-DA pupils. • Ambition to develop the all through curriculum. • Pupils with English as an additional language. • Pupils with SEND. • Reading with a rapid improvement plan for Phonics. • Improving aspects of behaviour. <p>JT noted that the SIP is a live document and updated regularly including the impact seen.</p> <p>The board thanked JT for sharing and noted the benefit of having each item RAG rated allowing governors to focus on the priorities.</p>	

	<p>AJ highlighted the following for KPI 1. <u>Barriers identified within the PP strategy document.</u></p> <ul style="list-style-type: none"> • The target is to be in line with or better than the national benchmark. • Engagement and educational experiences in school. / Low Literacy and Numeracy skills in learners and families. / Aspiration. / Access to support. / Working Poor / Composite factors. / Barriers / Attendance. / Covid-19. • EYFS. PP Learner led non-PP. • Year 2. Non-PP learners lead PP but are below national for 2019 attainment. Attainment for all is lower than the national • DA tracker explained including the use of targeted rewards for pupils. • Year 4. Non-PP learners lead with a small gap, the gap is below national Attainment for all and is lower than national. <p>JL asked if the gap noted is the difference between DA and non-DA pupils.</p> <p>AJ noted it is.</p> <ul style="list-style-type: none"> • Year 5. Non-PP learners lead PP and are greater than the national gap for 2019 Attainment for all is lower than national. • Years 7, 8 and 9. There is no national data for gaps. NIA's target is to have a zero gap. <p>A governor noted the "8% on track to age expected attainment exists currently in year 8 overall" and asked if there is any data available to show if this was a similar situation when these pupils were in year 7.</p> <p>AJ to investigate.</p> <ul style="list-style-type: none"> • Key stage 5. Small numbers when value added PP pupils make less progress than non-PP. <p><u>Exception Reporting.</u></p> <p>AJ highlighted the following.</p> <ul style="list-style-type: none"> • Whilst looking through the data analysis, we have identified that our PP white British learners are often underperforming in attainment and progress. This can be masked at times by non-PP white British. • PP-White British represents 11.2% of the school. • This work will continue to support the diagnostic data reporting for the RACE charter mark. • As a result, we will move to produce an exception report on this cohort within NIA at the next S and P meeting. <p>A governor asked if there is any data for EAL pupils who have been at the school for 1, 2 or 3 years.</p>	<p>AJ</p> <p>AJ</p>
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	<p>AJ advised that there is data available. Mobility with this cohort is high with some having limited or zero prior attainment.</p> <p>A governor asked when the next data drop is. AJ advised it's just before Easter which includes years 11, 12 and 13 Mocks.</p> <p>AO noted that year 2 is currently completing their SATs papers.</p> <p>A governor asked if historically teacher assessments are broadly in line with test results for the Primary phase. AJ advised that NIA have the smallest deviation within EMAT.</p> <p>A governor asked if the year 11 online tuition had an impact. JT advised that after reviewing the data/impact we have moved away from this particular option.</p>	
9. AIP visits	The governors had no questions to ask at this time.	
10. Any other business i. EMAT email address only. ii. Andrew Hill	<p>i. PO reminded governors they must only use their EMAT email addresses.</p> <p>ii. PO asked AH if he would like to become an NIA governor. AH confirmed he would and PO asked AH to leave. The governors unanimously voted AH onto the board.</p> <p>iii. JT gave an update on an incident that involved some year 9 pupils and the sanctions and support that followed.</p>	
11. Dates of meetings for the year:	26/01/2022 S&P 18.00 Virtual via Teams 04/05/2022 S&P 18.00 Virtual via Teams 18/05/2022 LAB 18.00 At NIA 27/06/2022 LAB 18.00 At NIA 14/07/2022 S&P 18.00 Virtual via Teams	Calendar appointments have been sent.

The meeting closed at 20.17

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

Actions from the virtual S&P meeting for NIA held on 26/01/22

Action	Owner
1. HA to compile data for those pupils working towards and below to see if they are from particular feeder schools. Page 7.	HA
2. 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. Page 11.	AJ
3. The next exception report to focus on PP-white British. Page 14.	AJ