

Final Minutes Standards & Performance: NIA
3rd December 2020 18.00
Meeting held virtually via Microsoft teams
The first 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 Head teacher -Data & Outcomes) Hannah Auger (Assistant Head teacher -Teaching & Learning) Ben Shirley (TB appointed) Lipsa Salt (Co-opted Governor) Bruce McDonald (Parent Governor) Alexis Castillo-Soto (TB appointed) Claudia Wade (Chair TB appointed member) Giles Osborne (EMAT Lead AIP) Monica Juan (EMAT Compliance / Governance) Joshua Coleman (CEO: EMAT) Paul Osborne (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>	
2. Apologies.	<p>Apologies received and accepted from Jon Musgrove (Co-opted Governor) and Martin Thompson (TB appointed)</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.	
5. Minutes from the last meeting.	The minutes of the meeting held on the 24 th February 2020 were agreed to	CW

	be an accurate representation. CW agreed to sign these electronically on GovernorHub.	
6. Action Log from the meeting held on the 24th February 2020.	<p>i. PO to add to the next LAB agenda an update on TM replacement and SLT structure. Done.</p> <p>ii. MT/AJ to diary a meeting to discuss the PP report. Done.</p> <p>iii. AJ to arrange training for governors to help them understand data. Ongoing. GO advised AJ that he is arranging data training in the new year for all governors. AJ agreed to speak to GO outside of the meeting.</p> <p>iv. AJ /GO to investigate ways of sharing data with parents that's easier for them to understand and digest. AJ advised that parent consultation has looked at this and changes have been made where needed. On the whole feedback was positive.</p> <p>v. HA to update the T&L policy (rewards and sanctions paragraph) to remove the asterisks. Done.</p> <p>vi. PO to add the Support waves presentation to the next S&P agenda. Done.</p> <p>vii. PO to add Year 8 open options element and Trips and visits policy to the next S&P agenda. Done.</p> <p>viii. PO to add update on the NCC letter to the next LAB agenda. Done.</p>	
7. Achievement: latest results from last year (2019-20) i. Overall ii. LAC iii. PP iv. Boys v. Girls vi. EAL vii. SEND viii. Most able Measured against expected outcomes and targets.	<p>AJ highlighted the following;</p> <ul style="list-style-type: none"> • NIA did not have year 11 and 13 last year. • Due to Covid-19 (CV-19) there were no external assessments. • Small number of Year 12 resit. <p><u>PE BTEC results</u> These were sat before locking down, and of all the students who attended the assessment.</p> <ul style="list-style-type: none"> • 100% of students achieved target grade or above 	On GovernorHub

	<ul style="list-style-type: none"> • 79% of students achieved a whole grade above target • 16% of students achieved 2 whole grades above target. <p>Baseline data.</p> <ul style="list-style-type: none"> • Year 11 Baselines P8 Overall - 0.9 / PP -1.29 / Boys -0.97 / Girls -0.8 / EAL -0.65 / SEND - 1.2. • Year 11 Baseline P8 Predicted 0 / PP -0.27 / Boys -0.08 / Girls - 0.12. The data is not unexpected and has allowed a lot of strategies to be put in place. • Mocks are nearly complete and the data generated will be used in a similar way to that seen at PWS. • Year 13% 3A* -E EAL 20 / SEND 0. • Year 13% 3*-E predicted EAL 52 • Year 4 Baseline Reading 43 (lower than 2019). • End of year assessments for the Primary phase are not complete so we have sat the NTS test to get a baseline. • Year 4 baseline Reading at expected 25% lower than 2019/ GD -35%. Maths -46% / GD - 88%. • Year 3 expected for Reading 5% less than last year and is positive / GD +21%. Maths has a similar pattern and is lower. • Work to be done but having the baseline shows us where the gaps are so these can be focused on. <p>A governor asked if last year's figures could be added to future reports. AJ will action.</p>	<p style="text-align: center;">AJ</p>
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	<p>JT advised that there was an AIP visit at the start of the term along with an SEN review and a full trust review which has helped show where we are and next steps</p> <p>The governors confirmed they are closely involved with the AIP meetings.</p>	
<p>8. Measurement of Standards:</p> <p>i. How is benchmarking and moderating conducted what are plans for this to occur?</p> <p>ii. Have past systems been reliable? How will the school learn from others?</p> <p>iii. Moderation arrangements.</p> <p>iv. Next AIP visit.</p> <p>v. Governor involvement with AIP team.</p> <p>vi. Update on the plans in place if there are no standard exams in 2021</p>	<p>AJ advised that PWS does not use FFT, for year 11 targets an attainment 8 average is used which is crossed reference against FFT 50 and 20. The targets set are the same as used PWS.</p> <p>A governor asked how is external moderation incorporated into PWS.</p> <p>AJ advised that NIA has previously had links with PWS and an academy in Milton Keynes. Since the lockdown in March this was not feasible to continue although PiXL wave is used. AJ highlighted that where possible NIA uses assessments that have been used before and this is an area under review to see what additional opportunities we can utilise.</p> <p>A governor asked for more information regarding the recent mocks.</p> <p>AJ advised that two mocks have been planned and are near completion. The data will then be moderated / analysed after Christmas with assistance from GO.</p> <p>A governor asked how do you build the mocks data forward to a projection.</p> <p>AJ Advised that the majority of papers I.e. Maths would have completed all three papers giving us enough data to provide a working at grade and generate a prediction. At this stage it's unlikely to predict more than one</p>	

	<p>grade ahead. Some subjects i.e. physics is a 6th of the grade as science is six papers in total. This though will give us a prediction instead of a working at. Guidance has gone out to middle leaders regarding this.</p> <p>A governor noted that HA has stepped into the Primary phase lead role (covering maternity leave). What handovers / discussions have taken place to ensure results are reviewed and improved and interventions / planning are managed.</p> <p>AJ advised that Katy Russell completes additional breakdown of the data this is then passed onto the progress leads. HA highlighted that pupil progress meetings have been completed and interventions planned. Teachers have been trained on adaptive planning and Rising stars' software is now in use. The impact of this work is measured via learning walks week.</p> <p>JC asked if NIA primary phase EAL data set is similar to Castle's.</p> <p>HA advised they are and there is close collaboration with the primary phase SENCO regarding this.</p> <p>A governor asked if for future presentations a Venn diagram can be used showing cross over between PP/SEND and EAL.</p> <p>HA will take action. AJ highlighted that he has additional data he can share with the board. The governors thanked AJ for the offer but the Chair agreed to review this outside of the meeting.</p> <p>A governor noted that the way the data is presented at this meeting is different to previous meetings.</p>	<p>HA</p>
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	<p>AJ confirmed it is. And the two main reasons are that the data is using a baseline and after collaborating with PWS and KR work is nearing completion in getting a common dashboard. AJ noted that he was keen to summarise the data as succinctly as possible for governors.</p> <p><i>A governor asked for the Update on the plans in place if there are no standard exams in 2021 there is information regarding CAG's in the report to be shared with middle leaders. Can this be shared with governors also.</i></p> <p>AJ to action.</p> <p>AJ pointed out that there are robust systems in place if there are no exams next year.</p>	<p style="text-align: center;">AJ</p>
<p>9. 2021 Targets and Catch-up for pupils</p>	<p>AJ advised that the information shared is from the baseline setting milestones using Mocks.</p> <p>A governor asked if the possible changes to the leniency in measures for the 2021 GCSE exams can be added to the next S&P agenda.</p> <p>AJ/JD noted that it is difficult to see what effect this announcement will have but it will be kept under close review.</p> <p>JD advised that NIA has been awarded £130K in Catch up Premium. This funding will be allocated to staffing and resourcing the catch-up strategy and we are currently planning the expenditure and how the impact will be measured. This funding is intended to support catch up across all Key Stages up to and including KS4. We have met with Connex Education to</p>	<p style="text-align: center;">On GovernorHub</p> <p style="text-align: center;">PO</p>

	<p>start planning the implementation of the grant in relation to the engagement with the National Tutoring Programme. This will form part of tier 2 – Targeted Academic support. The impact of this is key and how it is measured and is being worked into the action plan. An additional English teacher has been employed who will primarily work with Year 11 and some Year 13 pupils. JD noted she is working closely with HA to see how this fund can be used in Primary.</p> <p>The Chair highlighted to the governors for the PP catch up fund “<i>specific activities which help pupils catch up on missed education. Governors should scrutinise approaches to catch up premium and ensure it is in line with catch up priorities</i>” Governors must be central to this strategy.</p> <p>The PP governor will work alongside AJ / JD.</p>	
<p>10. PP report: impact of spend and planned actions for the new academic year.</p>	<p>The Chair noted that in the 2019 Ofsted report they commented “The governors do not always challenge leaders to evaluate their use of additional government funding, including the pupil premium and the primary school physical education (PE) and sport funding, so that leaders use them as effectively as possible”.</p> <p>PP lead advised that additional spend has been an action for a couple of LAB meetings now and is an area he is focussed on. <i>Post meeting note on LAB agenda for January.</i></p>	<p>On GovernorHub</p>

	<p>The Chair gave the following examples where there is no impact information making it harder for governors to ask appropriate questions and advised this is looked at.</p> <ul style="list-style-type: none"> • Cost of Edukey and staff time to complete profiles for DA SEND students. • Use of SLT time to monitor written feedback to DA students (half year). • DSL to maintain high quality safeguarding of students within the Academy. • Attendance officer to monitor and assist families with increasing their child's attendance. <p>AJ thanked the Chair for pointing this out and will review.</p> <p>JC explained to the governors that the EMAT PP forum has a new Chair who is keen to move it forward and plans to meet all of the PP leads.</p> <p>A governor asked for more information regarding SLT pay and if the pay comes out of the central school budget and no overtime is paid and then time is spent on PP there is the potential for money not to have been spent from that pot.</p> <p>AJ/JC confirmed that staffing cost is a sunk cost. The evidence around PP shows that for impact quality first teaching is crucial. Good quality SLT will drive that and having them involved in this area is a great way of driving it forward. Cross coding of salaries is legitimate but impact must be demonstrated. The next steps are to demonstrate the impact.</p> <p>Due to CV-19 having a lack of internal data has made it harder to</p>	<p style="text-align: center;">AJ</p>
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	<p>demonstrate the impact. NIA is working closely with PWS which will help in this matter.</p> <p>A discussion followed around what type of questions governors should ask around quality first teaching, PP, ratio of PP pupils in classes with quality first teaching.</p> <p>A governor asked where it's been identified as appointment of leads did this just cover the cost of recruitment or are there potential ongoing cost. AJ advised a large proportion is how they are paid but some of the cost is an ongoing cost i.e. training.</p>	
<p>11. Quality of Teaching: Report on the method of assessment; overall view and how staff CPD is linked to AIP priorities.</p>	<p>HA highlighted the following:</p> <p><u>Method of Assessment.</u> NIA uses cycles of Monitoring, Evaluation and Review (MER) as a consistent process to both assess and improve the quality of teaching and provision for learners across the academy. MER takes place in half termly cycles (as identified in the Academy Calendar) and is driven mostly by the Middle Leadership Team, and quality assured by the Senior Leadership Team. From the first cycle action plans have been developed for all key stage areas these are.</p> <ul style="list-style-type: none"> • Consistency on feedback and marking and the impact • Highly effective AFL particularly in a socially distanced classroom. • Focus on the provision for SEND. • Active engagement of our learners. <p>MER cycle 2 takes place from Monday 16th November – Friday 15th January.</p>	

	<p>Based on the evidence from MER cycle one, colleagues identified as being 'at risk' of moving on to informal capability (in line with the Learning and Teaching Policy) the next steps include:</p> <ul style="list-style-type: none"> • Collecting further evidence of quality of teaching through focused and targeted observations. • Collecting further evidence of performance relating to specific remits and responsibilities. • Professional discussions around performance and targets for improvement with appropriate line managers. • Assess whether threshold for informal capability has been met • Colleagues to be placed on informal capability if standards have not improved. <p>Actions to be completed by Friday 4th December.</p> <p>Bespoke CPL for New Staff and NQTs comes in response to the Autumn Term evaluation to inform further support / shapes the next term programme for NQTs.</p> <p>A governor asked if there is a link between new teachers and NQT having higher percentages in the data supplied to do with the current recruitment practices.</p> <p>HA confirmed it is, because of CV-19 it's not possible to see a teacher teach as interviews are virtual. The systems used at NIA are the best possible in the current climate but nothing compares to seeing a teacher in a classroom. Support is in place to help all staff but especially new teachers and NQT's. JC advised that extended clauses in contracts have been used to assist with this.</p>	
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	<p>A governor asked for the existing main scale teachers data with the support EMAT provide are these new to this category or have some been underperforming previously and now back into this category. HA advised that out of the four the majority are new to this category.</p> <p>A governor asked for more information regarding the details data. HA advised that this how many staff who are highlighted as at risk also have an attendance concern.</p> <p>A governor asked if CV-19 attendance is included in this. HA advised no it's not included.</p>	
<p>12. Covid update and impact on Curriculum provision: Changes made to provision as a result of lost learning Curriculum provision: How do we know that what is in place is effective? Why was it chosen? What are the expected outcomes for pupils? How are parents informed and assisted with helping pupils at home?</p>	<p>JD advised that the main impacts are;</p> <ul style="list-style-type: none"> • On duties especially around SLT to ensure bubbles continue to be isolated. • Staff attendance. • Embedding the new timetable and curriculum plan ensuring it's broad and balanced and has been achieved. This has meant some compromises with certain subjects i.e. science. • Teaching in form groups to help with the integrity of the bubbles. • Some staff are finding the need to move around the school can be challenging to keep pace with the new timetable. • The amount of non-specialist teaching in English and Maths is too high in KS3 and is being addressed as a matter of urgency. 	

	<p>A governor noted that during lockdown the Microsoft Team lessons were very well managed and helpful. This has not always been the case for pupils' self-isolating. What structures are in place to improve this.</p> <p>HA / JC apologised for this and accepted there are some improvements needed in this area. The expectation is for lessons to be added to Edulink daily but investigations have found this hasn't always happened and is being looked into and rectified as we have a moral and legal obligation to ensure work is sent home.</p> <p>JD advised that she is working with the head of subjects to ensure this is dealt with. There have been some mitigating issues staff absence / isolating but this is no excuse.</p> <p>A governor asked if there are any plans for an end of year catch up so pupils start the next academic year with little or no gaps.</p> <p>HA advised that some pupils / subjects will receive additional work over the Christmas period. Pupils flight paths are regularly reviewed to ascertain if any support is required.</p> <p>JD pointed out that the catch up fund is there if required.</p> <p>JC advised that as a trust we are looking at pupils' learning journey over the long term with support around wellbeing.</p> <p>A governor asked if for pupils self-isolating can advice be added to Edulink for parents so they know who to contact if they don't receive a reply from the pupils' teacher.</p> <p>HA will investigate what can be done and thanked the governors for their feedback.</p>	<p style="text-align: center;">HA</p>
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	<p>JD advised that parents evening will resume using Microsoft Teams in the new year as per the calendar.</p> <p>JD highlighted for staff absence;</p> <ul style="list-style-type: none"> • 806 cumulative days of staff absence since 1st September to 24th November (Teaching and support staff) • Primary 71 days • Secondary 1565 lessons. • Potential staff absence increasing up to Christmas, plans are in place to manage this. • Managing supply staff to ensure they are CV-19 compliant if they've been working in another school has been a challenge. • Year 9 has been hit the hardest in regards to the number of limited specialist teachers. • Highlighted the bubble closure table. <p>The governors thanked JD/HA for the feedback and wondered if the bubble closure table can be updated on a regular basis and shared.</p> <p>JD agreed and will take action.</p> <p>A governor noted for the three tiered strategy information presented "A three-tiered strategy has been developed that comprises of (1) high-quality teaching, (2) targeted academic support, and (3) wider strategies." How will this be managed and could more information be added regarding the strategy about the high quality teaching.</p> <p>AJ highlighted there is some information in appendix D highlighting;</p> <ul style="list-style-type: none"> • Through the effective diagnostic assessment and gap 	<p style="text-align: center;">JD</p>
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	<p>analysis, a recovery curriculum has been developed by middle leaders to maximise the efficacy of teaching. Resources from the PIXL Gaps & Growth strategy have been disseminated to maximise support for learners without over burdening teacher workloads.</p> <ul style="list-style-type: none"> • Low stakes testing for 8 recall has been directed and supported through the use of PIXL PPE assessments. This has allowed Maths to produce specific profiles for every learner within year 11. This also synchronises with the Maths PIXL app, tailoring revision to target specific areas of weakness. • PIXL Personal Currency Plan Generators have been used by subjects to break down specific aspects of the course and to provide students with areas of varying competency to guide and target revision. • To support the less secure, PIXL Spine Booklets have been directed for use, as they provide scaffolding and support in foundation aspects of courses. Conversely the PIXL independence booklets are used to challenge abler students. • Support for remote learning has been made possible through lending laptops to those unable to access online lessons from home, this helps to ensure that all students are able to access the curriculum if they have to isolate or lock down. 	
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	<ul style="list-style-type: none"> • Seating plans, using MINTCLASS have targets and WA grades have allowed staff to target their students and cohorts, this is especially important following the PPR meetings when students are identified and targeted. <p>The governors thanked AJ but noted that staff absence won't help regarding intent and barriers. AJ noted the comment.</p> <p>A governor asked regarding impact to date it states that "115 (71%) Students year 11 students invited to targeted sessions after school." Can more information be added to explain the number of attendees, what was the impact on learning and some general fleshing out. AJ thanked the governors for the feedback and pointed out that these are the actions from the baseline and mock data will feed into these.</p> <p><u>What are the expected outcomes for pupils?</u> The Chair advised the board to consider this data in more detail at the next LAB meeting when the mocks data is included. Post meeting note PO actioned.</p> <p>A governor asked how confident are the SLT that the projected output won't be hindered by the external factors currently affecting the school i.e. CV-19. JT pointed out the importance of the information gathered from the mocks for gap analysis to target next steps. AJ highlighted that the assessments are designed to primarily show the</p>	
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	<p>gaps. The impact on Year 11 has been minimal.</p> <p>HA pointed out that Band and Strand has been used for the first time and the strongest practitioners have been put into the Years 11 and 13. The school though is very mindful of the other years and the support they require.</p> <p>A governor asked in relation to early years SEND the numbers are lower than the national average is this an area of concern especially during CV-19.</p> <p>HA highlighted that she has weekly meetings with the SENCo. Thorough screening and identification systems are in place for the younger learners and ensure we provide for these and their pathways are correct.</p> <p>The figures are low for the new early years' cohort.</p>	
<p>13. Training reminder & Housekeeping</p> <p>i. Data training 7th January 16.00-18.00 via Teams.</p> <p>ii. Signatures required for EMAT Code of conduct 2020, Safeguarding Policy 2020 and Keeping children safe in education (KCSiE).</p> <p>iii. Pen portrait.</p>	<p>PO went through the training EMAT has planned for the coming months and the overdue signatures required from governors for housekeeping items.</p> <p>PO will send out an email to all governors clarifying all of these points.</p> <p><i>Post meeting note actioned on the 17/12/2020</i></p>	
14. Update on restructuring.	Confidential item please see confidential minutes.	
15. Safeguarding complaint and management update.	Confidential item please see confidential minutes.	
16. Support Wave presentation (requested from the last S&P meeting)	HA advised that the support wave has been superseded by a new learning and teaching policy which brings NIA in line with other EMAT's schools.	On GovernorHub

17. Year 8 open options element and Trips visits policy update. (requested from the last S&P meeting)	<p>JT advised for options this is no longer an issue as they were reviewed and updated over the Summer.</p> <p>JD advised that the policy has been updated following feedback.</p> <p>A governor advised that there are a few minor queries and could this policy be brought back to the next LAB meeting. Post meeting note actioned and on the agenda.</p>	
18. Any other business	<p>A governor noted that HA has taken on a new role and wondered how she is managing her workload.</p> <p>HA advised that she is teaching less and is well supported.</p>	
19. Dates of meetings for the year:	<p>18/01/21 at 18:00 Full Board. 08/03/21 at 18:00 S&P* 14/04/21 at 18:00 Full Board. 24/06/21 at 18:00 S&P* 14/07/21 at 18:00 Full Board</p> <p><i>* Due to uncertainty around the dates for next year's data drops the last two S&P dates may be subject to change</i></p>	

The meeting closed at 20.13

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

Actions from the virtual meeting for NIA held 03/12/20

Action	Owner
1. CW to electronically sign the 24 th February minutes on GovernorHub. Page 2.	CW
2. AJ to add last year's figures to future Achievement and Outcomes / data reports. Page 3.	AJ
3. HA to use a Venn showing crossover between PP/SEND and EAL. Page 5.	HA
4. AJ to share the information regarding use of CAG's with governors. Page 6.	AJ
5. PO to add leniency in measures for the 2021 GSCE exams to the next S&P agenda. Page 6.	PO
6. AJ to add impact information to future PP reports. Page 8.	AJ
7. 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. Page 12.	HA
8. JD to update and share on a regular basis the bubble closure table. Page 13.	JD