

FINAL Minutes Standards & Performance: NIA
24th of June 2021 18.00
Meeting held virtually via Microsoft teams
The third S&P meeting of the academic year 2020-2021

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) Connor Leason (Assistant Headteacher) Luci Clapton (Co-opted Governor). Ben Shirley (TB appointed) Liz Dormor (TB appointed) Fiona Wheeler (EMAT Trustee Observing) Jenny Nimmo (Potential Governor) Kejvi Xhemali (Potential Governor) Bruce McDonald (Parent Governor) Claudia Wade (Chair TB appointed member) Russell Norton (TB appointed) Lipsa Salt (Co-opted Governor). Monica Juan (EMAT Compliance / Governance) Joshua Coleman (CEO: EMAT) Giles Osborne (AIP) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made and CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off. PO advised the board that SJ has stepped down.</p>	
2. Apologies.	<p>Jon Musgrove (Co-opted Governor) advised that he will be late joining the meeting. Jon advised PO at 19.14 that he couldn't find an invite and wouldn't be able to join the meeting. No apologies received from Martin Thompson (TB appointed)</p>	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	FW advised that she has children in Years 9 and 11. There were no other declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.	

5. Minutes from the last meeting.	The minutes of the meeting held on the 8 th of March 2021 was agreed to be an accurate representation. CW to signed these electronically on GovernorHub.	CW
6. Action Log from the meeting held on the 8 th of March 2021.	<p>i. CW to meet with Headteachers and Chairs of the LAB to gather feedback regarding the S&P agenda. Done.</p> <p>ii. MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed. Ongoing, PO to issue Teams email addresses and passwords to allow governors to access the Smartlog site.</p> <p>iii. SJ to feedback to the LAB regarding her first virtual meeting with ER. SJ has stepped down from the board, PO to chase SJ to find out if she completed this action. Post meeting note PO emailed SJ on the 22nd of July.</p> <p>iv. JT to send PO the SEF bullet point priorities. PO to then share these with the governors. Ongoing.</p> <p>v. JD to share the Reading strategy with the governors. Ongoing.</p> <p>vi. PO to add governor lead area priorities to the next LAB agenda. Done.</p> <p>vii. PO to add to the next LAB agenda an update on the planned strategy for the CV19 catch up funding. LAB to report on how they will monitor the impact of this spending. Done.</p>	<p>iii. PO</p> <p>iv. JT</p> <p>v. JD</p>
7. Feedback from the Ofsted section 8 inspection on 9th of June 2021	<p>JT advised that the report had not been made public so the amount of information she could share was limited.</p> <p>JT updated the governors with as much information as she could but ensuring confidentiality and Ofsted guidelines were followed at all times.</p> <p>The governors thanked JT for the update and look forward to receiving the Ofsted report.</p>	
<p>8. Performance Data and Monitoring Reports</p> <p>i. To receive and raise questions on the Attainment and Progress report</p> <p>ii. To consider the format and subject area for the Exception Report for the next S&P (Autumn Term). See draft template for discussion.</p>	<p>i. AJ highlighted the following from the Progress Report.</p> <ul style="list-style-type: none"> • The format used for this report is the format we will be using going forward. <p>KS1.</p> <ul style="list-style-type: none"> • Limited data for Primary due to assessments being currently conducted. • Phonics data is positive and compares well against other EMAT schools work ongoing in this area. <p>A governor noted that under the patterns/lines of enquiry it has the following. 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</p>	

BS highlighted that during a recent visit he checked the teacher assessed grade systems and found them very efficient and fit for purpose.

- EAL pupils have made very good progress especially in the medium and higher prior attainment.
- Females lead males but with a smaller gap than national, this has remained stable from Summer 1 data.
- Non-SEND P8 is +1.0 whereas SEND is -0.08, this is significant.
- FFT benchmarking table shared which showed the progress against FFT50 outcomes for 2019.

A governor asked if there are any plans to use higher FFT targets than FFT50 in the future.

AJ advised that NIA targeting doesn't use FFT it was shared for benchmarking purposes. NIA uses its own conversion which generates the attainment 8 which then allows us to see if there is a positive or negative grade. The system used allows for aspirational targets for pupils.

A governor asked what systems are in place to close the gap for SEND and PP SEND pupils.

AJ advised that a lot of work has been done in this area which includes mapping provision, identifying needs, having pupils diagnosed, sharing of expertise and dissemination of information. Some of this work is new and wasn't available for the year 11 throughout their time at NIA. The gap should continue to close for younger pupils as this work becomes embedded.

AJ pointed out the recent AIP SEND reviews which have been positive.

A governor noted the positive progress 8 figures and asked how confident AJ is that they are correct.

AJ confirmed that all of the relevant guidance was used from JCQ for generating teacher assessed grades including the use of grade descriptors. As a relatively new school, previous data is limited so scrutiny was expected, welcomed and planned for.

A governor noted the number of SEND pupils is relatively low is there a reason for this.

AJ advised that the SENCO is aware of this and is looking into the correct identification of learners.

	<p>A governor noted the following lines of enquiry statement. “How well does the curriculum in key stage 4 support those with a SEND?” and asked for an update on this.</p> <p>AJ advised that this area has been noted as a whole school priority and it has gone into all departments documents for them to investigate and report back.</p> <p>A governor asked if the prior attainment comparison to medium and high is a curriculum based issue.</p> <p>AJ advised that historically English do particular well with lower-medium prior ability bands whereas Maths do well with medium to high ability bands. The data shows an average. Work is ongoing within each subject to ascertain if any issue is whole school related.</p> <p>GO advised that the LPA lag is covered in the document shared.</p> <p>Year 12.</p> <ul style="list-style-type: none"> • Value added is used for year 12. • Whilst the VA is positive for A level and on track towards Target, it is very low for Applied General, H and S is low. <p>A governor asked if data is available for pupils who may be getting positive value added in certain subjects but not in others.</p> <p>AJ advised there is data that shows this.</p> <p>Year 13.</p> <ul style="list-style-type: none"> • Target A Level VA was 0.76. Predicted was 1.06. • Target Applied General VA 0.62. • PE is positive, Health and Social effects the average. • Geography is a major concern within year 13 although grades have improved supported by the work the school has done. • All results have been externally moderated. • Some pupils left school before their exams were completed. JCQ guidance was used. <p>The governors noted the strong VA data and asked what are the reasons for this.</p> <p>AJ thanked the governors and pointed out that some of the year 13s started at NIA with relatively low grades. The pupils and staff have worked hard to improve them.</p>	
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	<p>ii. CW advised that for future S&P meetings she would like an additional report which would focus on a small number of priority areas enabling the board to scrutinise these in more detail. The reports would only need to be short in nature giving a brief update.</p> <p>CW pointed out the sentence “The most problematic, serious or persistent issues to be prioritised for discussion with the trust senior leadership team” was key.</p> <p>The report is from the DFE who have encouraged its use.</p> <p>A governor asked if this report would work alongside governor monitoring visits.</p> <p>CW advised that monitoring, AIP and external scrutiny are all tools to be used.</p> <p>JT noted she was happy to use this document.</p>	
<p>9. i. To Update the LAB on the impact of Catch up funding</p> <p>ii. To Update/ report external PP review (Feedback from PP review)</p>	<p>i. CW highlighted that there may be limited impact data to present at the moment but more will be available to scrutinise at the end of July.</p> <p>JD highlighted the following;</p> <ul style="list-style-type: none"> • Allocated Funding was £132, 000. Measuring impact has been challenging. • Some of the strategies put in place include, adding capacity with staffing and adding value to the additional resources. • R2 & 5 Purchase Lexia literacy programme implement targeted intervention and support was delayed due to GDPR. This has now been resolved and has recently launched. NO impact data to share at present. • Year 10 and 11. R4 & Purchase of revision and subject support guides. Has given pupils confidence. To prepare for assessments. • Additional English staffing has added capacity allowing for smaller group interventions. • R10 and 11 Learners who are struggling to catch up are identified quickly. Introduction to study skill development programme – Elevate. Impact data is available and is encouraging. • Investigations started to ascertain if Elevate can be used in the 6th form but CV-19 funding will not be used for this. • Limited success with the national tutoring programme partly due to tutors not being available and limited pupil engagement. Moved to a more blended model. 	

	<ul style="list-style-type: none"> • R2 Purchase and implement use of Read Write Inc online resource and training. Planed rolled out of training. • The legacy from the fund is key and ensuring the best value. • Closure of year groups has affected the impact seen. • Access to Summer school funding. <p>The governors agree that the long term impact of these strategies is key.</p> <p>A governor noted that during a recent visit he saw the targeted interventions taking place.</p> <p>A governor asked if there are any strategies in place that you would like to continue when the fund ends. JD advised she would and these include the provision for revision guide, Elevate and Lexia.</p> <p>ii. CW asked for this item to be added to the second S&P meeting of 2021-22. GO advised that the AIP will test the report on behalf of the governors.</p>	PO
10. To receive feedback from AIP visits	<p>GO gave an update on the role of AIPs and advised that future reports will be shared with the board.</p> <p>GO advised that any information which identifies a particular staff member or pupil will be extrapolated from the reports prior to them being shared. All reports are shared/ checked with the Headteacher prior to being shared.</p> <p>GO advised that AIPs roles include offering a second opinion on the performance of the school, whilst supporting the Headteacher with school improvement.</p> <p>The governors thanked GO for the information and understand the benefit of having a second opinion.</p> <p>JT noted the astounding support the AIPs have given to the school and has allowed NIA to make rapid progress.</p> <p>MJ advised that once the transition to Teams is complete all AIP visits reports will be added to Teams and governors will receive a notification. The expectation is for governors to read these reports.</p>	

<p>11. i. Governor to supply an update regarding their lead areas inc any visits; A. Careers/ Website. BM B. Health and Safety. BS C. Teaching and Learning and Curriculum. JM D. Wellbeing. LS E. PP. MT G. Safeguarding. SJ</p> <p>ii. Priority governor job description</p>	<p>i. A. BM gave feedback on his most recent visit and highlighted the following; Careers</p> <ul style="list-style-type: none"> • The majority of areas are at 100%. Those that aren't are due to CV-19. <p>Website.</p> <ul style="list-style-type: none"> • Partway through an audit which will completed ASAP. <p>Data protection.</p> <ul style="list-style-type: none"> • Meeting planned next week <p>B. BS highlighted the following;</p> <ul style="list-style-type: none"> • H&S forum has been conducted over the last two terms. This year's forum is planned to take place before the summer break. • Monitoring visit completed with the report on GovernorHub. • The HIVE for SEND pupils is adding good value. <p>BS asked if there is an on the planned sensory room. JD advised that the location has been identified estimates for equipment etc. have been requested.</p> <p>D. LS highlighted the following;</p> <ul style="list-style-type: none"> • Have had meetings with the school lead regarding mental health and wellbeing. • Future visits will revolve around Ofsted feedback and AS Steer. <p>No update given for E and G.</p> <p>ii. MJ advised that from September governors will be allocated to link governor roles that align to the schools AIP. These will be in addition to the priority lead areas i.e. safeguarding which will continue. There will be an induction training session for link governor roles in the new academic year.</p>	
<p>12. Any other business</p> <p>i. Microsoft Teams migration update</p> <p>ii. Data and outcomes engagement for RN</p> <p>iii. LAB EoY report</p>	<p>i. MJ advised that EMAT is moving from GovernorHub to Microsoft Teams over the Summer break with one of the primary reasons concerning GDPR compliance. Governors will be sent EMAT emails and passwords over the coming weeks.</p> <p>ii. BS advised that this is no longer applicable.</p> <p>iii. BS asked governors if they have items/thoughts they want to add to the report please contact BS.</p>	

	<p>PO asked JN/KX if they want to continue to become a governor. JN/KX confirmed they do. JN/LX left the meeting.</p> <p>The governors unanimously voted JN to join the board.</p> <p>The governors by a majority voted KX to join the board.</p>	
13. Signing of the Confidential minutes of the Academy Local Board meeting held on the 3rd December 2020 matters arising not appearing under actions.	The minutes of the meeting held on the 3rd of December 2020 was agreed to be an accurate representation. CW to signed these electronically on GovernorHub.	
14. Dates of meetings for the year:	14/07/21 at 18:00 Full Board	

The meeting closed at 20.10

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

Actions from the virtual meeting for NIA held 24/06/21

Action	Owner
1. CW to sign the meetings from the 8 th of March meeting. Page 2.	CW
2 PO to chase SJ to find out if she completed her virtual visit with ER.	PO
3. JT to send PO the SEF bullet point priorities. Page 2.	JT

4. JD to share the Reading strategy with the governor's. Page 2.	JD
5. AJ to report back to the governors the findings of his investigations into <i>"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.</i> Page3.	AJ
6. MJ/GO to give an update on the planned data training for governors. Page 3.	MJ/GO
7. PO to add to the second S&P meeting of 2021-22 the Update/ report external PP review (Feedback from PP review). Page 7.	PO