FINAL Minutes Standards & Performance: NIA
8th March 2021 18.00
Meeting held virtually via Microsoft teams
The second 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.	**Jo Trevenna** (Headteacher) **Jo Daniels** (Deputy Headteacher) **Andrew Johnson** (Assistant Headteacher -Data & Outcomes) **Hannah Auger** (Assistant Headteacher -Teaching & Learning) **Emma Ruffles** (Deputy Headteacher) **Charlotte Lavelle** (Assistant Headteacher - Behaviour & Welfare) **Sam James** (Co-opted Governor). **Ben Shirley (**TB appointed) **Bruce McDonald** (Parent Governor) **Claudia Wade** (Chair TB appointed member) **Lorna Beard** (Head of Safeguarding and Inclusion and Headteacher of Castle Academy) **Monica Juan** (EMAT Compliance / Governance) **Joshua Coleman** (CEO: EMAT) **Paul Osborne** (Clerk – Minutes) Introductions were made and the board welcomed SJ. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.	
2. Agenda update	CW advised that the agenda is different from previous versions and will evolve to match the needs of the S&P board. The goal will be to demonstrate that the board understands all of the strategic tools it has to ensure it holds the school to account.	

	CW highlighted that she will meet with Headteachers and Chairs of the LAB over the coming weeks to gather feedback regarding the agenda. **A governor asked if the terms of reference should be included when the agenda review meetings take place.** **All agreed they should.**	**CW**
3. Apologies.	Apologies received and accepted from **Jon Musgrove** (Co-opted Governor) **and Martin Thompson** (TB appointed) No apologies received from **Lipsa Salt** (Co-opted Governor).	
4. Quoracy.	The meeting was quorate.	
5. 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.	
6. Minutes from the last meeting.	The minutes of the meeting held on the 3rd December 2020 was agreed to be an accurate representation. CW signed these electronically on GovernorHub.	
7. Action Log from the meeting held on the 3rd December 2020.	i. CW to electronically sign the 24th February minutes on GovernorHub. **Done.** ii. AJ to add last year's figures to future Achievement and Outcomes/data reports. **Done.** iii. HA to use a Venn showing crossover between PP/SEND and EAL. **Done.** iv. AJ to share the information regarding the use of CAG's with governors. **Done.** v. PO to add leniency in measures for the 2021 GCSE exams to the next S&P agenda. **Done.** vi. AJ to add impact information to future PP reports. **Done.**	

	vii. HA to investigate if information can be added to Edulink so parents know who to contact if they don't receive a reply from a class teacher for pupils self-isolating when they are chasing up work. **Done.** viii. JD to update and share on a regular basis the bubble closure table. **Done with information on GovernorHub.**	
8. Board update. • AC-S has resigned • Lead governors required for RSE and SEND	PO advised that **Alexis Castillo-Soto (TB appointed)** had resigned from the board. PO mentioned the lead governor roles currently vacant and gave an update regarding governor recruitment. **B.S noted that JM had shown an interest in being a SEND governor in the past.** PO to contact JM to see if he wants to be the lead SEND governor. *Post-meeting note actioned 14/03/2021.*	
9. Ofsted report 4th December 2020: Action Plan update: Report from Safeguarding Governor/ Lead DSL to agree LAB Training – Smart Log • Basic GDPR • E -Safety • Equality and Diversity Awareness • Health and Safety at work • Safeguarding and Prevent	ER advised that NCC is conducting a two-day Safeguarding review the first day was on the 25th February and was extremely positive. The rapid improvement plan had already shown improvements that were picked up during the visit. <u>ER highlighted the following from the feedback received.</u> • Communication has much improved. • Staff feel listened too. • Training has developed Skills with more training planned. • Staff feel more confident about Safeguarding in the school and that they feel supported in the school.	On GovernorHub

	• All staff spoken to were able to articulate that Mental Health was a key local issue for NIA. • The staff Panel were able to give examples of how they supported students and found the Wednesday briefings very helpful. • DSL has the capacity and has worked well with the Deputy DSLs. • There is a cultural shift that has taken place in the school. ER highlighted the following for the next steps- areas for further Improvement. • The definition of Peer-on-Peer abuse in the policy still needs to be more detailed and the addendum for CV 19 needs updating. NIA needs an intimate care policy. ER noted that work has already started in this area. • Filtering systems for IT needs to be reviewed to ensure that staff are aware to raise safeguarding concerns. Further work needed on E Safety across NIA. • The Junior Leadership Team needs to be re-established and given a higher profile in the school work in this area has already started. • The safeguarding procedures around the alternative provision and managed moves need to be further reviewed. • DSL/DDSLs to complete NCC online safety and channel awareness training and has already started.	

	• Risk Assessments need to be more detailed and embedded and has already started. • Cleaning/Catering staff training to incorporate NIA specific information. • Developing further links with local partners i.e. PCSO to address the safety of students to and from school. **CW asked if the Safeguarding lead governor was involved in the visit.** ER advised that they were. LB highlighted that a discussion took place after the session and BS agreed that due to workload he would step down as the safeguarding lead. LB advised that SJ is the new safeguarding lead and brings a lot of experience to the role. **CW highlighted the importance of governors being upskilled and having the facilities to do this and informed the governors that MJ will be sending information out shortly regarding Smartlog training.** MJ advised that all governors will shortly be sent information on how to access the site, which courses are a priority and when the training needs to be completed. LB advised to assist governors two AIPs have completed 20-minute walk through sessions focusing on the key areas for governors**.** JT highlighted the following regarding GDPR. • GDPR Curriculum champions to be in place in secondary by 05.03.21.	 **MJ**

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- GDPR admin and support champions to be in place by 12.03.21.
- Primary Phase Lead is the GDPR champion for the primary phase.
- Posters have been produced for offices and photocopier locations.

ER highlighted the following regarding ESafety.

- All students/parents or carers/school sign an acceptable use of ICT contract when starting at NIA.
- All staff click each time they sign onto the computer an acceptable use agreement for using the computers.
- The trust has a filtering system in place to monitor and track safeguarding concerns.
- Safety measures have been shared with staff /parents /carers and students when they were working remotely from home. Things such as maintaining a professional background, students have cameras off, monitoring attendance, settings to invite only those inside the organisation.
- PSHCE covers online safety, and this is also covered within the curriculum
- Safety Internet Day (8th February) further resources shared with students/parents and carers via the newsletter.
- Online Safety is covered via whole school assemblies.
- Staff training – Wednesday briefings started with an online safety scenario and this was

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	also covered in the reflective safeguarding training.	
	ER highlighted the following next steps regarding ESafety.	
	• Student voice/feedback to ascertain their level of knowledge and understanding of online safety with help from the junior leadership team.	
	• NIA online safety policy needs to be further updated.	
	• NIA website to have a dedicated area to support parents/carers in supporting online safety.	
	• To review the PSHCE programme and to ensure that the work on E Safety is sequenced appropriately for age and stage.	
	• DSL to have a better understanding of the systems used to filter online behaviours and to ensure the correct terminology/activities are flagged to the DSL.	
	• To review the online user policies signed by all stakeholders.	
	CW asked SJ give to feedback to the LAB the progress of these areas after she has conducted her first virtual meeting with ER.	SJ
	CL highlighted the following for Equality and Diversity Awareness	
	• Curriculum – amended PSHCE allocation and structure within the Secondary phase. This allows for greater discussion and review.	
	• Learner Voice - launch of student leadership module, promotion of LGBTQ+ group,	

	review of gender-neutral facilities to promote inclusivity. • SEND – all leaner passports updated and shared with staff. • Inclusion team meetings – a collaboration between SEND, DSL, Behaviour to strategically support most vulnerable learners. • Review of assembly programme to ensure coverage of topics. JT highlighted the following regarding Health & Safety. • The Health & Safety Forum was established in July 2019 with support from BS. • Terms of Reference established (Forum is not a committee or substitute for line management). Terms of reference and minutes have been made available to governors. **BS noted how effective and engaging these meetings have been.** **A governor asked is the emphasis on the inclusion team really about inclusion as opposed to the wider sector meaning of managing those who are not included and about to or have moved out of the mainstream.** CL advised that as the system is in its infancy the priority is the pupils on site all of the time and who have multiple needs. Once we are confident the system is fit for purpose its use will be expanded.	
10. SEF - Ofsted will request 'a summary of any self-evaluation or equivalent' from your school on the first morning of an inspection.	JT highlighted the following regarding the SEF. • Working document snapshot. • Impact evidence to be prioritised over three-week	On GovernorHub

HT and Trust explain SEF S&P Committee members to question / challenge	period with learners back in school. • Information is being drafted for governors to help them understand the SEF priorities. JT agreed to share this with PO to forward onto the governors. LB advised that an AIP is focussed on SEFs and they produce a report which is discussed at the rapid improvement meeting.	**JT/PO**
11. Academy Improvement Plan: Curriculum Focus Priorities for 2020/21 Update on progress against priorities S&P question To agree Governors visits linked to AIP priorities	JD highlighted the following for the AIP. • Importance of curriculum in the new Ofsted framework including behaviour and behaviour to learning • Importance of Academy context. Intent, Implementation and Implementation. Intent. • What skills, knowledge and understanding do we want learners to develop. • What do we want children to learn and what end points do we want them to reach? Does assessment support this? • Connectedness is crucial. • We have the same academic, technical, or vocational ambitions for almost all learners. • Work over time represents the curriculum intent. Implementation. • The importance of quality first teaching. • Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	On GovernorHub

	- How teachers plan and adapt is crucial particularly around SEND to help demonstrate how pupils can access the curriculum. - Over a course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. - Crucial that assessments are built in to ascertain the effectiveness of the teaching and have clear end points for pupils. - Environment to learning is crucial. - Reading will be woven through the curriculum with a mantra of learn to read to read to learn. The strategy for Reading will be shared with the governors. Impact. - More challenging without any outcomes in year 2 (SATS) and Years 11 and 13. - Measures we do/will use are progress data, attendance data, NEET data, reviewing the courses offered in the sixth form and attitudinal surveys. Extra-curricular and Cultural Capital. Evidence base in relation to: - Student population context. - Sub-group and equality of access. - Personal development. NIA curriculum Impact so far. - Individual subject intent is defined in response to the whole school rationale.	**JD**

	(information on the website). Teachers have been involved in the process. • Learning sequences and curriculum progression has been mapped from EYFS to post 16. (information on the website). • QA of remote learning (Jan to March 2021) - evidence of increased engagement and quality of remote provision. • AIP support from Sally Smith and EMAT support form Katy Russell to prepare subject leaders in articulation of intent, implementation and impact. Quality assurance planned learning walks and books looks as 'normal' teaching resumes from 8th March. • Interim actions have been monitored – all subject leads have been given additional support through use of curriculum development days (JDS /KRL / HAR / secondary subject line managers). Focus on Ofsted readiness. Next steps. • Need to identify link governor for curriculum – set up monitoring visits. • Increase knowledge and understanding of all teachers in relation to intent, implementation and impact of curriculum on SEND learners. • Embedding the whole school reading strategy. • Evidence how leaders and teachers use data analysis to plan responses in their teaching.	

	A discussion followed regarding reviewing the lead areas for governors so they incorporate the school's priorities. The board asked for this to be added to the next LAB agenda.	**PO**
12. Exception reporting Progress and achievement towards targets: I) Groups not currently on target II) Strategies to accelerate progress	The board thanked NIA for the depth of information provided and asked if only the areas for concern are highlighted. Primary Phase. HA highlighted that the data used for the heat maps was the baseline data from October. Due to lockdown, there have been no additional data drops. HA highlighted the following: Year 4. - Data is concerning and following the data drop pupil progress meetings were conducted with class teachers from the whole phase and the key stage lead for key stage 2. These meetings highlighted the pupils causing most concern, the barriers to learning identified and then strategies put in place including quality first teaching and intervention both academic and pastoral. Training was delivered to the primary phase on adaptive planning, this resulted in a shift in the Maths planning ensuring it focussed on the gaps in knowledge with the classes going from two to three to assist with this. - Online quizzes held during the post-Christmas lockdown have shown that progress is being made.	

	- Significant development with the SEND provision across the whole phase particularly with the training given to the TAs and classroom teachers to provide high-quality bespoke interventions. - Coordinated approach on data with AJ along with support and guidance from Katy Russell (Head of Standards and Performance). 80%-85% engagement for remote learning during lockdown was encouraging. - Next data drop is due the week before Easter. Once this has landed it will be analysed for any new gaps in progress and targeted support planned. - CV-19 funding has been employed for NTP support particularly targeted at Year 4. **A governor asked if the whole school Reading strategy has been reviewed and could this have impacted pupil's ability in Maths.** HA advised that the data suggest it may have and it's more prevalent in key stage two and above where more worded Maths questions are used. The Maths provision is well embedded across the phase. **A governor asked HA to elaborate for white British why the themes are shown in the data and what support they will receive.** HA advised that in the Primary phase the targeting of minority groups is more effective and helps show potential disengagement and lack of progress which is predominately boys. The whole school is working on engagement primarily with boys to	

	assist with accelerating their rate of progress.	
	EYFS.	
	• HA advised that the areas currently red are normally so at this point in the academic year and are not an area for concern. There is a whole range plan for EYFS focus on learning not doing.	
	A governor asked if there is any data available to show the difference in progress between years when there was a higher percentage of pupils in school and not remote learning.	
	HA advised that data will be available post the NTS test.	
	AJ advised that in the previous three years EYFS has shown rapid improvement.	
	Secondary Phase.	
	AJ highlighted the following;	
	Year 9.	
	• Has been heavily impacted by CV-19 and they are a focus.	
	• Pupils making their options has proven to be an incentive for improved learning and engagement.	
	• Currently investigating Uni Connect to provide Maths and English tuition to learners with significant gaps in those areas will primarily target boys, as there is a 9% gender gap. Daniel Sobel is supporting NIA with a disadvantaged tracker which targets underperforming pupils.	
	• The next data drop is due post-Easter.	
	• No major gender gaps although some are emerging.	

	- The focus is on keeping the DA gap as small as possible and raise the overall attainment on track for target for all pupils. - Progress leader is working with the heads of department to ensure every staff member uses data to identify every pupil who is just below target. **A governor asked AJ how does he think the effect of lockdown on year 9 could impact their year 10 and 11 performance.** AJ advised that any gaps in learning will be assessed and managed to mitigate any negative effects on long term outcomes. **A discussion followed regarding the timings of the year 9 options evening and the separate parents evening.** AJ explained the rationale for the timings of these evenings. JT highlighted the use of parent care, newsletters to communicate with parents/carers. Year 10. - Lowest performing year in terms of prior attainment. - PP and the gender gap are below the national average. - The target for pupils taking Ebacc at NIA is eventually 75%. Current year 11 are at 40% year 10 is at 30%. Work is ongoing to future proof the options and looking at timetables and raise the profile of languages. The current year 9 has higher attainment. **A governor asked if the Ebacc target is achievable as it's a big increase on the current year 10 uptake of 30%.**	

	JT noted that she is confident the targets outlined are achievable and pointed out that 75% is a DFE aspiration.	
	A governor asked when AJ talks about year 11 could he highlight the DA pupils who also have SEND needs and what's being done to support these pupils.	
	Year 11.	
	• Overall predicted P8 is positive +0.29.	
	• APS lower than national – low prior attainment in this year group.	
	• There is a predicted gender gap in P8 smaller than national.	
	• Gender Gap in P8 has continued to reduce overtime whilst the DA Gap has grown over the course of this year.	
	• PP Non-SEND learners compared to Non-PP Non-SEND learners have a smaller gap of only -0.17.	
	• Analytical meetings with the SEND team after data drops to help produce a pupil progress review for all PP and SEND pupils working on any weaker areas to develop these via the NTP programme.	
	Centrally assessed grades (CAG). AJ highlighted that;	
	• Middle leaders have been sent guidance and information to provide a preliminary CAG for each pupil.	
	• Timeline for CAG produced and being worked through which is similar to PWS but altered for NIA requirements.	

	A governor asked how do you ensure consistency. AJ advised that all staff use the same standardises document form and he meets the MLT on a regular basis to ensure consistency along with upskilling where required. A governor asked what feedback has been received so far. AJ highlighted that at the moment feedback has been limited mainly due to staff waiting for additional information from the exam/audit bodies. The process has been quality assured by stakeholders who have been through it before and the feedback is positive. Preparation has already started into the communication that will be issued to help pupils and parents regarding the CAGs.	
13. Update on the planned strategy for the CV-19 catch up funding. LAB to report on how they will monitor the impact of this spending	JD highlighted the following; • Mental health and wellbeing are a focus area. Data to show the impact of this work is due shortly. A diagnostic review will then take place with support given to pupils with the most need. • Pupils books will be reviewed to ascertain what work has and hasn't been done to highlight what catch up is required. • NTP is primarily focusing on years 10 and 11. • Elevate is being used to help pupils with study skills. • Resources are being purchased to develop the Reading programme and strategy primarily in the Primary phase. • All of these strategies will be closely monitored to ensure there is impact.	

	• The strategy is on the website and will be updated on a regular basis. **The board asked for this agenda item to be added to the next LAB agenda.** **A governor asked if regarding the 12 risks to learning highlighted in September 2020 and the DFE focus areas are we confident these are captured in the CV-19 catch up funding work.** JD advised that these will be captured in the monitoring and subgroups. JD pointed out that she was careful to ensure the 12 risks were covered.	**PO**
14. Leniency in measures for the 2021 GSCE exams. Requested from the last S&P meeting	**The board were happy this item had already been covered in the meeting.**	
15. Any other business i. KS4 curriculum ii. EBACC entries	i. **The board were happy this item had already been covered in the meeting.** ii. JT advised that work is in the early stages with year 9 to support and appropriately guide them with a target of increasing Ebacc uptake. JT advised that NIA has been approached by the local authority for guidance/ support as the attendance of the most vulnerable pupils during lockdown was higher at NIA than the county average. **The governors thanked JT for the update and congratulated her and her team for the work they have done in this area.** PO asked JT/JD for an update reference staff governor. JT advised that no one nominated themselves when it was recently advertised. It will be looked at again	

	after Easter when some new staff members join the school. **The governors thanked the NIA team for the quality of the information shared at the meeting**	
16. Dates of meetings for the year:	14/04/21 at 18:00 Full Board. 24/06/21 at 18:00 S&P* 14/07/21 at 18:00 Full Board *Due to uncertainty around the dates for this year's data drops the last S&P date may be subject to change*	

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 08/03/21

Action	Owner
1. CW to meet with Headteachers and Chairs of the LAB to gather feedback regarding the S&P agenda. Page 2.	CW
2 MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed by Page 5.	MJ

3. SJ to feedback to the LAB regarding her first meeting virtual meeting with ER. Page 7.	SJ
4. JT to send PO the SEF bullet point priorities. PO to then share these with the governors. Page 9.	JT/PO
5. JD to share the Reading strategy with the governors. Page10.	JD
6. PO to add governor lead area priorities to the next LAB agenda. Page 12.	PO
7. PO to add to the next LAB agenda an update on the planned strategy for the CV-19 catch up funding. LAB to report on how they will monitor the impact of this spending. Page 18.	PO