

**FINAL Minutes Local Advisory Board: NIA**  
**14th April 2021 18.00**  
**Meeting held virtually via Microsoft teams**  
**The third 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><b>Jo Trevenna</b> Headteacher)  <b>Jo Daniels</b> (Deputy Headteacher)  <b>Emma Ruffles</b> (Deputy Headteacher)  <b>Anthony Rogerson</b> (Interim SLT and SENCo)  <b>Connor Leason</b> (Assistant Headteacher)  <b>Charlotte Lavelle</b> (Assistant Headteacher - Behaviour &amp; Welfare)  <b>Hannah Auger</b> (Assistant Headteacher - Teaching &amp; Learning)  <b>Cheryl McCanaan</b> (Interim SLT)  <b>Andrew Johnson</b> (Assistant Headteacher - Data &amp; Outcomes)  <b>Ben Shirley</b> (Chair / TB appointed)  <b>Sam James</b> (Co-opted Governor) *  <b>Liz Dormor</b> (Observer)  <b>Russell Norton</b> (Potential governor observing)  <b>Jon Musgrove</b> (Co-opted Governor)  <b>Bruce McDonald</b> (Parent Governor)  <b>Giles Osborne</b> (EMAT Lead AIP)  <b>Monica Juan</b> (EMAT Compliance / Governance)  <b>Paul Wheeler</b> (Finance and Operations Director &amp; Chief Financial Officer)  <b>Joshua Coleman</b> (CEO: EMAT)  <b>Paul Osborne</b> (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>	<p>* SJ joined the meeting at 18.30</p>
2. Apologies.	No apologies, received from	

	<b>Martin Thompson</b> (TB appointed) and <b>Lipsa Salt</b> (Co-opted Governor).	
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 4 <sup>th</sup> February 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. <b>Ongoing.</b></p> <p>ii. PO to liaise with JT for an update regarding staff governor. <b>Ongoing.</b></p> <p>iii. PO to see if a governor wants to become the RSE lead. <b>Ongoing.</b></p> <p>iv. MJ to post the latest version of the Risk Assessment onto GovernorHub. <b>Done.</b></p> <p>v. PO to add Governance action plan / self-evaluation review 2019/2020 to the next LAB agenda. <b>Done.</b></p> <p>vi. LS to visit NIA and check Mental Wellbeing the Risk Assessments and Medical Plans. <b>Ongoing.</b></p> <p>vii. ER to share the Peer-on- Peer Abuse policy updates at the next LAB meeting. <b>Ongoing, PO to add to the next LAB agenda.</b></p> <p>viii. ER to share at the next LAB meeting the updates/outputs from the safeguarding review and to ensure these are passed to BS if he is unable to attend. <b>On today's agenda, no NCC report to share at present.</b></p> <p>ix. BS to report back from the local authority audit. <b>Ongoing awaiting NCC report.</b></p>	<p><b>i. JT/JD</b></p> <p><b>ii. PO</b></p> <p><b>iii. PO</b></p> <p><b>vi. LS</b></p> <p><b>vii. PO</b></p> <p><b>ix. BS</b></p>

	<p>x. JT to report back regarding the sports premium funding. <b>Ongoing.</b></p> <p>xi. PW to report back regarding the feasibility study for the bulge year. <b>PW advised that</b> the feasibility study has gone back to the County Council.</p> <p>xii. MJ/BS to report back at the next LAB meeting regarding their safeguarding action plan. <b>Ongoing SJ and Lorna Beard are now the action owners.</b> SJ was not present at this point. <i>Post-meeting note, PO informed SJ of this update on the 22<sup>nd</sup> of April and LB on the 25<sup>th</sup> of April.</i></p> <p>xiii. MJ to let the governors know the contract details for their school lead areas. <b>Done.</b></p>	<p><b>x. JT</b></p> <p><b>xii. SJ/LB</b></p>
<p>7. Head Teachers Report to include:</p> <p>i. CAG update including communication to parents/carers and pupils.</p> <p>ii. A level and GCSE pupils wellbeing update</p> <p>iii. Ofsted preparation</p> <p>iv. House system update</p> <p>v. Safeguarding rapid improvement update</p> <p>vi Year 7 intake numbers for September 2022</p> <p>vii. Monitoring Day 15th April and governor involvement 12.00- 14.00</p> <p>viii. Consultation on new school day proposal</p>	<p>i. AJ highlighted the following;</p> <ul style="list-style-type: none"> <li>• CAG timeline shared with all stakeholders along with the use of supporting documents to ensure consistency.</li> <li>• Easter sessions were productive with over 90 pupils attending with positive feedback from pupils and staff.</li> <li>• Working at for progress eight was positive before Easter, with an increase expected in the next data drop.</li> <li>• CAG guidance from Joint Council for Qualifications (JCQ) has been shared with all stakeholders.</li> <li>• Centre policy being worked on which will highlight all of the practices in the school which will be used by JCQ to benchmark the measure used at NIA.</li> <li>• CAG Quality Assurance plans have been submitted by each middle leader for their subject.</li> </ul>	<p><i>Full reports on GovernorHub</i></p>

	<ul style="list-style-type: none"> <li>• JCQ Centre Policy document is being written for submission on the 30th of April.</li> <li>• JCQ guidance, grade boundaries and policies shared during staff inset days and distributed.</li> <li>• Evidence collection procedures are underway with students required to sign off on evidence used to support their CAG. CAG grades will NOT be discussed with pupils at this point.</li> <li>• Each subject lead has decided when and where they are accessing and this information will be shared with parents on Monday the 19<sup>th</sup> of April.</li> <li>• Assessments can only be done on what the pupils have been taught.</li> <li>• Due to there being no prior attainment the evidence used will be complete and ready for scrutiny.</li> <li>• The next steps are to collate the evidence, internal and external moderation prepared and entered for June the 18<sup>th</sup> and accessible for July if needed by JCQ.</li> </ul> <p>GO offered to assist the governors and NIA with any monitoring visit.</p> <p><b>The governors thanked GO for the offer.</b></p> <p><b>BS noted that he has a visit planned post half term and will take GO up on the offer if another governor hasn't done so in an earlier visit.</b></p> <p><b>A governor asked how was this CAG timeline created and how was it communicated to the MLT.</b></p> <p>AJ advised that there has been close collaboration with EMAT and PWS to</p>	
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	<p>ensure external moderation along with distributing the assessments. The guidance was released to all stakeholders in January to ensure they had plenty of time to digest the information and plan accordingly.</p> <p><b>A governor asked if there any backup plans if required.</b> AJ advised that Mocks have been completed (save two exams due to bubble closure) so there is strong data along with the subsequent assessments allowing us to have at least 3 pieces of evidence.</p> <p><b>A governor noted that the CAGs reflect the standard pupils are performing at and not their potential so how is progress/achievement captured.</b> AJ advised that last year's CAGs were calculated as if a pupil had set a standard in school exam. For 2021 the criteria are to grade a pupil on what they have been taught and this is in the JCQ guidelines. If a pupil hasn't been taught a topic/ subject, they will be excluded and a percentage will be worked out to ascertain what the attainment would have been. Professional judgments can also be used.</p> <p><b>A governor asked when will the QA policy for JCQ be completed.</b> AJ advised the end of April with the internal quality assurance guidance, completed in the Spring term.</p> <p><b>A governor asked if there are limited assessments in the Spring term is there a possibility of more pupils achieving higher CAGs.</b> AJ advised that the results have been presented in a normal distribution</p>	
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	<p>then assigned the existing grade boundary albeit tempering them. A group of pupils are selected for benchmarking. JCQ are keen for schools to use the same system for all pupils wherever possible.</p> <p>ii. CL highlighted the following;</p> <ul style="list-style-type: none"> <li>• Yr11 attendance 94% / Yr13 attendance 96%. The Xcode was not used in these figures. The national average is 87%</li> <li>• AS Steer assessments completed for Yrs 7, 9 and 11. These years were chosen as they are the pivotal transition year groups.</li> <li>• Positive feedback received for the amount of contact we had with pupils during the post-Christmas lockdown.</li> <li>• Mental health continues to be a focus and is supported by the pastoral team.</li> <li>• AG meetings for Yr11 100% complete.</li> <li>• Destination tracking 93% complete for Yr11.</li> <li>• The vast majority of Yr13 have applied to Universities.</li> <li>• Leavers' celebration plans started and scheduled for late June.</li> </ul> <p><b>A governor asked if the mental health policy is still in draft form and does it cover, staff and pupils.</b></p> <p>CL advised that it is still draft form but is in the process of moving to the final version. The policy does cover staff and pupils.</p> <p><b>A governor asked if the policy will be hosted on the website.</b></p>	
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	<p>JT confirmed that as it is non-statutory policy it will be available upon request and will not be added to the website.</p> <p><b>SJ joined the meeting.</b></p> <p>iii. JT highlighted the following;</p> <ul style="list-style-type: none"> <li>• The primary focus for last term was safeguarding.</li> <li>• Priorities for the summer term are broader in scope including the continuation of the work started around curriculum intent, implementation and impact.</li> <li>• Monitoring Day evidence.</li> <li>• Lesson observation cycle.</li> <li>• Focus on books for evidence of curriculum intent impact ensuring all CV-19 rules are followed.</li> </ul> <p><b>JC asked if staff and pupils can supply a narrative for any future Ofsted visit for books with the current CV-19 restrictions in place.</b></p> <p>CM advised that a lot of pupils particularly those in KS4 have and continue to use a system called Assignment which is a system that allows homework to be marked digitally. We also use Class Notebook which is another system allowing online marking with feedback, given to pupils. The majority of KS3 preferred to use the email system where work is emailed to a teacher who marks it and emails it back. All of these systems allow easy recall of the work for inspection/ assessment.</p> <p>HA advised that for Primary in September a CV-19 amendment was added to the Teaching and Learning policy to maintain the whole feedback and marking policy of the school but extracting the live marking element which was developed in 2019. The</p>	
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	<p>Primary phase followed a similar system to KS3 outlining what pieces of work pupils needed to submit via email. These were then marked and returned with feedback to the parent's email address.</p> <p><b>A governor asked how are the priorities decided.</b> JT advised that the priority was safeguarding, the work in this area is ongoing but has progressed to a point where the work JD and Sally Smith (AIP) have done along with feedback from NCC have led to the priorities.</p> <p><b>JC noted that during the recent Ofsted feedback mention was made to some pupil's boisterous behaviour and asked for an update in this area.</b> JT noted that due to the unique layout of the school and the lack of separate canteen block and separate areas noise can travel easily and be amplified. The noise observed is pupils catching up over breaks, lunch and is not overly boisterous and the way pupils move around the school is effective. NIA does not have a non-silent corridor, the behaviour of pupils in lessons is good. Break times are staggered to elevate any noise disruption as much as possible. JT advised that any boisterous behaviour that becomes threatening or inappropriate is managed by the pastoral team. CL pointed out that NIA now have four behaviour support assistance (BSA) and one of their roles is to walk the school to be visible to the pupils and be more preemptive than responsive with any potential issues. The BSA will identify any pupils who would benefit</p>	
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	<p>from a time out before any potential behaviour issues manifest themselves.</p> <p>ix. CL highlighted the following;</p> <ul style="list-style-type: none"> <li>• The house system was established to build a sense of belonging and community for both staff and pupils and to establish and promote NIA's character drivers.</li> <li>• Launched on pupils return from Lockdown in early March.</li> <li>• Results from the 14<sup>th</sup> of March second survey launched around character drivers: 53% increase in visibility, 69% increase in discussion (staff) 56% increase in visibility, 60% increase in discussion (students).</li> <li>• House points are directly linked to the character drivers and since the system started there have been over 40000 house points issued.</li> <li>• Various rewards have been issued ranging from house mascots for Primary pupils to Pizza Hut parties for the older pupils. Over £1000 has been spent on rewards to date.</li> <li>• House competitions have now started and are split into three categories Academic, Creative and Sport.</li> <li>• Summer term priorities for the Heads of Houses are; Student Voice including the DNA of NIA and Embedding the house system. CL explained why these priorities were chosen.</li> <li>• Summer 1 priorities include the introduction of house ties for secondary and sew on badges for primary, house reports, and the linking in with other school priorities i.e. behaviour.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• The terminology used by staff for the character drivers is being reviewed to help embed them even further.</li> <li>• Continuation of the House system is key so it becomes embedded at NIA.</li> </ul> <p><b>A governor asked why was the use of gemstones used for each house. As the previous house names could be seen as aspirational figures.</b></p> <p>CL advised that this was chosen by the pupils during a consolation period. The gemstones option received over 50% of the votes.</p> <p>A discussion followed about incorporating questions on the house system during the governor monitoring day tomorrow.</p> <p>v. JT highlighted the following;</p> <ul style="list-style-type: none"> <li>• Awaiting full report from NCC – informal day two feedback: received was 1. Children are safe at NIA. 2. Focus on refinement of some processes. 3. Focus on the embedding of proactive safeguarding culture.</li> <li>• As in any school, safeguarding will continue to be a priority.</li> </ul> <p>ER highlighted the following;</p> <ul style="list-style-type: none"> <li>• Shift to Academy Development Plan focusing on embedding and refining.</li> <li>• Structure in place is the correct structure.</li> <li>• Attendance is improving.</li> <li>• Pastoral managers have all been appointed.</li> <li>• Feedback from NCC congratulated NIA on the strong risk assessment.</li> <li>• Improving links with external stakeholders including</li> </ul>	
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	<p>additional use of external provisions.</p> <ul style="list-style-type: none"> <li>• Examples provided on the development in look after children's attendance and college applications.</li> <li>• NIA is a listening school and pupils are encouraged to discuss any issues, concerns they may have and appropriate support will be provided.</li> </ul> <p><b>The governors thanked ER and everyone involved in ensuring all of the objectives in the Safeguarding Rapid Improvement Plan December 2020-July 2021 have already been achieved.</b></p> <p>vi JT highlighted the following;</p> <ul style="list-style-type: none"> <li>• Allocated places = 300 on roll. At the moment NCC does not require support with a bulge year, if this changes NIA will assist as much as possible.</li> <li>• Likely to have a waiting list.</li> </ul> <p>vii. JT highlighted the following;</p> <ul style="list-style-type: none"> <li>• Three lines of enquiry chosen as potential Ofsted challenges.       <ol style="list-style-type: none"> <li>1. To what extent can governors have confidence that the Academy's Curriculum Intent is consistently embedded in practice and is achieving impact?</li> <li>2. To what degree can governors be assured that the academy has consistently high expectations for all key groups of students but with a focus on level of challenge and especially regarding boys?</li> <li>3. To what extent can the academy demonstrate to governors that it is consistently effective at</li> </ol> </li> </ul>	
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	<p>supporting vulnerable children academically?</p> <ul style="list-style-type: none"> <li>• Evidence will be provided to the governors, so they understand where the school is in certain areas and challenge this. The evidence will be collated by the educational experts supporting NIA and used to ascertain if it answers the lines of enquiry.</li> <li>• If the monitoring day is successful it may be repeated in the second half of the term to ascertain how progress has been made with the three lines of enquiry.</li> </ul> <p>viii. JT highlighted the following;</p> <ul style="list-style-type: none"> <li>• The proposal is ready to go to consolation but wanted to bring the plan to the LAB first.</li> <li>• This will affect secondary only and is primarily required due to the number of pupils starting and leaving at the same time and with the limited waiting area at the front of the school.</li> <li>• The proposal is for KS3 to start and finish at a different time to the rest of the secondary phase. Another benefit allows for additional work to be done around staff development and catch up year groups.</li> <li>• The plan is for the proposed model to operate for several years.</li> <li>• The primary phase will revert back to its normal structure.</li> <li>• The next step is to obtain staff and parental feedback.</li> <li>• JT will feedback at the next LAB meeting on the progress of the proposal.</li> </ul>	<p><b>JT</b></p>
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<p>8. Governance action plan / self-evaluation review 2019/2020 Requested from the last LAB meeting</p>	<p>BS reminded all that the priorities from the last review were;</p> <ul style="list-style-type: none"> <li>• Governors to have a better understating of additional spending. <b>The governors noted this has improved apart from SEND which is on today's agenda.</b></li> <li>• Recruitment of governors. <b>The governors noted this is ongoing.</b></li> <li>• Enhancing governor engagement and community visibility. A discussion followed if this should still remain a priority and the governors agreed it should and aligns to the governance improvement work currently led by MJ.</li> </ul>	
<p>9. Covid-19 Catch up funding Governor monitoring of spend/impact update</p>	<p>i. JD highlighted the following developments since pupils fully returned in early March;</p> <ul style="list-style-type: none"> <li>• Work ongoing in capturing the impact of the spend.</li> <li>• The first Elevate study skills session was launched as part of our Easter intervention further sessions are scheduled to run Friday 16th April (Yr8 to 11).</li> <li>• Timetable changes – significantly reduced English splits and non-specialist teaching.</li> <li>• Catch up sessions for Yr11 ran over the Easter break (attendance range between 68 and 75 learners out of a possible 90.</li> <li>• Purchase and use of primary reading resources (library and vending machine)</li> <li>• Four Week Trial of 'Bedrock Learning' as an alternative in place. 30 students in Yr7 with reading ages &lt;10 taking part.</li> </ul>	<p>Full report on GovernorHub</p>

	<p>Sessions delivered by SEND team and incorporate 40 mins Bedrock Learning &amp; 40 minutes of 1:4 intense literacy teaching.</p> <ul style="list-style-type: none"> <li>• Yr10 revision guides purchased and distributed</li> <li>• AS Steers tracking – mental wellbeing support programme. Baseline data shows that in each returning cohort all female learners have lower rates of self-disclosure whilst in school.</li> <li>• 12th April – whole staff training on the use of AS Steer</li> </ul>	
<p>10. Governor updates;</p> <p>i. Governor lead areas to be reviewed to ensure they match the school’s current priorities.</p> <p>ii. School visits and their lead areas.</p> <p>Health &amp; Safety</p> <p>Teaching and Learning (T&amp;L)</p>	<p>i. BS reminded the governors of the current key priorities;</p> <ul style="list-style-type: none"> <li>• PP</li> <li>• SEND</li> <li>• Teaching and Learning</li> <li>• Safeguarding.</li> <li>• Curriculum</li> </ul> <p>BS noted that SJ and MT are looking after Safeguarding and PP respectively.</p> <p>JM agreed to merge and lead on Curriculum, Teaching and Learning.</p> <p>A discussion followed regarding the governor lead for SEND. MJ advised that EMAT will look into recruiting a governor with SEND experience. BS thanked MJ for the information and look forward to an update at a future meeting.</p> <p>ii. JM advised that due to diary clashes and IT issues the planned visit did not occur. JM and the school lead are planning to arrange a visit ASAP. BS advised the board that he gave an update at the previous LAB meeting. JT advised the board that a review of the lockdown policy is underway.</p>	<p><b>MJ</b></p>

11. SEND update.	<p>AR highlighted the following;</p> <ul style="list-style-type: none"> <li>• Any item that is amber on the SEND Rapid Improvement Plan: Dec '20 – Apr '21 will move to green over the course of this term.</li> <li>• 100% of EHCP Annual Reviews for 2021-2022 completed and provision updated.</li> <li>• 5 pupils with an education health care plans or Looked after children are due to start in September in Yr7. Staff resources being planned accordingly.</li> <li>• 100% of SEN Pupil Passports &amp; ILPs updated – provision being updated.</li> <li>• Training conducted on quality first teaching, pupil passport and the provision.</li> <li>• Pupil Passports being shared with parents/carers using Edukey to ensure transparent communication and encapsulate parent/carer views.</li> <li>• All parents/carers of pupils in the secondary stage with SEND will be offered a meeting with AJ to strengthen the relationships and for him to understand parental needs and support them.</li> <li>• Recruitment is ongoing for SEND staff to meet needs.</li> <li>• Strategic discussion over SEND leadership underway.</li> <li>• Increase in provisions being delivered within NIA focusing on raising literacy and coping with sensory difficulties.</li> <li>• Alternative Provision working with 10 SEND students on a 6-week intervention.</li> </ul>	Full report on GovernorHub
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	<p><b>A governor asked regarding the pupil passport what support is being offered to parents of pupils over 18 and the pupils themselves including enhancing self-esteem.</b></p> <p>AR advised that;</p> <ul style="list-style-type: none"> <li>• During lockdown parental engagement was a priority and NIA used Target Autism to assistance with this along with regular meetings with parents highlighting the local support available.</li> <li>• The website has been updated to make it more parent-friendly.</li> <li>• A parent forum has been conducted with another one planned for this term.</li> <li>• Support groups are planned for parents where they would have the opportunity to speak to professionals and each over.</li> <li>• A focus area is on the career programme and transition for pupils going to higher education to ensure it is robust and includes the provision needed.</li> </ul> <p><b>The governors asked if SEND can be added to the next LAB agenda and given an earlier slot to allow more time for discussion.</b></p>	<p><b>PO</b></p>
<p>12. Management Accounts for information to include;</p> <p>i. Update on the stair installation.</p>	<p>PW advised that NIA currently has a surplus and the forecast is to use this over the Summer term.</p> <p>NCC has confirmed there is no bulge year support needed for 2020-21 but there may be a requirement in 2021-22 and EMAT will support if needed.</p> <p>i. Stairs and commercial units are planned to be installed over the summer holidays.</p>	<p>Full report on GovernorHub</p>



13. Governance Handbook and New Scheme of Delegation	<p>MJ advised that she is carrying out a review of governance and she has written a new Governance Handbook and New Scheme of Delegation.</p> <p>MJ advised that she will send a copy of these to all governors and invited feedback to be sent back to her by the 22<sup>nd</sup> of April.</p>	
14. Any other business	<p>i. JT advised that the NCC review day 2 focused on the second whistleblowing allegations and were satisfied that all situations were handed appropriately. JC advised the board that the RSE warning notice is due to be published and EMAT have until Friday 16<sup>th</sup> of April to respond. JC/JT noted they are confident NIA has moved on since the recent Ofsted visit. <b>BS agreed with JC/JT views on this matter.</b></p> <p>ii. <b>RN thanked the board for their time and confirmed he would like to be a governor at NIA. RN was unanimously voted onto the board.</b></p>	
15. Dates of meetings for the year:	<p>24/06/21 at 18:00 S&amp;P* 14/07/21 at 18:00 Full Board * <i>Due to uncertainty around the date for this year's data drops the last S&amp;P date may be subject to change</i></p>	

The meeting closed at 20.20

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

### Actions from the virtual meeting for NIA held 14/04/2021

Action	Owner
1 JT/JD to investigate if the high vis jackets purchased are waterproof. Page 2.	JT/JD
2. PO to liaise with JT to for an update regarding staff governor. Page 2.	PO
3. PO to see if a governor wants to become the RSE lead. Page 2.	PO
4. LS to visit NIA and check mental wellbeing, the Risk Assessments and Medical Plans. Page 2.	LS
5. PO to add the Peer-on- Peer Abuse policy to the next LAB agenda. Page 2.	PO
6. BS to report back from the local authority audit. Page 2.	BS
7 JT to report back regarding the sports premium funding. Page 2.	JT
8. Lorna Beard/SJ to report back at the next LAB meeting regarding their safeguarding action plan. Page 3.	LB/SJ
9. JT to feedback regarding the latest developments with the consultation on the new school day model. Page 12.	JT
10. MJ to give an update regarding the recruiting of a governor with SEND experience. Page 14.	MJ
11. PO to add SEND onto the next LAB agenda and give it more time. Page 16.	PO