

FINAL Minutes Local Advisory Board: NIA
14th July 2021 18.00
Meeting held virtually via Microsoft teams
The fourth LAB 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) Emma Ruffles (Deputy Headteacher) Anthony Rogerson (Interim SLT and SENCo) Charlotte Lavelle (Assistant Headteacher - Behaviour & Welfare) Ben Shirley (Chair / TB appointed) Russell Norton (Co-opted Governor) Bruce McDonald (Parent Governor) Jenny Nimmo (Co-opted Governor) Kejvi Xhemali (Co-opted Governor) Giles Osborne (EMAT Lead AIP) Fiona Wheeler (EMAT Trustee Observing) Monica Juan (EMAT Compliance / Governance) Paul Wheeler (Finance and Operations Director & Chief Financial Officer) Joshua Coleman (CEO: EMAT) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. BS 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 Lipsa Salt (Co-opted Governor), Jon Musgrove (Co-opted Governor), Liz Dormor (Co-opted Governor), Luci Clapton (Co-opted Governor). Martin Thompson (TB appointed) had resigned from the board.</p>	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	<p>JN advised that she knows a parent that works at NIA and one that works for EMAT. PO thanked JN for the information but advised this wouldn't affect any item on the agenda. There were no other declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.</p>	

5. Minutes from the last meeting.	The minutes of the meeting held on the 14 th April 2021 were agreed to be an accurate representation. BS signed these electronically on GovernorHub.	
6. Action Log from the meeting held on the 16th September 2020.	<p>i. JT/JD to investigate if the high vis jackets purchased are waterproof. Closed. The governors asked for this item to be removed from the actions and it will be covered in other meetings.</p> <p>ii. PO to liaise with JT for an update regarding staff governor. Ongoing.</p> <p>iii. PO to see if a governor wants to become the RSE lead. Closed.</p> <p>iv. LS to visit NIA and check mental wellbeing, the Risk Assessments and Medical Plans. Ongoing.</p> <p>v. PO to add the Peer-on- Peer Abuse policy to the next LAB agenda. MJ advised that Peer-On-Peer abuse will be incorporated into the new safeguarding policy which will be brought to the board in the new academic year.</p> <p>vi. BS to report back from the local authority audit. Ongoing new owner is ER.</p> <p>vii. JT to report back regarding the sports premium funding. Ongoing. PO to add to the next LAB agenda.</p> <p>viii. Lorna Beard/SJ to report back at the next LAB meeting regarding their safeguarding action plan. Done.</p> <p>ix. JT to feedback regarding the latest developments with the consultation on the new school day model. JT/JC advised that the initial feedback has been positive and the plan is to fully implement it from September.</p> <p>x. MJ to give an update regarding the recruiting of a governor with SEND experience. MJ advised that JN has joined the board with SEND experience.</p> <p>xi. PO to add SEND onto the next LAB agenda and give it more time. Done.</p>	<p>ii. PO</p> <p>iv. LS</p> <p>vi. ER</p> <p>vii. PO</p>
<p>7. A. Head of schools report to include:</p> <p>i. Safeguarding</p> <p>ii. Curriculum</p> <p>iii. Attendance</p> <p>iv. Behaviour.</p> <p>v. Risk register</p> <p>vi. H&S update.</p> <p>B. Performance report for information and questions only.</p>	<p>A. i. <u>Safeguarding.</u></p> <p>ER highlighted the following;</p> <ul style="list-style-type: none"> Safeguarding is effective. In December 2020, NIA was inspected on a no-notice inspection from Ofsted. Since this visit, a further 3 visits were made by HM (AIP) in January, February and March measuring the impact from the Rapid Improvement Plan. An EMAT review was also carried out over 2 days in February 2021 and an external review was also conducted by Northamptonshire County Council in March 2021 in which they found safeguarding to be effective. A further no notice inspection was carried out 	<p><i>Full reports on Teams</i></p>

	<p>for Safeguarding and Behaviour in June 2021, where we are waiting for feedback to be published but verbal feedback on the day spoke positively about the improvements gained in Safeguarding.</p> <ul style="list-style-type: none"> • Tow external providers currently used which are Hospital and Outreach. • Safeguarding training to be given to external providers and when relevant invites to attend inset days to top up their in house training. • Use of school premises - services or activities provided by the proprietor follow the school's policy, for those from another body, schools should seek that they have appropriate policies and procedures in place and will liaise with the school on these cases. The arrangements should be placed in the lease or hire agreement. • Strengths include reporting and recording. • Embedding the work already started is a focus. • September's inset day will include information regarding KCSiE, sexual violence and sexual harassment updates. • Further training on online safety to address misconceptions around online risks. • Online Safety - needs to include in policy mobile and smart technology usage in school and reviewing the school's approach to online safety this annually. • Mental Health - staff's responsibility to act and respond following policy review. • Elective Home Education - meetings to be held (where possible) prior to a decision being made so that the best interests of the child are considered. (especially SEND/ those children with a SW). • Understanding the views of young people - regularly encouraging a culture of listening to children and taking account of their wishes and feelings. • EYFS & Primary to receive more specialist training and opportunities to share info on a weekly basis. • Increased opportunities to share information (need to know basis) via Pastoral teams • Senior deputy DSL to be appointed for September to further improve support. • MHST has now been established and NIA students are receiving early intervention support. • The DSL is available throughout the holidays and will be onsite for vulnerable students every Tuesday. 	
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	<ul style="list-style-type: none"> • Transition – HAR/ERS/PHC/BSL have visited primary schools to collect data and information, collection of students files will take place on Thursday. • MHFA arranged for 16 delegates in September. • External visits and checks to external providers (H&O). <p>ER clarified that embedding the work done so far is a focus area.</p> <p>A governor asked if there are any statistics that reference the safeguarding report ER would like to expand on. ER advised that the number of pupils receiving early help has reduced which is a positive. MJ advised that LB is preparing data for governors which will give more details regarding safeguarding pupil numbers although some of this is already in the performance report.</p> <p>A governor noted the usefulness of the DSL support throughout the holidays and the planned training for KSCiE.</p> <p>A governor asked for an update regarding the school approach to the Review of sexual abuse in schools and colleges as highlighted by Ofsted on the 10th of June. ER advised that this has been covered in tutor time including information regarding everyone's invited. The plan is for a whole school approach with this. MJ noted that the safeguarding policy will be reviewed and presented to the governors early in the new academic year with each school personalising it where required.</p> <p>A governor asked how is/has this work going to be communicated to parents. ER advised that this is primarily done through newsletters, bulletins. There have been parent forums for KS 3 and 4. With CV-19 restrictions starting to loosen more forums are planned.</p> <p>A governor asked for an update on what feedback would parents receive if a pupil raised a concern. ER advised that each case is individually managed but systems in place include where appropriate one to one parent meetings along with upskilling of tutors which will be helped by the tutor time in the morning and afternoon. External resources have/will be used to support the school i.e. homophobia. JT noted that a focus has been around the complaints and concerns process to make it slicker and more effective including the introduction of quality assurance mechanisms. The school</p>	
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	<p>has staff and pupil working parties for LGBT+, homophobia and race awareness. Where there is knowledge of abuse it is dealt with via sanctions.</p> <p>A governor gave an example where parental feedback was raised but received limited feedback.</p> <p>JT thanked the governor for the feedback and asked for them to contact her outside of the meeting so she can investigate.</p> <p>ii. <u>Curriculum.</u></p> <p>JD highlighted the following;</p> <ul style="list-style-type: none"> • To help measure the effectiveness of the curriculum we use Intent, Implementation and Impact. • Our character education which has been introduced throughout our school, from reception to Year 13: it's in our DNA. This character curriculum will help prepare children for their future learning and adult lives. It focuses on: Responsibility, Collaboration, Respect, Care, Excellence and Aspiration and complements our subject curriculum and House system. • Continual review and modification to ensure that our curriculum is aspirational and fit for purpose. (Intent meets Implementation and results in positive impact). • From September 2021 move towards compliance with Secondary core RE and primary Computer Science. • Programme of Deep dives supported by AIP term 1 to ascertain progress by subject. <p>A governor noted that the introduction of KPIs is new and asked how will this be managed.</p> <p>JD advised that a selection of can-do statements will be used and utilises the work started by Primary. One of the next steps is to finalise the communication sent to parents.</p> <p>Each subject will be reviewed to ascertain the effectiveness of the KPI system and they are fit for the purpose and support the pupil.</p> <p>For years 9 transitioning into year 10 they will switch from KPIs to GCSE grades 1-9.</p> <p>A governor asked if pupils are asked for their opinion of their progress in a subject and compare that to their grades/teachers opinion.</p> <p>JD advised they are but because of CV-19 and the disruption in the assessments and the delivery has made this challenging to obtain reliable data.</p> <p>iii. <u>Attendance.</u></p>	
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	<p>ER highlighted the following;</p> <ul style="list-style-type: none"> • The data shows that whilst our absence % is below that of the national average for the academic year 2018-19. Unfortunately, we are not able to compare our data in the current climate of the global pandemic but early indications in the autumn term was showing the national average to be around 8% meaning that our overall attendance during the global pandemic would be much higher. <p>To reduce the number of persistent absences (PA) the following are/will be implemented.</p> <ul style="list-style-type: none"> • Training to be provided to admin (inset) on coding. • Tutor's fortnightly meetings to raise the awareness of attendance and students who are at risk of PA and to support collecting evidence to authorise attendance (notes from parents/carers). • Overhaul of website - new information to be updated before we return in September. • Use of House System to promote good attendance. • Student Services role to effectively track students late or leaving/returning from school following medical appointments. • Attendance team to complete home visits on day 1 and day 2 of students return for those students with non-attendance. CME referrals are made early so they can be removed from roll if CME on the date of referral. • To investigate the implementation of Academy 21 to support students that are not attending due to issues such as anxiety. This would allow students to gain an authorised mark even when working from home. <p>A governor asked how a home visit is managed. ER advised that on the 1st day the admin team will contact the pupil/parent to ascertain the reason for the absence, there is a priority list of pupils including any vulnerable pupils. If needed social carers are informed. Following on from phone calls the next steps include home visits to ascertain the reasons for the absence. If these staff members aren't satisfied the information is passed onto the relevant external agency if applicable.</p> <p>A governor asked how do teachers know if a pupil has a history of PAs. ER noted that a datasheet will be shared with the class teacher on the inset day and the whole PA process at NIA has been</p>	
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	<p>reviewed and speeded up and the use of parent contracts were required and the use of part-time timetable.</p> <p>To reduce the number of unauthorised absences.</p> <ul style="list-style-type: none"> Coaching and development of the Head of Year role and the role of the tutor when taking account for attendance. Fortnightly HoY/Tutor meetings where attendance is a standard agenda item. Tutors to chase reasons for absence. <p>A governor referred to a DFE document regarding weekly attendance and for secondary the latest figures are 80.4% and 85.1% for primary.</p> <p>ER thanked the governor for the information.</p> <p>iv. Behaviour.</p> <p>CL highlighted the following;</p> <ul style="list-style-type: none"> Behaviour has been impacted by CV-19. Increased capacity within the pastoral team: Learner services administrator appointed for September. Behaviour support roles will be assigned to year groups – forming small teams around the year group with a HOY and DSL. Termly foci: uniform and lesson removals. Pastoral staff are more proactive and less reactive. This has been achieved by the use of support roles being allocated with year groups. There is a designated safeguarding lead to work with each year group and a behaviour support role. This gives the school two staff members helping to identify any areas of concern before they start. <p>There are cross department weekly inclusion meetings with SEND, Pastoral and Safeguarding teams where individual action plans are put in place for the most vulnerable learners.</p> <p>BS noted that during his recent visit he noticed a number of pupils outside of class with no purpose and the challenge the school faces with recourses of the pastoral staff and need to use temporary staff who may not be to the same standard as NIA staff.</p> <p>CL thanked BS for the feedback and advised that there has been an absence in the behaviour support team with one staff member recently leaving the school and another signed off for two weeks. Agency support has been used.</p>	
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	<ul style="list-style-type: none"> Changes to the KS3 timetable had positive impact on behaviour for learning Decrease in FTE, IEU and C3s in Term 6. (FTE = 3 for Term 6 – one repeat who has been referred to Prospect NIA for September 2021). Prospect prevented 3 permanent exclusions. <p><u>Risk Register.</u> JT highlighted the following;</p> <ul style="list-style-type: none"> The behaviour and/or safety of pupils, staff or visitors falls below acceptable standards The behaviour and/or safety of pupils, staff or visitors falls below acceptable standards. The behaviour and/or safety of pupils, staff or visitors falls below acceptable standards Pupils will have fallen behind in their learning during school closures <p>A discussion followed reference bullet point two. MJ advised the importance of Chair/Vice-Chair succession planning and the training planned to assist with this. The governors thanked MJ for the update and agreed on the importance of succession planning.</p> <p><u>H&S update.</u> JT highlighted the following;</p> <ul style="list-style-type: none"> Termly Health & Safety Forum – last one on the 8th of July which included a CV-19 update. Presentation from DU Positive collaboration – union rep These will continue termly. BS support with H&S is very much appreciated. <p><u>B. Performance report.</u></p> <p>A governor noted the relatively high figures for bullying and children missing in education and asked for some background information. JT advised that a lot of work has gone into tracking and reporting has significantly improved. ER noted that previously the data was being taken from My Concern. My Concern wasn't accessible for all staff so in April 2021 the school moved to SIMS and allows for more collaboration. All incidents of bullying are uploaded onto SIMS. This has meant the data has increased but is a positive as it</p>	
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	<p>shows all incidents are reported. ER expects future reports to show these figures stabling or decreasing</p> <p>A governor asked if the four racist Incidents are linked to an ethnic. ER advised there isn't a group of theme that links the incidents. A lot of work has/is being done on the language pupils use with the support of external providers. All of these incidents are from the 6th form and appropriate actions followed.</p> <p>A governor asked if a question regarding bullying could be added to parent view. ER will investigate.</p> <p>A governor asked regarding the parent view question. My child has been bullied and the school dealt with the bullying quickly and effectively. It has two questions in one and how could a parent answer both questions. PO to pass this feedback onto the relevant stakeholder.</p> <p>A governor noted that if you add all of the incidents of bullying together it comes to 112. The governor asked what is classified as bullying and how is it being recorded. ER advised that a few examples of what is classed as bullying are;</p> <ul style="list-style-type: none"> • A parent contacts the school informing the school their child has been subjected to persistent bullying by the same of different people and is of a similar theme. <p>Teachers are recording incidents and analysis of this is being done to ensure it is being done correctly as the systems is still relatively new.</p> <p>A governor asked for November 1st 2021 onwards would you expect a more realistic figure. ER advised she would, and much preferred to have an incident reported than not.</p>	<p>ER</p> <p>PO</p>
8. SEF update.	<p>JT highlighted the following;</p> <ul style="list-style-type: none"> • SEF will be updated over the summer including Ofsted Section 8 update • For wider contributions from SLT at the start of September and then review and discussion with Head of Education 	

9. SEND annual report	<p>AR highlighted the following;</p> <ul style="list-style-type: none"> • Increase of identified % of SEND students from 9.2% to 10.82% since January 2021. Lower than national at 13%. • Identification plan in place to start to identify all pupils from September. • Re-classification of SEMH learners through investigation and focus on four broad areas of need. • Significant improvements in the communication of needs to all staff. • Add on software for Edukey to be used from September which will assist with communication to staff, seating plan and high-quality teaching. • Engagement of parents in the termly review of student provision and meaningful EHCP Annual Reviews. • Increase in the capacity of the team through recruitment and re-deployment. • Significant CPL for the SEND team. • Rapid Improvement Plan – 80% Green as of NP's last review. 20% Amber. Amber focus is on aspects of teaching and learning and the delivery of HQT strategies being delivered consistently in the classroom. <p><u>Prospect NIA.</u></p> <ul style="list-style-type: none"> • 10 students on the initial cohort. • Significant reduction in fixed-term exclusions. • 60% of students are able to attend full-time lessons following the initial 6-week trial period. • 10 students are currently enrolled as part of our second cohort. • All 10 students at risk of permanent exclusion. • 40% of students now attending counselling through NIA. • Alternative curriculum planned for 2021 to enhance examination subjects and therapies. • No exclusions for any student once they have entered Prospect NIA. • 1 school refuser now attending Prospect NIA. • Engagement with external agencies and internal staff. • All students attended school during the latest lockdown whilst their year group was isolating. • From September the plan is to teach in a hybrid manner allowing PA pupils to virtual attend lessons. • Investment has been made into an informal meeting room for pupils/parents which will also be used for teaching to help engagement for key stages 3 and 4. 	Full report on GovernorHub
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	<p>A governor asked for an update regarding the sensory room. AR advised that two locations have been finalised one in primary and in prospects with design input being sought from professionals. The governors thanked AR for the update and asked if this could be added to the next LAB agenda for a further update.</p> <p>A governor asked if the Prospect pupils have a pupil's voice. AR thanked the governor for the feedback and will action this.</p> <p><u>Key strengths of the SEND provision.</u> Primary.</p> <ul style="list-style-type: none"> • Interventions for all broad areas of need • Teachers becoming more confident in identifying the areas of need in children and beginning to incorporate more HQTs within their standard day-to-day practice. • A cultural shift in SEND responsibility. • Staff engagement with CPD around SEND needs. <p>Secondary.</p> <ul style="list-style-type: none"> • TA support in the classrooms. <p><u>What are the identified key priorities and actions for the development of the school's SEND provision for the next 12 months.</u></p> <ul style="list-style-type: none"> • HQT in the classroom through clear communication and CPL for all staff. • Extending interventions and provisions to meet the needs of learners –especially with regards to sensory difficulties and overload. • The introduction of an inclusive classroom strategy. • Whole-school Provision Map encompassing all interventions across the Academy. • Developing Prospect NIA <p>A governor asked who signs off the access arrangements. AR confirmed that two TA are qualified to sign these off.</p> <p>The governors congratulated AR on the low fixed term exclusion figures.</p>	<p>AR</p> <p>AR</p>
10. Policy updates (if applicable) for	<p>BM was asked if BM can fulfil his role as career governor and if he can continue to monitor this area. BM confirmed he will be able to fulfil his requirements.</p>	

governors to read any changes. i. Careers guidance ii. Learning & Teaching Policy No changes from the previous version.	i & ii. The governors unanimously voted for these policies to be ratified. BS advised the first aid policy will come to the LAB in September. PO to add to the agenda.	PO
11. Management Accounts for information.	<p>PW highlighted the following;</p> <ul style="list-style-type: none"> • The surplus has been reducing in line with forecast. • Capacity has increased. • Some projects had been brought forward including the ground floor fallow areas and are in the process of being fitted out for pupil use. • Any spend not used has been reinvested. • KPI are lining up well for next year's budget. • The school has the resources they need to continue the work started on the rapid improvements. <p>The governors asked for the management accounts item to be moved up the agenda at the next LAB meeting.</p>	<p>Full report on Teams</p> <p>PO</p>
<p>12. Governors.</p> <p>i. Governor action plan and year review.</p> <p>ii. Chair Report including skills audit review & Ofsted training 7th of July</p> <p>iii. Actions arising from EMAT chairs meeting.</p> <p>iv. Governor commitment for 2021-22 academic year</p> <p>v. Recent visits (not discussed in the June S&P) and key priorities update.</p> <p>vi. Teams update</p>	<p>i. BS advised that the end of year review has gone to trustees. BS advised that the action plan was captured as part of the end of year review.</p> <p>BS asked if the governors had any additional comments for the action plan and end of year review.</p> <p>The governors had no comments.</p> <p>ii. BS asked if the governors would like GO to manage another Ofsted preparation training session over the summer just for NIA.</p> <p>The governors agreed this would be a good idea. PO to arrange mutual dates for the governors and GO.</p> <p>iii. BS advised that there is some mental health training and asked if any governor would like to attend to email PO. BS highlighted the plan for each school to have an introduction message from the LAB highlighting its role. The governors agree to do this via correspondence over the Summer break.</p>	<p>Full report on GovernorHub</p> <p>PO</p> <p>PO</p>

	<p>iv. BS advised that there wasn't enough visibility of governors over the last year partly due to CV-19 and this needs to improve in 2021-22. BS noted that if any governor is struggling to commit the amount of time required to the governor role to contact him.</p> <p>MJ noted that the code of conduct expects governors to complete a certain amount of monitoring visits.</p> <p>BS advised that he had spoken to MT over the last month and MT had offered his resignation from the board due to work commitments. The governors thanked MT for his time and accepted his resignation.</p> <p>v. PO advised that BM has still to complete his report and asked BM to send him his completed report ASAP. PO will contact LS outside of the meeting regarding her missing visit report.</p> <p>vi. MJ advised that EMAT is moving from GovernorHub to Microsoft Teams over the Summer break with one of the primary reasons concerns GDPR compliance. Governors have been sent EMAT emails and passwords and they should activate their accounts ASAP. Once done governors will start to receive online training including GDPR.</p> <p>BM left the meeting at 20.03</p>	BM/LS
14. Any other business	PW advised that the new staircase will be installed over the Summer break.	
15. Dates of meetings for the year:	<p>Dates of meetings for the year 2021-2022</p> <p>LAB</p> <p>29/09/2022 * Emergency meeting 1 hour in duration</p> <p>12/01/2022</p> <p>18/05/2022</p> <p>27/06/2022</p> <p>S&P</p> <p>13/09/2021</p> <p>17/11/2021</p> <p>26/01/2022</p> <p>04/05/2022</p> <p>14/07/2022</p>	Calendar appointments have been sent

The meeting closed at 20.07

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

Actions from the virtual meeting for NIA held 14/07/2021

Action	Owner
1. PO to liaise with JT to for an update regarding staff governor. Page 2.	PO
2. LS to visit NIA and check mental wellbeing, the Risk Assessments and Medical Plans. Page 2.	LS
3. BS to report back from the local authority audit. The new owner is ER. Page 2.	ER
4. JT to report back regarding the sports premium funding. PO to add to the September LAB agenda. Page 2.	JT/PO
5. ER to investigate if a question regarding bullying could be added to parent view on the performance report. Page 9.	ER
6. 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. Page 9.	PO
7. AR to update the board on the developments of the sensory rooms at the September LAB agenda. Page 11.	AR

8. AR to update the board regarding pupil voice for the Prospects pupils. Page 11.	AR
9. PO to add the first aid policy to the September LAB agenda. Page 12.	PO
10. Governors to contact PO if they would like to attend any mental health training. Page 12.	All governors
11. PO to move the management accounts up the agenda for the next LAB meeting. Page 12.	PO
12. PO to contact governors and GO to arrange an Ofsted preparation training session over the Summer break. Page 12.	PO
13. BM/LS to send PO their completed monitoring reports. Page 13.	BM/LS