

**FINAL Minutes Standards & Performance: NIA**  
**13<sup>h</sup> September 2021 18.00**  
**Meeting held virtually via Microsoft teams**  
**The first 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><b>Jo Trevenna</b> (Headteacher)  <b>Jo Daniels</b> (Deputy Headteacher)  <b>Andrew Johnson</b> (Assistant Headteacher - Data &amp; Outcomes)  <b>Alex Oldham</b> (Assistant Headteacher - Head of Primary Phase)  <b>Ben Shirley</b> (TB appointed)  <b>Liz Dormor</b> (Co-opted Governor)  <b>Russell Norton</b> (Co-opted Governor)  <b>Jenny Nimmo</b> (Co-opted Governor)  <b>Claudia Wade</b> (Chair TB appointed member)  <b>John Dawson</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. 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>	<p><i>JD joined the meeting at 18.05</i></p> <p><i>JN joined the meeting at 18.32</i></p> <p><i>JC joined the meeting at 18.08</i></p>
2. Apologies.	Apologies received and accepted from <b>Bruce McDonald</b> (Parent Governor), <b>Kejvi Xhemali</b> (Co-opted Governor). No apologies received from <b>Jon Musgrove</b> .	
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. Minutes from the last meeting.	The minutes of the meeting held on the 24 <sup>th</sup> of June 2021 are still to be finalised. PO to present the 24 <sup>th</sup> of June minutes at the next S&P meeting.	<b>PO</b>

	The actions from the 24 <sup>th</sup> of June meeting were presented.	
6. Action Log from the meeting held on the 24 <sup>th</sup> of June 2021.	<p>i. CW to sign the meetings from the 8th of March meeting. <b>Done.</b></p> <p>ii. PO to chase SJ to find out if she completed her virtual visit with ER. <b>PO advised that no visit was completed and reminded all that SJ had left the board in the spring.</b></p> <p>iii. JT to send PO the SEF bullet point priorities. <b>JT advised that the SEF is being revisited and the priorities have changed.</b></p> <p>iv. JD to share the Reading strategy with the governors. JD advised the strategy had been placed on GovernorHub. PO to chase JD as it can't be located. <i>Post-meeting actioned and added to Teams.</i></p> <p>v. AJ to report back to the governors the findings of his investigations into "Given that 22% were Group A/B at the end of the Spring Term is there a sticking point for somewhere RWI isn't working ... do we need to consider other approaches as well for KS1. <b>AJ and the governors agreed this action is no longer required.</b></p> <p>vi. MJ/GO to give an update on the planned data training for governors. <b>The governors asked if PO could arrange a data training session before the October half term.</b></p> <p>vii. PO to add to the second S&amp;P meeting of 2021-22 the Update/ report external PP review (Feedback from PP review). <b>Diaried.</b></p>	<b>PO</b>
7. Performance data to include; <ul style="list-style-type: none"> <li>• EYFS</li> <li>• Phonics</li> <li>• Key Stage 1</li> <li>• Key Stage 4</li> <li>• Key Stage 5</li> <li>• GCSE results</li> <li>• A level results</li> </ul>	<p><b>The governors thanked the NIA team for the detail in the report and the layout which was easy to follow.</b></p> <p>AO highlighted the following;</p> <ul style="list-style-type: none"> <li>• Data is compared to the EMAT average as there is no national data to compare against.</li> </ul> <p><u>EYFS Learner progress.</u> Patterns and Lines of Enquiry.</p> <ul style="list-style-type: none"> <li>• Outcomes across most ELGs with the exception of PSED and PD are significantly lower than 2019 National averages. This was expected and was primarily due to CV-19</li> </ul>	<i>Reports on Teams</i>

	<ul style="list-style-type: none"> <li>• In comparison to EMAT school averages for Summer 2021, NIA outcomes are broadly in line with those from other EMAT schools.</li> <li>• Maths is 10% below the EMAT average representing a significant difference. Pupils learning will be broadened for e.g. sticking with numbers within 10, which will help develop Maths and improve future data.</li> <li>• PD is 17% above the EMAT average representing a significant difference</li> <li>• Introduction of a new curriculum for 2021/22. Areas of learning will be broken down into smaller goals and gaps in learning and achievement will be easier to identify and address. The introduction of the compulsory baseline assessments in September 2021 will identify areas of development for all children within the first 6 weeks and enable staff to plan for the specific needs and gaps in learning for this cohort of children.</li> </ul> <p><b>A governor asked regarding PSED and PD what strategies were put into place to elevate the impact of CV-19.</b></p> <p>AO advised that the early year's team have been working closely with their colleagues within the trust, the curriculum is based around the levels the pupils are working from with a lot of individual support. In addition, we have worked closely with parents/carers along with targeted interventions and support. JD noted that the online learning provision evolved quickly from a predominantly paper-based offer to teacher's video lessons and the feedback was supportive of these improvements. Catch up funding has been invested in the Primary phase including additional books.</p> <p><b>A governor asked what are the are next steps regarding the GLD data.</b></p> <p>AO advised that due to the new curriculum the numbers next year will not be comparable. The baseline data which is obtained after 6 weeks gives a better idea of where pupils are and then set targets across all areas.</p>	
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	<p><b>A governor asked in terms of the early learning goals for 2021-22 what impact is that having on the pupils moving out of early years and into KS1.</b></p> <p>AO advised that assessments are currently taking place to ascertain if there are any gaps and locate where they are. The Yr1 team has an additional teacher to support pupils and allowing teaching in smaller groups. In addition, the curriculum has been adapted to support pupils.</p> <p><u>KS1 Learner progress.</u></p> <ul style="list-style-type: none"> <li>• Outcomes for both year 1 and year 2 phonics are significantly lower than the 2019 National averages. In comparison to EMAT school averages for Summer 2021, NIA outcomes in Phonics are in line with those from other EMAT schools.</li> </ul> <p><b>A governor asked for an update on the delivery of Read Write Inc (RWI).</b></p> <p>AO advised that due to the recent bubble system the delivery of RWI was challenging. From tomorrow phased teaching across primary will return. Assessments have been carried out comparing where pupils were at the end of the Summer term and the start of the Autumn term. This data will determine the groupings for pupils as we have 10 groups across 2-year groups which allows for smaller teaching groups of approximately 12-15 pupils. Pupils with lower than expected data are in even smaller groups to support them.</p> <p>The progress these groups are making will be reviewed every 6 weeks along with the whole of phonics.</p> <p>In addition, to this, all new staff receive comprehensive and consistent training to ensure constant delivery.</p> <p>All of this work will support phonics going forward.</p> <p><u>Foci: Yr. 2 TA Data.</u></p> <ul style="list-style-type: none"> <li>• Teacher assessed instead of SAT's results.</li> <li>• Good progress seen supported by a strong year 2 team and have remained in year 2 to support last year's year 1.</li> <li>• A great deal of work has gone into developing the English curriculum.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Ruth Baker Leask continues to support NIA.</li> </ul> <p>Reading.</p> <ul style="list-style-type: none"> <li>• There is a drive on reading for pleasure which will have a positive impact on writing.</li> </ul> <p>Writing.</p> <ul style="list-style-type: none"> <li>• In autumn we reported that 47% were on track to expected or greater in reading. This rose to 49% with a 2019 National 75%.</li> <li>• 15% attained greater depth which is in line for national 2019.</li> <li>• A purpose for writing and the audience a pupil is writing for has been built into the curriculum.</li> </ul> <p><b>A governor asked how confident is AO that the teacher assessments (TA) are accurate and how are they moderated.</b></p> <p>AO advised that the year 2 teachers are confident, experienced and knowledgeable. Moderation has been done between classes, there was no opportunity to EMAT moderate last year but this will be done during 2021-22.</p> <p><b>A governor asked if the AIP is used for TA.</b></p> <p>AO confirmed they are along with the use of no more marking within the trust and nationally.</p> <p><b>A governor asked if future presentations will include a progress chart.</b></p> <p>AO confirmed they will.</p> <p>AJ highlighted the following;</p> <p><u>Key Stage 4 Pupil progress.</u></p> <ul style="list-style-type: none"> <li>• No changes to the centre assessed grades.</li> </ul> <p><b>A governor asked for an update on the four pupils who cross over in PP, SEND and EAL Venn diagram.</b></p> <p>AJ advised that he doesn't have the data to hand but will give an update at a later date.</p> <p>AJ noted that progress was lowest with the SEND cohort and larger than national. However, attainment was higher than national. Pupil Premium progress gap was slightly larger than national for 2019, however again our attainment gap was smaller. EAL Progress</p>	<p>AJ</p>
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	<p>difference to non-EAL is the same as national for 2019, however, attainment is much higher.</p> <p><u>FFT Provisional Summary Analysis.</u></p> <ul style="list-style-type: none"> <li>• The FFT service has been crucial in using data that can give us a comparison to some 'national' figures.</li> <li>• Our attainment was markedly below national attainment, however, the value-added in all areas were positive. Learners at NIA made more progress than learners with the same key stage 2 scores in other schools.</li> <li>• Average GCSE grade (school value added) +0.4 English (best) +0.5, Maths +0.2 (was high when compared to progress 8).</li> <li>• There was a greater value-added with learners attaining a 5+ in English and Maths than a 4+, but both measures are positive when compared to the national data we have available.</li> <li>• Attainment was below national but progress was significantly positive.</li> <li>• Learners at NIA made more progress than similar learners in other schools.</li> </ul> <p><b>A governor noted that the SEND gap was foreseen but did the PP gap come as a surprise and was the impact of the PP strategy not as expected.</b></p> <p>AJ advised that the PP value added was lower than other learners in the sample from FFT and is our second most significant gap. The scatter graph shows that some outliers have impacted the data with some of these educated off-site. In previous years these outliers would have been removed but this wasn't the case for this data. These outliers are not the entire reason why the gap was as it was but was the primary reason and explains why the gap was larger than when last discussed.</p> <p>AJ will use FFT to rerun the data and present it to the board removing the outliers.</p> <ul style="list-style-type: none"> <li>• Lower attainers perform better at NIA than national.</li> <li>• Middle attainers had a significant value-added at +0.8.</li> </ul>	<p style="text-align: right;">AJ</p>
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	<ul style="list-style-type: none"> <li>• Over the coming weeks, standard and performance meetings with the heads of department are planned to drill into the data.</li> <li>• Although FFT did not give a comparison value-added for EAL, when compared to 2019, our progress was significantly higher than Non-EAL (+0.6 different) which was in line with national.</li> </ul> <p><b>A governor asked why the results for the FSM and SEN in Maths are lower.</b></p> <p>AJ advised that progress in maths was good, it has been identified that some key groups could have had additional interventional support and the national tutor programme didn't deliver the expected outcomes. This is a focus for the coming year with different supportive strategies planned.</p> <p>AJ highlighted how rigorous and heavily moderated the CAG process was.</p> <p><b>A governor asked what subjects did the exam board moderate the school on.</b></p> <p>AJ confirmed it was History and English.</p> <ul style="list-style-type: none"> <li>• The learners that we had assessed as making the most significant progress through 4M analysis, are the same learners who have the most positive value-added, when compared to the national sample that FFT has analysed.</li> <li>• One student attaining on average 3.8 grades higher than learners with the same starting point at key stage 2.</li> <li>• Out of the top 14, 13 of these learners were EAL.</li> <li>• This further supports the commentary from previous S and P presentations.</li> </ul> <p><b>The governors agreed and congratulated the pupils and the staff for supporting them achieve the grades.</b></p> <p><u>Year 13 Headlines and Context.</u></p> <ul style="list-style-type: none"> <li>• FFT report due back late October 2021.</li> <li>• Target A level VA +0.76 / Predicted A level VA +1.07 / Target applied general VA +0.62 / Predicted applied general VA +0.21.</li> </ul>	
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	<p><b>A governor asked what are these figures based on.</b> AJ Advised that targets are set using ALPS based on their average point score then assume they have attained those grades and then the data is analysed.</p> <ul style="list-style-type: none"> <li>• Management of EPQ changed during the year and is now in a stronger position and is a focus for the coming year.</li> </ul> <p><b>A governor asked if EPQ was moderated externally.</b> AJ advised it was.</p> <ul style="list-style-type: none"> <li>• PP learners did significantly better than NON-PP learners in year 13.</li> <li>• The current year 12-baseline data drops are commencing over the coming weeks. There is also work ongoing to ascertain where they are now and where the gaps are from year 11 and if there are, any they are closed.</li> </ul> <p><b>A governor asked if there are minimum grades for pupils starting KS 5 courses.</b> AJ confirmed there are and for example, Maths was a grade 6 but there is a little flexibility with this.</p> <p><b>A governor asked if there is data showing the destination of pupils leaving year 13.</b> AJ thanked the governor and will add this data to future presentations but advised that all but 4 of last year's year 13 got their first place at university.</p>	AJ
<p>8. School priorities.</p> <p>i. AIP priorities. School to present latest SIP highlighting current priorities.</p> <p>ii. Confirm areas from the AIP to receive exception reporting status.</p>	<p>i. ZM highlighted the following noting they have been tied into teacher standards;</p> <p>KPI 1 -Teacher Standard 1, 2, 3, 4, 5, 6, 8 (Part One): To consistently plan and deliver the curriculum intent via appropriately challenging lessons which meet the needs of all pupils.</p> <ul style="list-style-type: none"> <li>• Focus on closing the gap to national levels of progress and attainment for learners in receipt of the pupil premium (data targets to be added).</li> <li>• Focus on supporting the rapid acquisition of English language skills for learners from who English is an Additional Language.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Focus on meeting the needs of learners with Special Educational Needs in accordance with Pupil Passports</li> </ul> <p>KPI 2 Teacher Standard 7 &amp; 1 (Part One) and Part Two: To ensure that all staff follow the academy behaviour policy, safeguarding policy and promote inclusivity</p> <ul style="list-style-type: none"> <li>• Embed and further refine safeguarding processes to establish proactive safeguarding of children and staff including mental wellbeing</li> <li>• Ensure compliance with behaviour policy, with effective leadership and management of pastoral systems within the main school and Prospect NIA</li> <li>• Develop role and profile of staff and learner Diversity group and secure RACE Charter Mark and Leeds Beckett University LGBTQ+ Inclusion in Education Award.</li> </ul> <p>KPI 3 Teacher Standard 2, 5, 8: To increase understanding of, and promote joy of, reading for improved life opportunities</p> <ul style="list-style-type: none"> <li>• Review impact of DEAR time and review use of Accelerated Reader.</li> <li>• Establish primary library and track usage.</li> <li>• Rapid Improvement Plan for phonics.</li> <li>• Embed school poem in culture of aspiration and love of reading.</li> <li>• Strategic lead of EMAT poetry anthology.</li> <li>• Ensure that reading has a clear presence in the House system.</li> </ul> <p><b>A governor noted the positive noise he has heard regarding the school poem and asked if this could be added to the next LAB agenda for additional discussion. <i>Post-meeting note PO actioned.</i></b></p> <p><b>A governor asked how will these KPI's be measured.</b> JT advised that the KPI's have been agreed with EMAT's central team and will feed into and dominate the AIP. Stage 1 is to ensure the SEF is in place which along with the KPI will feed into the AIP with clear milestones and accountability measures in place.</p>	
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	ii. The AIP priorities were discussed and the following area was agreed upon; Phonics.	
<p>9. Constitution of Board: Allocation of Lead roles:</p> <p>SG (safeguarding) SEND (Special Educational Needs and Disability) PP (Pupil Premium) Wellbeing Career H&amp;S.</p> <p>All governors to come to the meeting with at least one area they would like to lead on this year</p>	<p>The governors agreed the following;</p> <ul style="list-style-type: none"> <li>• Safeguarding. <b>ZM</b></li> <li>• SEND. <b>JN</b></li> <li>• PP, EAL and CV-19 catch up (inclusion). <b>LD</b></li> <li>• Wellbeing / Mental Health. <b>RN</b></li> <li>• Careers. <b>RN</b></li> <li>• H&amp;S. <b>BS</b></li> <li>• Phonics. <b>TBC</b></li> <li>• Teaching &amp; Learning, Curriculum. <b>TBC</b></li> <li>• RSE. <b>BS</b></li> </ul> <p>PO to add lead roles onto the 7<sup>th</sup> October LAB meeting for TBC lead roles to be covered. <i>Post-meeting note actioned.</i></p>	
<p>10. Any other business</p> <p>i. Chair and Vice-Chair nomination update.</p> <p>ii. July Ofsted training attendees' clarification.</p> <p>iii. Governor visits from 2020-2021 all outstanding reports to be sent to clerk.</p>	<p>i. PO advised that this item had been added to the agenda in error and was not applicable.</p> <p>ii. PO advised that all NIA governors attended the July or the September information/training.</p> <p>iii. PO reminded all governors who completed a monitoring visit in 2020-21 to send him their completed visit forms as soon as possible.</p>	
<p>11. Dates of meetings for the year:</p>	<p>07/10/2021 LAB 18.00 At NIA 17/11/2021 S&amp;P 18.00 Virtual via Teams 12/01/2022 LAB 18.00 At NIA 26/01/2022 S&amp;P 18.00 Virtual via Teams 04/05/2022 S&amp;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&amp;P 18.00 Virtual via Teams</p>	<p>Calendar appointments have been sent.</p>

The meeting closed at 19.25

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

**Actions from the virtual S&P meeting for NIA held on 13/09/21**

Action	Owner
1. PO to present the 24 <sup>th</sup> of June minutes at the next S&P meeting. Page 1.	PO
2. PO to arrange data training for governors before October half-term	PO
3. 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. Page 5.	AJ
4. AJ to rerun the data using FFT in the scatter plot graph and present it to the board. Page 6.	AJ
5. AJ to add destination data to future reports for year 13. Page 8.	AJ