

FINAL Minutes LAB: NIA
12th January 2022 18.00
Meeting held virtually via Microsoft teams
The second LAB 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) Richard Hanson (Deputy Headteacher: Whole School Behaviour) Connor Leason (Assistant Headteacher - Behaviour & Attitudes) Anthony Rogerson (Deputy Headteacher: Inclusion and SENCo) Emma Ruffles (Deputy Headteacher: Pastoral and Designated Safeguarding Lead) Ben Shirley (TB appointed/Chair) Jenny Nimmo (Co-opted Governor) Andrew Hill (Potential Co-Opted Governor) Russell Norton (Co-Opted Governor & joined the meeting at 18.37) John Lawson (Head of Education & joined the meeting at 18.45) Bruce McDonald (Parent Governor) Paul Wheeler (Chief Operating Officer) Monica Juan (Head of Governance and Compliance) Joshua Coleman (CEO: EMAT & joined the meeting at 19.39) Monica Juan (EMAT Compliance / Governance) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. BS 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 from Liz Dormor (Co-opted Governor), Zoe McIntyre (Co-opted Governor). No apologies were received from Jon Musgrove (Co-opted Governor) & Kejvi Xhemali (Co-opted Governor).</p>	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	<p>There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests or governors highlighted verbally. BS asked PO to contact the governors who left to complete their declarations of interest. Post-meeting note PO actioned in January.</p>	

5. Minutes from the last meeting.	The minutes of the meeting held on the 7th of October 2021 were agreed to be an accurate representation. The minutes to be signed when in-person meetings restart.	<i>Minutes on Teams</i>
6. Action Log from the meeting held on the 7th of October 2021	<p>i. PO to share the first aid policy with the governors once complete. This will be for the governor's information only. PO actioned no feedback received.</p> <p>ii. JL to advise PO when the next Phonics training session is, PO to them pass this information onto the governors. Ongoing.</p> <p>iii. JT to share the events calendar with the governors. Done but CV-19 is restricting the amount of events governors can attend.</p> <p>iv. PO to report back regarding governors still to complete their Pen Portrait. Done.</p> <p>v. JT to check that BS has received invites to the Health and Safety forum. Done.</p> <p>vi. PO to ascertain from ER what LAB agenda she would like the race charter added to. Done and it will be added to the March agenda.</p> <p>7. CR to report back on the impact of the sports premium funding at either the January or March meetings. Done on today's agenda.</p>	PO
7. EMAT update to include; i. Management Accounts for information ii. Health & Safety update	<p>i. PW advised that currently NIA is running with a small surplus and is currently in a stronger position than last year. Some high staffing costs are primarily due to covering vacancies, CV-19 related absence and increased SLT costs due to the ongoing work with the rapid improvement plan. Cross-referencing is ongoing to check all absences has been recorded with the absence insurance policy.</p> <p>ii. JT advised that the most recent health and safety forum took place in December. The two major talking points were;</p> <p>A. How the school can mitigate items being dropped from higher floors to the floors below whilst insuring the fire systems are not compromised. DA Head of Shared Services is investigating the best options.</p> <p>B. Lockdown/Lockout policy is being reviewed with extensive support from the trust. A lockdown/lockout drill will be completed once the appropriate alarm system is in place with a goal of achieving this by the summer term</p> <p>BS noted the benefit of the health and safety forum and how more effective it is becoming.</p>	<i>Reports on Teams</i>
8. Headteachers report to include; i. Safeguarding ii. Curriculum	<p>JT advised that data from the performance report would be used.</p> <p><u>i. Safeguarding.</u> A governor asked why there was no stability data for NIA.</p> <p>JT advised that this information would be added to all future presentations, the data had not been processed in time for this report.</p>	<i>Reports on Teams</i>

<p>iii. Attendance / Behaviour</p> <p>iv. Staffing</p> <p>v. SEF /AIP (General update if needed / to report any significant changes/updates)</p> <p>vi. Bullying</p> <p>vii. Sports Premium update</p>	<p>ER highlighted the following;</p> <ul style="list-style-type: none"> • ER and ZM (Safeguarding lead governor) have met twice already with a date to meet in March. • JL has worked closely with the school along with ZM reviewing the SCR. • Referrals to DO LA (Autumn 2) staff x 5 pupils x 0. Staff Liaison with DO regarding incidents in school with permanent staff and supply staff. • MASH referrals are stable. • Number of Pupils with On-Going Early Help Assessments has increased compared to Autumn 1. • Governors had been sent the resolution Protocol and feedback is welcome. • Appointment of a permanent mental health lead is now in place. • LAC in Autumn 1 was five this has increased to six with a potential increase to seven over the coming weeks. ER confirmed she is the designated lead for LAC and will complete a refresher session via virtual schools tomorrow. • Number of Children with Private Fostering Arrangements shows no changes. • Number of Extremism Concerns has reduced from three to one. This was picked up via SENSO and has been logged but with no further action. The three from Autumn 1 have all been referred to the Police Prevent team. One is still ongoing. • Number of Child Sexual Exploitation Concerns is five and this category includes Sexual Harassment & Sexual violence. • Number of referrals for Female Genital Mutilation and referrals to the Forced Marriage Unit remains at zero. • The number of Homophobic Incidents was 12 with 9 incidents in Year 7, 2 in Year 8 and 1 in Year 11. ER noted that work is ongoing in this area and an LGBTQ+ lead has been appointed. One reason for the increase is the higher priority/focus this area has received in school. <p>A governor noted that in the commentary the number of homophobic incidents is highest in year 7 and asked if the reason for this is known. ER advised that it could be a combination of immaturity and possible missed education at primary school. Most of the incidents are repeating inappropriate language and/or pupils in groups.</p> <p>NIA has a new LGBT+ staff lead in post who will be looking into the data along with the curriculum where homophobia is covered and the continuation of LGTB+ history weeks which have been well received by pupils.</p> <p>A governor asked if there are any pupils who are or could become repeat victims.</p>	
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ER confirmed there is no targeting of particular pupils but this is kept under constant review to ascertain if there are any emerging patterns.

A governor asked what happens with any incidents of Peer on Peer abuse.

ER noted that these are always reported to MASH and possible police involvement if relevant i.e. sexual abuse. Police officers visit the school every Friday and they have worked with the staff to instigate intervention groups with the relevant pupils.

- The number of Bullying Incidents remains at 19. These numbers are still too high. Work is ongoing around values and kindness. The expectation is for these figures to decrease in the future.

A governor asked if the safeguarding procedures are highlighted to temporary, agency staff.

ER advised that all temporary and agency staff receive a safeguarding handbook and those working for longer than a day receives additional induction training. All temporary staff are trained on how to report any concerns.

JD advised that all temporary staff members are met at the main door by the cover supervisor manager who checks all relevant safeguarding procedures are in place and then walks them to their classroom.

ER noted the benefit in the school completing the recent safeguarding audit, which showed where the school is and the next steps required.

ii. Curriculum

JD highlighted the following;

- The curriculum is now in place in regards to how it is mapped.
- The next steps include how it is tweaked/alterd as required to ensure a level of sequencing progression, rigour and challenge and connectivity from EYFS to the sixth form and teachers are working on being fully able to understand the intent of the curriculum. The curriculum will be ready for year six pupils when they start in September.
- National curriculum compliant.
- Some of the categories currently amber are on track to move to green but more evidence/impact is required and this takes time.
- As larger year groups move through the school investigations are ongoing to see what alternative routes there are to GSCE.

A governor noted that it is good to see the work ongoing developing vocational courses and ask if there is any more information regarding this.

JD noted that this is at the early stages and the school is looking at open qualification.

A governor asked for an update regarding the use of non-specialist teachers.

JD highlighted the work that she and JT are doing concerning the 2022-2023 recruitment model with a target of reducing the use of non-specialist teachers as much as possible. For 2021-2022, there are very few non-specialist teachers but heavy staff absence due to CV-19 has put a strain on this.

A governor asked if there are any elements of the curriculum plan that may be at risk by using non-specialist teachers.

JD advised that computer science, social science particular physiology and sociology are very currently proving difficult to recruit. More information will be known as the year progresses.

iii. Attendance / Behaviour

Attendance.

ER highlighted the following;

- Current figures are higher than national although national figures are from 2018-19 which is pre CV-19.
- Persistent absence has risen in Secondary due to a higher number of exclusions, due to increased expectations. There are several students who have received exclusions that have led them to fall into the below 90% category, where this would not have usually been the case. As we move further into the academic year we anticipate that exclusions will be lower and attendance specifically PA students will decline. We currently have 162 students on 89.9-87% and these will be our first focus group to focus on to reduce the current PA figures from its current position of 25.49% down to 18%. We have 70 students below 50% currently of which 9 no longer attend the school – these are the focus area for the attendance team/pastoral/wellbeing team to support re-integration back into school. Some of these will be students that are currently on reduced timetables already to support a positive re-engagement.

A governor asked if there are any targets for attendance.

ER advised that the primary target is national. NIA has a target of 96% for every pupil and the comparison data is from 2018-2019.

For PA the target is to be lower than at the end of last year, which was 20% and 18% is an achievable target. The use of SMART targets is important for both of these areas.

A governor asked if there is a reason why NIA does not use the DFE CV-19 data, which would give a potentially truer figure rather than using 2018-2019.

ER noted that the template received from EMAT had this year pre-populated but will investigate if there is a benefit to using the DFE CV-19 data which currently has an absence figure of 88.6% for last week.

ER

A governor asked if ER had benchmarked absence against PWS.

ER noted that she has not had a chance yet but is aware EMAT do this and will ask JL for the data when they meet later in the week.

JT advised the governors that the context would be very different.

Behaviour including exclusions.

RH/CL highlighted the following;

- The number of Fixed Term Exclusions (Days) autumn (1) 73.5 and autumn (2) 202. This increase in the number of exclusions is due to a rise in expectations and standards. There is a tiered approach with exclusions at the end. The number of learners being excluded represents 5.1% of student numbers for this Autumn 2. Training has been completed with pastoral staff around the process and next steps improving the parental engagement and paperwork (including academic report, take away behaviour report). Learners who have received repeated exclusions are made a priority within inclusion meetings to address the next steps in supporting learners with key stakeholders (Pastoral, SEND, Attendance, Safeguarding & Phase Leads).
- Work has started and is ongoing regarding leadership and consistency including close working with the pastoral and curriculum leaders with weekly reports produced which provide detailed data.
- Certain high profile incidents are referred to the youth offending team who provide additional support.
- Advice from certain external experts have been utilised including Paul Dix.

A governor asked what support do excluded pupils receive and what the average exclusion period is.

RH advised that excluded pupils receive work to complete at home. When they return to school, an integration meeting is held focussing on the future and investigating ways to stop any further exclusions including a review of the timetable, use of time out cards and mentoring. Parents are involved in this process including what sanctions they have used.

This support is followed up with an agreed monitoring cycle with the pupil at the centre.

CL advised that the average length of exclusions was 1.7 days and reminded governors of the increased expectation upon pupils regarding behaviour.

The governor thanked RH for the feedback and was glad to hear that work is allocated while a pupil is excluded.

AR advised that the SEND team review the pupils who are being excluded to ascertain if there is any possible underlying yet to be diagnosed SEND needs. This work has led to an increase in the percentage of SEND pupils. CL noted that out of the 102-fixed term exclusions, 44 were SEND and this shows the importance of ongoing close collaboration with the SEND team.

A governor asked for an update regarding managed moves.

RH advised that there are pupils at NIA who have joined via a managed move. RH reminded the governors that a pupil on a managed move who is excluded that this exclusion goes onto the previous school's figures.

A governor asked what NIA exclusion figures is as a percentage of pupil role and how do these figures for exclusion compare against national.

CL advised that it is approximately 5%.

JT advised that NIA is below national and expects the current figures to decrease.

JL asked for some examples of the behaviours/incidents pupils are being excluded for.

RH advised that incidents include assault on a member of staff, serious health and safety breaches. RH reiterated that a fixed-term exclusion is only used when all other avenues have been exhausted.

JL asked if the increase in the figures is partly due to the increase in pupil behaviour expectations

RH advised he does.

The governors noted they would keep this area under scrutiny.

A governor asked if there was data to show the gender split with fixed-term exclusions.

CL thanked the governor for the question will get back to the board with the data.

A governor asked if future presentations could have the data comparing numbers against numbers and % against % to ascertain if the data is good, bad or average.

JT thanked the governor for the feedback.

CL

iv. Staffing

JD highlighted the following.

- Due to staffing issues, there is a rota in place for a year group to be out of school each day. This rota is reviewed daily.
- Absence information for today was 23 staff out of 186 off with 16 of these teachers.
- The wellbeing of the staff in the school is always a consideration and this was a primary reason for currently having year group out of school each day.
- Two-cover supervisors have been appointed which will help with consistency.
- Closure of childcare provision created additional staff absence.

A governor asked regarding the pupils off due to a year closure because of staffing absences what lessons/work would they receive.

JD advised that all work is uploaded onto Edulink. Live Teams lessons are an option but is not always possible due to the staffing issues.

The curriculum leaders and ME quality assure the work regularly.

A governor asked if the year groups out of school includes years 10 and 11.

JD advised that for year 10 Edulink is used but this is kept under constant review. Year 11 have not been on the rota for out of school learning.

JD reiterated that closing year groups is always a last resort. Any parent of a year group closed classed as a key worker can send their children into school and vulnerable pupils attend.

A governor asked why there is an opportunity to appoint a PHSE lead.

JD advised that the current PHSE lead has requested to go part-time so a review had taken place.

A governor asked for an update regarding the recent teaching training day.

CL advised that the morning focussed on the whole school including restorative conversations, recapping on the positive work seen around transition time and relationships at social time including staff interaction. ER advised for the afternoon the pastoral team had sessions involving data specifically attendance, use of action plans. This was followed by a session with the assistant SENCO revolving around supporting young learners with SEND needs and with JD looking at curriculum and understanding the pastorals role regarding timetables.

RH advised that active supervision was discussed including the redesigning of the canteen area, transition points that have built upon the work already done ensuring staff continue to be proactive.

AR noted that a session was also conducted revolving around teaching and learning, occupational therapist, and a focus on EAL pupils.

	<p>v. SEF /AIP (General update if needed / to report any significant changes/updates)</p> <p>The governors requested that these documents be added to the next S&P agenda to allow for a more detailed discussion. Post-meeting note actioned.</p> <p>JT reminded governors that these are live documents.</p> <p>vi. Bullying.</p> <p>ER/CL highlighted the following.</p> <ul style="list-style-type: none"> • Quality and diversity groups meet on a regular basis. • Pupil Parliament is now up and running and there, feedback is welcomed. • The race charter will help provide more in-depth feedback for it to be received quicker and to a greater depth and from more pupils including from LGBTQ+ pupils. • PSHE curriculum covers bullying. • Trust anti-bullying policy to be renewed in February and pupils will be encouraged to feed into this to ensure the policy works for all. • The increase in pastoral staff has helped • The fixed-term exclusions gives the school an opportunity to have an in-depth/quality conversation with parents. • Restorative work for the victim of bullying is key and is a focus. <p>vii. Sports Premium update.</p> <p>JT asked the governors if they had any questions.</p> <p>The governors had no questions at this time and thanked JT for sharing this report.</p>	
<p>9. Headteacher strategy update to include; Individual SLT staff commitments to the end of year vision.</p>	<p>JD asked if the governors had any questions regarding the SLT commitments to the end of year vision document.</p> <p>The governors thanked JD for sharing the document and would like to revisit it over the year.</p>	<p><i>Reports on Teams</i></p>
<p>10. CV-19 catch up fund update to include impact seen.</p>	<p>JD highlighted the following;</p> <ul style="list-style-type: none"> • Areas of impact have been added although there is more impact information being collected and this will be done once the data is available. • The quality of the external tutoring was inconsistent. • The legacy of this work remains and this document will continue to be used for the foreseeable future. 	<p><i>Reports on Teams</i></p>

	The governors thanked JD for the report and had no questions at this time.	
11. Review of the school improvement plan	The governors were happy this item had been discussed in item 8.v	
12. Governors to feedback reference their recent visits.	<p>BM advised that his recent visit focussed on Phonics and during the visit, AO ran through the performance of the pupils highlighting that due to CV-19 data is lower than in previous years but AO expects the pupils to have caught up by July.</p> <p>In LD, absence JD highlighted the progress made in joined-up thinking regarding PP funding and the quality of the impact seen.</p> <p>BS highlighted the following;</p> <ul style="list-style-type: none"> • It is unclear how PSHCE/RSE training is currently considered within the new staff induction process and therefore it is uncertain if new staff are sufficiently competent to deliver the PSHCE lessons. • The current RSE policy on the NIA website does not reflect the policy work that has been undertaken within the school (i.e. it is not the correct version). <p>MJ noted that this is being investigated.</p> <ul style="list-style-type: none"> • The school have not had visibility of the consultation undertaken by EMAT and therefore it is not clear how the school would be able to consider the views of parents in devising the school policy. <p>MJ noted that this contradicts her understanding.</p> <p>JT thanked BS, MJ for their feedback and will investigate and report back.</p> <ul style="list-style-type: none"> • Similarly to broader Teaching and Learning at NIA, PSHCE is another area where staff need to offer differentiation for pupils <p>BS asked if ZM reports could be added to the next LAB agenda. <i>Post-meeting note done.</i></p> <p>The governors agreed to review who would be the lead governor regarding the Race Charter and this would be finalised at the next LAB meeting. BS asked for a review of all of the lead areas to be added to the next LAB agenda to ensure they match the AIP. <i>Post-meeting note actioned.</i></p>	<p><i>Reports on Teams</i></p> <p>JT</p>
13. Feedback from AIP visits Questions only	<p>The governors thanked JL for sharing the reports and had no questions regarding the visit reports shared.</p> <p>A governor asked if the AIP, SS has left NIA.</p> <p>JL advised she has and a new AIP will be assigned shortly</p>	<i>Reports on Teams</i>

14. Scheme of delegation for info only	<p>PO advised that the Scheme of delegation has been shared for governor information and it has not been recently updated.</p> <p>BS encouraged all newer governors to read the scheme of delegation.</p>	<i>Reports on Teams</i>
15. Attendance Policy	<p>The governors asked if this policy once completed could be ratified electronically.</p> <p>MJ confirmed it could.</p> <p>The governors agreed to do this once ER has completed it.</p> <p>A governor asked if the impact of CV-19 would be included in the policy.</p> <p>ER advised it would.</p>	<i>Reports on Teams</i> ER
16. AOB i. Vice-Chair vacancy to be filled. ii. Ofsted summary folder in Teams iii. AH (potential new governor)	<p>i. PO reminded the board that there is still a Vice-Chair vacancy. JN nominated herself and the board unanimously voted for her to be the Vice-Chair</p> <p>ii. PO advised the governors that on Teams there is an Ofsted summary folder, which includes the latest Ofsted reports, the SEF/SIP and some questions governors may receive from Ofsted inspectors.</p> <p>iii. PO asked AH if he would like to continue to be considered for the role of Co-Opted governor. AH advised that he would like to visit the school before he makes a decision. JT and AH agreed to set up a visit as soon as possible. <i>Post-meeting note done.</i></p> <p>A governor asked if the Risk register be added to the next LAB agenda.</p> <p><i>Post- meeting note actioned.</i></p>	
17. Dates of future meetings	<p>12/01/2022 LAB 18.00 On Teams</p> <p>26/01/2022 S&P 18.00 On Teams</p> <p>04/05/2022 S&P 18.00 On Teams.</p> <p>18/05/2022 LAB 18.00 In school. Proposed new date 8th March. All agreed to this new date. PO to change the calendar entry. <i>Post-meeting note done.</i></p> <p>27/06/2022 LAB 18.00 In school</p> <p>14/07/2022 S&P 18.00 On Teams</p>	Calendar appointments have been sent

The meeting closed at 20.05

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

Actions from the virtual S&P meeting for NIA held on 12/01/22

Action	Owner
1 JL to advise PO when the next Phonics training session is, PO to then pass this information onto the governors. Page 2.	JL/PO
2. ER to investigate if there is a benefit to using the DFE CV-19 absence data. Page 6.	ER
3. CL to obtain data to show the gender split with fixed-term exclusions. Page 7.	CL
4. JT to clarify if the school had visibility of the consultation undertaken by EMAT around RSE. Page 10.	JT
5. ER to send PO the attendance policy for PO to share with the board for adoption. Page 11.	ER