

**FINAL Minutes Standards & Performance: NIA**  
**7<sup>th</sup> October 2021 18.00**  
**Meeting held virtually via Microsoft teams and at EMAT Head Office**  
**The first 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><b>Jo Trevenna</b> (Headteacher)  <b>Jo Daniels</b> (Deputy Headteacher)  <b>Andrew Johnson</b> (Assistant Headteacher - Data &amp; Outcomes)  <b>Matthew Edwards</b> (Assistant Headteacher - Teaching &amp; Learning)  <b>Connor Leason</b> (Assistant Headteacher - Behaviour &amp; Attitudes)  <b>Anthony Rogerson</b> (Deputy Headteacher: Inclusion and SENCo)  <b>Chris Woodger</b> (PE Coordinator)  <b>Emma Ruffles</b> (Deputy Headteacher: Pastoral and Designated Safeguarding Lead)  <b>Bruce McDonald</b> (Parent governor)  <b>Ben Shirley</b> (TB appointed/Chair)  <b>Liz Dormor</b> (Co-opted Governor)  <b>Russell Norton</b> (Co-opted Governor)  <b>Jenny Nimmo</b> (Co-opted Governor)  <b>Zoe McIntyre</b> (Co-opted Governor)  <b>Jon Musgrove</b> (Co-opted Governor)  <b>John Lawson</b> (Head of Education)  <b>Joshua Coleman</b> (CEO: EMAT)  <b>Monica Juan</b> (EMAT Compliance / Governance)  <b>Paul Osborne</b> (Clerk – Minutes)</p> <p>Introductions were made. PO 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>CW left at 18.49</i></p> <p><i>BM joined the meeting at 18.17</i></p> <p><i>JN joined the meeting at 18.08</i></p>
2. Apologies.	<p>No apologies were received from <b>Kejvi Xhemali</b> (Co-opted Governor).</p> <p><b>Luci Clapton</b> resigned from the board on the 13<sup>th</sup> of September.</p> <p><b>Lipsa Salt</b> resigned from the board on the 30<sup>th</sup> of July.</p>	
3. Quoracy.	The meeting was quorate.	

4. Declarations of interest.	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.	
5. Appointment of Chair and Vice-Chair for LAB	<p>The governors voted 6 for and 1 abstention for BS to be Chair.</p> <p>No governors put themselves forward for Vice-Chair. PO to add this to the next LAB agenda. <i>Post-meeting note actioned.</i></p>	
6. Minutes from the last meeting.	The minutes of the meeting held on the 14th of July 2021 were agreed to be an accurate representation. Minutes to be signed when in-person meetings re-start.	
7. Action Log from the meeting held on the 14 <sup>th</sup> of July 2021.	<p>i. PO to liaise with JT for an update regarding staff governor. <b>Done on the agenda.</b></p> <p>ii. LS to visit NIA and check mental wellbeing, the Risk Assessments and Medical Plans. <b>BS confirmed that LS had left the board.</b></p> <p>iii. BS to report back from the local authority audit. The new owner is ER. <b>ER advised that she will update as and when required but there is no update at present.</b></p> <p>iv. JT to report back regarding the sports premium funding. PO to add to the September LAB agenda. <b>PO advised that this is on today's agenda.</b></p> <p>v. ER to investigate if a question regarding bullying could be added to parent view on the performance report. <b>ER advised that Parent view is being adjusted.</b></p> <p>vi. PO to investigate if the wording for the parent view question "My child has been bullied and the school dealt with the bullying quickly and effectively" can be reworded as it contains two questions. <b>PO advised that feedback had been passed onto the DFE. Done.</b></p> <p>vii. AR to update the board on the developments of the sensory rooms at the September LAB agenda. <b>AR advised that there are now two sensory rooms with additional equipment being installed when required and student voice is up and running. Input has been received from educational psychologist and health and occupational therapist. A new sensory room is planned for the main part of the secondary phase.</b></p>	

	<p>viii. AR to update the board regarding pupil voice for the Prospects pupils. <b>As per item vii.</b></p> <p>ix. PO to the first aid policy to the September LAB agenda. <b>JT advised that this policy is still to be completed. PO to share with the governors once the final version is completed. This will be for governor information only.</b></p> <p>x. Governors to contact PO if they would like to attend any mental health training. <b>No governors contacted PO. PO advised that the EMAT training hub is up and running and if required mental health training could be added to the wish list.</b></p> <p>xi. PO to move the management accounts up the agenda for the next LAB meeting. <b>Done.</b></p> <p>xii. PO to contact governors and GO to arrange an Ofsted preparation training session over the Summer break. <b>Done with feedback on today's agenda under item 7.</b></p> <p>xiii. BM/LS to send PO their completed monitoring reports. <b>PO advised that LS has left the board, and BM had sent his and will add to Teams. Post-meeting note actioned.</b></p>	<p><b>ix. PO</b></p>
<p>8. i. Ofsted report 9th of June ii. Governor Ofsted training 9th of September 2021</p>	<p>i. JT highlighted the following from the 9<sup>th</sup> of June Ofsted report.</p> <ul style="list-style-type: none"> <li>• Two minor changes were reported back to Ofsted no factual changes were noted.</li> <li>• A lot of positive comments regarding safeguarding in the report and the following is from the report. <i>Safeguarding is effective. Leaders and managers have not taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.</i></li> <li>• For the following comment; <i>Leaders have not maintained the high standards of behaviour and attitudes identified at the school's previous section 5 inspection.</i> The school is not the same as inspected in 2019 and this area has moved forward but work is ongoing to maintain and improve on the developments made. CL is leading this.</li> </ul> <p>JL advised that during his recent two-day review regarding behaviour and attitude he witnessed some low-level disruption primarily in the school's central</p>	<p><i>Reports on Teams</i></p>

	<p>areas around the transition between lessons which can cause some lesson disruption. JL noted that he has some ideas around this and will work with JT outside of the meeting. The behaviour and attitude he witnessed in the classrooms was very good.</p> <p><b>A governor asked how is behaviour and attitude being monitored.</b> JL/CL highlighted that the procedures for line managing this have been centralised with weekly analysis allowing for certain pupils to be targeted and supported. These procedures have been in place since September 2021. On top of this, the house team are leading on student voice. Some of the feedback received included.</p> <ul style="list-style-type: none"> <li>• For the comment. Our school does not tolerate sexism, racism homophobia, transphobia, biphobia, prejudice, discrimination towards disability or faith. The students scored 4.67 out of 5 which is a very strong score.</li> <li>• Transition scores 3 out of 5 and backs up the work previously mentioned and the need to educate learners. This includes the idea of using a video of primary phase learners to educate the secondary learners and the use of staff to have a one foot in and one foot out mentality to be more visible.</li> </ul> <p><b>A governor asked if there is any information going out to parents.</b> JT advised that a lot of work has been done increasing the amount of information going to parents including phone calls. The feedback received so far has been positive and acknowledges, they have a role to play. In certain circumstances parents are invited into the school for further discussion.</p> <p><b>A governor asked for an update on bullying.</b> JT advised that the evidence shows pupils feel secure in how the school deals with any bullying incidents. CL advised that for the yes/no question. Bullying is dealt with effectively by teachers and other staff members in our school. The score was 4.27 out of 5 which is a strong score.</p>	
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	<p><b>A governor gave an example of a bullying incident that he feels wasn't handled as well as it should have been.</b> JT/ER thanked the governor for highlighting this and asked if they would give them more details outside of the meeting so it can be investigated thoroughly. The governor was happy to do this.</p> <p><b>The governors asked for bullying to be added to the next LAB meeting's agenda. <i>Post-meeting note actioned.</i></b></p> <p>JC noted that he thinks a lot of the issues the school currently faces are legacy issues and JT and her team are moving forward. The latest Ofsted report confirms this and the school is safe.</p> <p>JL advised that during his recent 2-day visit to NIA and his previous visit which focussed on safeguarding the feedback from pupils was they feel safe and are confident bullying is addressed. EF highlighted the recent assemblies that have focussed on mental health, being kind, being nice. JL noted that safeguarding in the curriculum is an area EMAT's Head of Inclusion is working on.</p> <p><b>ii. BS thanked the governors for making the effort to attend the Ofsted training in July and September.</b></p>	
<p>9. Constitution of Board:</p> <ul style="list-style-type: none"> <li>• Teaching &amp; Learning / Curriculum Governor lead TBC</li> <li>• AIP priority monitoring. Phonics Governor lead TBC</li> </ul> <p>ii. Governor visit expectations including frequency of visits.</p> <p>iii. Allocation of governors to the S&amp;P committee. All governors are expected to attend the S&amp;P committee.</p> <p>iv. Community engagement. A discussion for the LAB to start arranging regular community</p>	<p><b>i.</b> JM agreed to be lead governor for Teaching &amp; Learning / Curriculum. BM agreed to be lead governor for AIP priority Phonics. JL offered BM and all governors to join him at an upcoming Phonics training session. BM thanked JL for the offer. PO to speak to KX to ascertain what lead area she would like to work on. <i>Post-meeting note actioned. KX to team up with LD working on Inclusion (including PP/EAL/Cv-19 Catch up)</i></p> <p>MJ advised that the PWS monitoring calendar has been shared with the Headteacher. JT noted she will share all of the school contacts with the relevant governors. <i>Post-meeting note actioned.</i></p>	<p><b>JL</b></p>

<p>engagement with HT support, ensuring that systematic arrangements are in place to hear and respond to the voices of all stakeholders (Pupils / Parents / Staff)</p>	<p>ii. BS reminded the governors of the importance of completing monitoring visits at least once a term.</p> <p><b>RN advised that during his visit over the summer he viewed the new staircase and the new audio/ visual equipment.</b></p> <p>iii. All governors agreed to be on the S&amp;P committee.</p> <p>iv. <b>BS asked if the governors should be more visible within the school if CV-19 allows.</b> JT agreed and welcomed governors to all school events including an EMAT poetry event.</p> <p><b>A governor asked if a tea and coffee morning could be set up for parents to meet a governor.</b></p> <p>JT advised that as soon as an IT issue has been rectified an events calendar will be shared which should be ready to go next week.</p>	<p style="text-align: center;"><b>JT</b></p>
<p>10. Governance;</p> <p>i. NGA reminder of the training available.</p> <p>ii. Board housekeeping as per the 27th August email</p> <p>iii. x1 Staff governor and x1 parent governor elections to be held before the October half term.</p> <p>iv. NIA LAB improvement</p>	<p>i. PO reminded the board that EMAT has purchased the gold-level subscription for the NGA site which has a vast suite of training materials and encouraged governors to view the site and complete any training they feel would be beneficial. PO reminded the board that any training completed on NGA is not automatically recorded with EMAT and asked governors to inform him of any completed training so it can be recorded on governors individual training records.</p> <p>ii.. PO reminded the governors to complete the actions included in the housekeeping email sent on the 27<sup>th</sup> of August.</p> <p>iii. JT advised that the procedure for finding parent and staff governors will commence after the October half term.</p> <p>iv. BS asked all governors who haven't done so already to complete their Pen Portrait. PO to manage this.</p> <p>BS reminded the board that the current priorities are;</p>	<p style="text-align: center;"><b>PO</b></p>

	<p>i. All governors to understand the impact of additional spending.</p> <p>ii. Recruitment of governors.</p> <p>iii. Enhance governor visibility and community engagement.</p> <p>And asked if any governor thinks these priorities need updating. The governors are happy to continue with these priorities.</p>	
<p>11. EMAT update</p> <p>i. Management Accounts for information.</p> <p>ii. Health &amp; Safety update.</p> <p>.</p>	<p>i.</p> <p>PW highlighted the following from the July accounts;</p> <ul style="list-style-type: none"> <li>• Draft accounts running at a surplus. The surplus has been halved from what it was at the end of term 1. This is as a result of the new staff structure which was planned to start earlier in 2021 being delayed due to CV-19.</li> <li>• Recruitment took place in the spring term and all vacancies were filled.</li> <li>• AP was budgeted to be fully operational around December 2021 but some of that spending didn't happen in the timescale planned.</li> <li>• The surplus has allowed for some of the projects in the pipeline to be bought forward including the new staircase, fitting out the commercial areas, I T and 6<sup>th</sup> form areas and the jungle room.</li> <li>• A lot of effort went into utilising the monies given to utilise school and learning experience for the pupils.</li> <li>• The local authority has approached the school about the possibility of supporting a bulge year. If this goes ahead there would be a need for reconfiguring some areas of the school and adding additional classrooms. Discussions with the local authority would be held regarding additional funding for this work.</li> <li>• The latest accounts show the budget is close to forecast.</li> </ul> <p><b>A governor asked if utilities are included in the accounts shared.</b></p> <p>PW advised that these costs sit outside the schools devolved spending and are not in the accounts shared. These are managed centrally by EMAT.</p>	

	<p><b>A governor asked why staff development was overspent and is 1% normal.</b> PW advised that staff recruitment is included in this figure and due to the restructure and staff recruitment an overspend was incurred. JC advised that this figure does not include all of the budgets for staff training/development. If all of the various budgets for staff training/development was pulled together it would be well above the 4% norm.</p> <p><b>A governor asked if the board are expected to have an in-depth knowledge of the accounts.</b> JC advised that EMAT's scheme of delegation is different and there is no expectation for the governors to have an in depth knowledge of finances and budgets. They are brought to the meetings for information sharing. Accountability is at trust board level.</p> <p>ii. PW highlighted that DU (Head of Shared Services) attends the Health and Safety committee. <b>BS advised JT that he hasn't had any invites to the Health and Safety forum and asked JT to check.</b></p>	JT
<p>12. Head Teachers Report: i. Performance report to include;</p> <ul style="list-style-type: none"> <li>• Staffing update to include the current structure of SLT with names and roles.</li> <li>• Pupil performance inc closing the gap.</li> <li>• Attendance</li> <li>• Safeguarding</li> <li>• Curriculum</li> <li>• Teaching and learning</li> <li>• Early Years Foundation Stage</li> <li>• SEND/EAL/Disadvantaged</li> <li>• Leadership and Management</li> <li>• Behaviour</li> <li>• Exclusions</li> </ul>	<p>i. JT highlighted the following;</p> <p><u>Staffing update to include the current structure of SLT with names and roles.</u></p> <ul style="list-style-type: none"> <li>• SLT has grown in terms of numbers and capacity.</li> <li>• The new model is working well.</li> <li>• Year 5 in place the gap in year 6 will be filled next year.</li> <li>• Year 7 is a focus to fully establish the all-through curriculum which is vital as NIA is an all through school. This work will help reduce the drop off of pupils from the primary to the middle school phase.</li> <li>• Work is ongoing to drive the ablest pupils including additional opportunities.</li> <li>• NIA works closely with the talent foundry. <i>(whose mission is to increase social mobility by helping young people from disadvantaged backgrounds discover what they are amazing at, develop valuable new employment skills and take that first step into the world of work)</i></li> </ul>	



<p>ii. School events (governors to be invited)</p> <p>iii. Update on the sports premium funding</p> <p>iv. School Poem <a href="https://youtu.be/X8HFh1OarE4">https://youtu.be/X8HFh1OarE4</a></p>	<ul style="list-style-type: none"> <li>• Week commencing 27.09.21 COVID and severe colds are causing staffing issues in teaching, support and pastoral staffing. Local agencies are also experiencing shortages of staff. Planning contingency for remote learning for specific year groups if necessary.</li> </ul> <p><b>A governor asked if the middle school phase is years 5,6 and 7.</b> JT confirmed it is.</p> <p><b>A governor asked if there is any provision for flu vaccine jabs for staff.</b> JC advised that this has been budgeted for next year. <b>The governor asked if any monies can be found for this year.</b> JC noted that some staff will be applicable for a free flu jab but if money is a barrier to non-applicable staff receiving it then funds will be provided. <b>The governor asked if a professional could be employed to provide the flu jab in school time to encourage higher take-up.</b> PW/JC will investigate.</p> <p><b>A governor asked for remote learning if it continues at the current rate could Teams lessons be used.</b> JT advised that Edulink was used due to the lack of staff available to conduct a Teams lessons. If a lockdown was imposed, then Teams lessons would be used. <b>The governor noted the superb able learning program and congratulated all involved.</b> JT thanked the governor for the feedback.</p> <p><u>Pupil performance inc closing the gap.</u> AJ highlighted the following;</p> <ul style="list-style-type: none"> <li>• Focus areas are non EAL, Send and PP.</li> <li>• The secondary outcomes discussed at the S and P meetings showed that learners at NIA made good progress last year. Results have been measured against FFT national figures and a P8 score for 2021 of +0.18 was attained (this is +0.85 against 2019 outcomes) and demonstrated how attainment has risen nationally.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• The value-added both of A levels and General Applied courses was also positive.</li> <li>• Action plan to be shared with the SLT by the end of next week.</li> <li>• Each department has written detailed plans on how they will close gaps through, CPL, Interventions Pedagogy and Curriculum.</li> </ul> <p><b>A governor asked if there was any data for KS1 and 2.</b> Phonics and Reading are focus areas.</p> <p><u>Attendance 3.9.2021 – 24.9.2021</u> ER highlighted the following;</p> <ul style="list-style-type: none"> <li>• Weekly attendance whole school is 92.7% / Primary 92.6% national 92.6% / Secondary 92.3% national 86.3%.</li> </ul> <p><b>The governors congratulated the school on these figures.</b></p> <ul style="list-style-type: none"> <li>• All measures show attendance is on an upward trajectory compared to last year.</li> <li>• Persistent absence is currently 20% with the national average at 10%. A lot of pupils have returned to their home countries and have remained there primarily due to CV-19.</li> <li>• 30 CME referrals (completed within 3 days) to the local authority that are currently affecting overall attendance, this will improve when they are removed from roll.</li> <li>• Cumulative 2020-21 Attendance. Primary 93% Post-16 96.3%.</li> <li>• PP pupils are a focus cohort including school based attendance meetings.</li> <li>• The local authority (LA) has visited the school to look at best practices due to the high attendance figures achieved at NIA for vulnerable pupils during lockdown.</li> </ul> <p><b>The governors congratulated ER and her team on the figures and work done with the LA.</b></p> <p><b>A governor asked if the figures presented include Codes.</b> ER confirmed they are.</p>	
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	<p><b>A governor asked if the easing of restrictions may have an impact on absence figures going forward.</b> ER advised it may do but the school stance remains no unauthorised absence.</p> <p><u>Safeguarding</u> ER highlighted the following.</p> <ul style="list-style-type: none"> <li>• The Upper School phase has the highest number of cases, currently. This academic year we have also built-in further capacity by having a Senior Deputy DSL – Eno-Abasi Hall to support the team. Amanda Carroll is also working with us temporarily as the Mental Health Lead, supporting our students in school. She is also the main gatekeeper for NIA referrals being made to the Mental Health Hub which is now operating on-site 2 days a week.</li> <li>• Child in Need Plan (CIN) lower school x 2. Upper school years 10 and 11 x 11.</li> <li>• Looked After Child (LAC) upper school years 8 and 9 x 2 years 10 and 11 x 2.</li> <li>• Early Help /Targeted Support Service (EHA/TSS) x 13 whole school. This figure has been reduced due to the restructure but may increase due to earlier interventions with the families.</li> </ul> <p><b>A governor asked if the EHA does increase is ER confident there is the adequate resource in place.</b> ER confirmed she is confident the resource is in place.</p> <p><b>A governor asked who manages the looked after pupils and deals with the virtual Headteachers.</b> ER confirmed it is her.</p> <p>A governor asked why there is only one post-16 pupil included in the data. ER advised that it could be due to the majority of vulnerable pupils leaving before reaching post-16 and the cohort is smaller. This figure may increase in the future.</p> <p><u>My Concern Reports – September 2021</u></p> <ul style="list-style-type: none"> <li>• AC is leading on mental health hub and has helped set up the hub which includes health professionals in attendance twice a week. The</li> </ul>	
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	<p>hub is a fantastic resource for our pupils. AC conducts one to one sessions.</p> <ul style="list-style-type: none"> <li>• 8 referrals to the mental health hub where pupils get instant support instead of waiting up to 18 months.</li> </ul> <p><b>The governors congratulated ER and her team for this work.</b></p> <ul style="list-style-type: none"> <li>• 15 members of staff- (1 admin, 5 Heads of Year, 5 deputy DSLs, 2 SEN, 2 attendance) have all completed Level 2 Mental First Aid Training in the school this academic year. 1 DSL has already completed this training previously.</li> <li>• On the - 1st September all staff training (including contractors from Aspens and Reef) received Level 2 Safeguarding training that highlighted Part 1 KCSiE (focusing on types of abuse, how to raise a concern and how to respond to staff allegations) Reference around Part 5 SV &amp; SH was raised in types of abuse.</li> <li>• Level 2 Online Safety training has been completed by 267 of the NIA staff in September.</li> <li>• EMAT Safeguarding Review &amp; Ofsted Visit June 2021 - Safeguarding was reported as being effective.</li> <li>• In the trust, review a number of strengths were highlighted, those being training (specifically scenario-based training), communication, record-keeping, increased capacity of staff, all staff understanding of their responsibility for safeguarding. Some areas to further develop are student's leadership, students understanding of how to respond to safeguarding concerns, PSHCE curriculum review (EYFS) and to induct new Safeguarding Governor (set up visit)</li> <li>• Work has started with the RACE charter award bronze award as a minimum, with all staff participating in the training. Part of the criteria to achieve the award requests that Governors are also committed to the RACE charter and that this is part of an ongoing agenda item either via visits to schools and/or meetings. It would be useful evidence for us to capture in the next meeting this commitment in writing.</li> </ul>	
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	<p>We are currently at the stage of writing an action plan – that will be shared with Governance. ER asked if the Race charter can be added to a future LAB agenda.</p> <p><b>A governor if ER is confident all staff are completing the my concern systems correctly.</b> ER advised that some backchecking is taking place to ensure categorisation is correct and is confident all current and recent inputs have been done correctly.</p> <p><b>A governor asked if peer on peer abuse are reported to MASH.</b> ER yes.</p> <p><u>Curriculum</u> JD asked if the governors had any questions.</p> <p><b>A governor asked if the phasing of the whole school curriculum is hard wired into each other and how confident is JD that any deep dives are consistent across the whole school.</b> JD noted that this was addressed during the deep dive review at the start of this week. The gaps that remain are primarily due to staff absence and plans are in place to close these gaps during this term.</p> <p><u>Teaching and Learning.</u> ME asked if the governors had any questions. <b>A governor noted that there are a few NQT's (now ECTs) who have had their induction extended and can ME give an update on this.</b> ME/JD noted that there are 5 members of staff who had their final NQT assessment extended. These members of staff are being supported by experienced members of the teaching team and our teaching and learning coaches who are coaching them to ensure that we have a full contingent of skilled staff who are consistently meeting the Teacher Standards.</p> <p><b>The governor asked how did the ECTs react to the extension.</b> JD noted that all of the staff bar one accepted the feedback and the need for the extension. All ECTs</p>	<p>PO</p>
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	<p>have had the extension put in place and are being supported.</p> <p><b>A governor asked in a previous Ofsted report it was noted that some ECTs didn't always feel supported and asked if these issues have been rectified so new ECTs are supported and helped to succeed.</b></p> <p>JD advised they are and noted the evidence available at the time didn't support the comments made in the Ofsted report and the vast majority of the feedback received has been overwhelmingly positive.</p> <p><u>Early Years Foundation Stage.</u></p> <p>JT highlighted the following;</p> <ul style="list-style-type: none"> <li>• EFYS is a focus area.</li> <li>• A new EYFS curriculum is in place in Reception. Staff have worked closely with the Trust to develop a shared understanding of new expectations of the curriculum, including pedagogical understanding of how to support the characteristics of effective learning.</li> </ul> <p><u>SEND.</u></p> <p>AR invited questions.</p> <p><b>A governor noted the good work going on in this area and asked h the data collected what are the current priorities and latest updates.</b></p> <p>AR highlighted the following;</p> <ul style="list-style-type: none"> <li>• Last year SEND in school was 9.5% currently it is 11%.</li> <li>• Dyslexia and Dyscalculia screening taking place. Dyslexia screening results indicate 5% of the pupils screened are showing between moderate, significant and severe signs of dyslexia. This has highlighted an avenue of learning and work is ongoing with the SENCO and ME around this including high quality teaching strategies and the communication to staff. The next step is to achieve consistency in high quality teaching to ensure they are effective particularly in the secondary phase.</li> <li>• High needs funding and educational health care plans are in place or the process has started.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• The effectiveness of the interventions to be demonstrated to the local authority as they have put a pause on high needs funding.</li> <li>• The identifying of the SEND pupils is strong and growing stronger. NIA currently has 225 SEND learners.</li> <li>• Current predictions indicate over the coming 6 school weeks there will be approximately 13 applications for EHCP.</li> <li>• All new pupils to NIA will be screened for Dyslexia and Dyscalculia within the first two weeks of them arriving.</li> </ul> <p><b>A governor asked if the relevant teachers have CPD plans in place.</b> AR confirmed they do including scaffolding and curriculum leaders training and the use of occupational health team.</p> <p><u>Prospect N.I.A.</u> AR invited questions.</p> <p><b>The governors thanked AR for the report and had no questions at this time.</b></p> <p><u>Behaviour &amp; Exclusions</u> CL invited questions.</p> <p><b>A governor asked for an update on the repeat fixed term exclusion pupil who failed the day in IEU.</b> CL advised that this pupil struggles with mainstream education. CL and ER have met with the social worker and careers and subsequently with AR. Several options were discussed and presented to the social work and carer and the plan that was best suited for the pupil is a 50% timetable in prospect to help them back into mainstream education.</p> <p><b>The governor thanked CL for the update and asked when the review is planned to assess its effectiveness.</b> CL advised that informal reviews will be conducted with AR regularly and formal review within two weeks' including social worker and career.</p> <p>ii. School events (governors to be invited)</p>	
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	<p>The governors were happy this had been discussed earlier in the meeting.</p> <p><b>iii.</b> CR highlighted the following from the 2020/2021 PE &amp; Sport Premium Development Plan.</p> <ul style="list-style-type: none"> <li>• External workshops were used but due to CV-19 not as extensively as planned.</li> <li>• Dance day workshop- whole school. This was very successful with pupils asking if dance club could be introduced as an extra curricula activity which has been put in place.</li> <li>• Northampton Saints Rugby club has been approached to see if they can come in and work with pupils including PP and SEND.</li> <li>• Before school clubs / After school clubs - Kids Stop - Gymnastics - Golf - Archery – Dance- Tennis- Karate. All funded from the sports premium.</li> <li>• The regular PA both in school and remotely has enabled children to. Maintain focus on Learning behaviours and development. Developed children’s independence (Remote learning) Enhanced social skill interaction. Improved concentration and focus Active breaks have allowed the children freedom to interact with others in a relaxed manner. PE has maintained its status both in school and at home through interactive videos and challenges. (Alongside standard curriculum lesson).</li> <li>• Feedback from the remote learning PE work from parents and pupils has been very positive.</li> <li>• Use of Moki bands to monitor physical activity levels and engage students in becoming more active. Break time</li> <li>• Purchase new playtime equipment and storage. Replace any damaged or lost equipment to ensure students can continue to access active breaks and lunch.</li> <li>• Supervisors act as play leaders and support active break &amp; lunch, Young leaders support the long term embedment of activities during these times.</li> <li>• Upskilling and deployment of staff and young leaders.</li> </ul>	
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	<p><b>The governors thanked CR for the update.</b></p> <p><b>A governor asked what is the total funding.</b> CR advised it is £17,480</p> <p><b>A governor noted that in the report there is mention of use of sports apprentices to lead extracurricular clubs before and after school. All clubs to be free for every student to increase opportunities for students to be active. Can you update the board on this.</b> CR advised that the plan was to use the sports apprentice to enable additional clubs and extracurricular activities. Due to CV-19 this appointment was not possible but interviews are taking place tomorrow. NIA previous apprentice has gone on to be a qualified PE teacher. CL noted that the sports apprentice comes out of the school budget, not the PP budget.</p> <p><b>A governor asked in a future meeting could the impact of this funding be presented.</b></p> <p><b>iv. School Poem <a href="https://youtu.be/X8HFh1OarE4">https://youtu.be/X8HFh1OarE4</a></b> The poem was shown and the governors congratulated the team. JT noted the importance of putting poetry at the heart of the DNA of NIA.</p>	PO
<p>13.</p> <p>i. JT 2nd year update on the 3-year strategy.</p> <p>ii. The vision for NIA at the end of the 2021-22 school year.</p> <p>iii. The current structure of SLT with names and roles.</p> <p>iv. Individual SLT staff commitments to the end of year vision.</p>	<p>JT explained that the KPIs over the coming weeks will be driven into the Academy development plan. This plan will have full accountability within it and would like to present it at the next LAB meeting.</p> <p><b>The governors asked if a clear link showing how each SLT contributes will be included.</b> JT confirmed it will.</p> <p><b>The governors asked what support they can be.</b> JT thanked the governors for the offer and will investigate and report back.</p>	
<p>14. Policies for governor review (any additions are highlighted green)</p> <p>i. First Aid</p>	<p>i. Discussed earlier in the meeting.</p> <p>ii. <b>The governors had no question regarding this policy and unanimously agreed to the policy.</b></p>	

ii. Safeguarding iii. Behaviour	<b>iii. The governors had no question regarding this policy and unanimously agreed to the policy.</b>	
15. Any other business.	<p>JC clarified a news story regarding the use of pupil toilets and confirmed that the procedures NIA use is the same as any other schools. During lesson time a pupil needs to gain a pass from a teacher to use the toilets thus ensuring safeguarding protocols are followed. There is NO restriction on toilet use for pupils.</p> <p><b>A governor asked if some toilets are locked during lesson time.</b></p> <p>JC confirmed some are due to their isolated location and potential safeguarding issues. This is a very small number and notices are on these advising where the nearest available toilet is located.</p> <p>AR advised that some SEND pupils have a pass for quick access to the toilet facilities.</p>	
16. Dates of meetings for the year:	12/01/2022 LAB 18.00 At NIA 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 20.31

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

**Actions from the hybrid LAB meeting for NIA held on 07/10/21**

Action	Owner
1. PO to share the first aid policy with the governors once complete. This will be for governor's information only. Page 3.	PO
2. JL to advise PO when the next Phonics training session is, PO to then pass this information onto the governors. Page 5	JL/PO
3. JT to share the events calendar with the governors. Page 6.	JT
4. PO to report back regarding governors still to complete their Pen Portrait Page 6.	PO
5. JT to check that BS has received invites to the Health and Safety forum. Page 8.	JT
6. PO to ascertain from ER what LAB agenda she would like the race charter to be added. Page 13.	ER/PO
7. CR to report back on the impact of the sports premium funding at either the January or March meetings. Page 17.	PO