

Minutes Northampton International Academy
29 April 2024 18.00
Meeting held at NIA
The Fifth meeting of the academic year 2023-2024

These minutes reflect the order of the agenda and not necessarily the order of discussion

NAME	LEAD AREA	TYPE OF GOVERNOR	TERM FROM & TO	PRESENT	NO. OF MEETINGS ATTENDED
<i>Martin Serrao MS</i>	<i>Headteacher</i>	<i>Headteacher</i>	<i>20/02/23 -</i>	<i>YES</i>	<i>5/5</i>
<i>Russell Norton</i>	<i>SEND/PP/ EAL</i>	<i>Co-opted</i>	<i>26/04/21 – 25/04/25</i>	<i>YES</i>	<i>5/5</i>
<i>Andrew Hill</i>	<i>Chair Safeguarding Careers and Sixth Form</i>	<i>Co-opted</i>	<i>27/01/22 – 26/01/26</i>	<i>YES (Virtual)</i>	<i>5/5</i>
<i>Paul Freeland</i>		<i>Staff</i>	<i>22/01/24 – 21/01/28</i>	<i>YES</i>	<i>3/3</i>
<i>Becca Williams</i>	<i>Attendance; Personal Development</i>	<i>Governor</i>	<i>13/11/23 – 12/11/27</i>	<i>Apologies</i>	<i>3/4</i>
<i>Carrie-Anne Hall</i>	<i>Behaviour and Attitude</i>	<i>Parent</i>	<i>07/03/23 – 06/03/27</i>	<i>YES</i>	<i>5/5</i>
<i>VACANCIES</i>	<i>Staff Governor – 0</i>		<i>Co-opted – 4</i>		
			<i>Parent – 1</i>		

OTHER PRESENT AT THE MEETING

NAME	ROLE
<i>Josh Coleman</i>	<i>Chief Executive Officer – EMAT</i>
<i>John Lawson</i>	<i>Head of Education – EMAT</i>
<i>Alex Rigler</i>	<i>Head of Governance and Compliance - EMAT</i>
<i>Mathew Lee</i>	<i>Deputy Headteacher – Inclusion and Safeguarding</i>
<i>Connor Leason</i>	<i>Deputy Headteacher - Behaviour and Attitudes</i>
<i>Jennifer Nimmo</i>	<i>Education Consultant</i>
<i>Dan Lugg</i>	<i>Executive Leader – Primary – 3 days week, (Head of Castle school)</i>
<i>James Ross</i>	<i>Assistant Headteacher – Primary</i>
<i>Simone Perkins</i>	<i>Primary Phase Assistant Headteacher</i>
<i>Raphael Brown</i>	<i>Observer</i>
<i>Sonia Marange</i>	<i>Observer</i>
<i>Barry Wardle</i>	<i>Clerk - EMAT</i>

Agenda item	Discussion	Action
1. Apologies Welcome and introductions	Apologies were received and accepted from Ms Becca Williams. Governors introduced themselves for the benefit of two observers who may seek to join the Board – Mr Raphael Brown and Ms Sonia Marange.	
2. Quoracy.	The meeting was quorate.	
3. Declarations of interest.	There were no declarations of interest pertaining to the agenda that had not already been declared on the annual register of interests or governors highlighted verbally.	
4. Minutes of 11/03/24	The minutes of the meeting held on 11 March 2024 were agreed to be an accurate representation.	
5. Action Log from the meeting held on 11 March 2024	<p>From Meeting held on 11 March 2024</p> <ol style="list-style-type: none"> 1. Ms Okoye to be contacted to ascertain if she wished to remain as a Governor - Done – Ms Okoye resigned from the Board 2. Governors with oversight of specific subject or area expected to complete at least one visit per term. Executive Headteacher to liaise with all Governors on focus and timing of these termly visits - Ongoing 3. Review of Parental Code of Conduct – Done - Code of Conduct for Parents to advertised/displayed on the school site and website 4. Report on Change to Early Years Leadership to be Agenda item for meeting on 29 April 2024 – Done – included in Executive Headteacher report 5. Russell Norton to complete Governor Visit focus on Pupil Premium: Ongoing 6. Suspension Data to include information on number of “repeat offenders”: Done – included in Executive Headteacher’s report 7. All Governors encouraged to respond to Ofsted Big Listen Campaign – Done 8. Information requested on Application to the Sixth Form for September 2024 and on current Year 13 UCAS applications – Done – included in report from the Executive Headteacher 9. Governors encouraged to provide written questions on information/data pack for each Board meeting to the Clerk before meeting take place and contact with the Chair with suggestions for future agenda item : Ongoing 	MS
6. A. Headteacher report to include i. School Context and Behaviour	<p><u>A .EXECUTIVE HEADTEACHER’S REPORT - IMMEDIATE CHANGE/CHALLENGE</u></p> <p>i. SCHOOL CONTEXT AND BEHAVIOUR</p> <p>The Board was informed that attendance, Teaching and Learning at the school continued to improve. Governors were provided information on Stability within in each Year Group – it was noted that some Year Groups had low stability data considerably below the national average.</p>	

<p>ii. Data headlines</p> <p>iii. SIP priorities</p> <p>iv. Safeguarding</p> <p>v. Update on Changes to Early Years leadership</p> <p>vi. Sixth Form update</p>	<p>Gov: How does the school use the information on Pupil Stability?</p> <p>MS: This data shows how for some Year Groups (1, 5 and 6) there has been a large number of “new starters” and this has an effect on overall pupil progress. For this present academic year 73% of Year 6 were new to that Year Group – which has resulted in increased time spent on the transition process and also provides information which allows the school to “close the gap”. This information on stability will be made available at an Ofsted Inspection as it provides important contextual information on our student population.</p> <p>Gov: Are the Admission numbers given in your report likely to change?</p> <p>MS: In the first round NIA had 23 students for Early Years Foundation Stage – the Pupil Admission Number (PAN) for that Year Group is 60. The first allocation round for Year 7 which has a PAN of 330 has resulted in 198 pupils. We expect both these Year Groups to be full in the academic year starting September 2024. There are more pupils in this area than school places and NIA still has some legacy issues which has affected parental choice – in particular its Ofsted rating. Governors are aware that Management have focused on changes that will have a very positive impact on the next Ofsted rating. Also the Board needs to be aware that some families are unaware of the process of gaining a place in a school and these children could be allocated to NIA.</p> <p>It will take time for “desirability” to return and to change old perceptions of NIA – but this is slowly happening and a good Ofsted result will allow us to challenge outdated views and show that this is a successful, calm school which is growing in popularity.</p> <p>Gov: What measures have you introduced to make pupil transition better?</p> <p>MS: The Executive Headteacher and a newly created Transition Team (Head of Year 7, SENCo and others) visit all new students in their schools. Tours of the school are arranged for these students and their parents – these have proved to be very successful in positively changing their opinions of NIA. In the past there have been some issues on lack of information on new pupils – our new transition process will actively seek this information before the new pupils start at NIA.</p> <p>Gov: Will the first round figures really increase?</p> <p>DL: Evidence shows that it will. For the academic year 23/24 NIA was initially only chosen by 25 students – yet when the school year started in September there were 54 new pupil starters in EYFS. The Local Authority have also informed NIA that it expects its PAN of 330 for Year 7 will be reached in September 2024. It is the aim of NIA to be the school of choice.</p> <p>Gov: Are the changes made to Primary Phase Leadership continuing?</p> <p>DL: The changes made this year to Primary Phase Leadership and staffing will continue as they have been very successful and further improved teaching and learning in this phase. The improvements have created a calmer environment where pupils are actively involved in their learning and benefitting from the high quality of teaching now evident in these classes. The work of the Attendance and Inclusion Team has had a very positive impact on learning, behaviour and good attendance in the Primary Phase.</p>	
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The Board was provided information about staffing changes in Years 1 – 6 and noted that new teachers were being supported and mentored by Senior Leaders from both NIA and the Castle Academy. The appointment of a Primary Phase SENCo had been very successful and this linked with improved Continuous Professional Development resulted in more early identification of students that required support and interventions. Governors were informed that actions had already taken place to ensure that the Primary Phase would be fully staffed in September 2024.

Gov: A Year 5 class has been led by a Higher Level Teaching Assistant (HLTA)– has this been successful?

DL: The HLTA in Year 5 is a qualified teacher from Australia – her experience, knowledge and inclusive approach have been used very successfully in this well taught class.

The Board was given information on current vacancies for teachers in the Secondary Phase. It was noted that since the documentation sent to Governors for this meeting had been sent, a number of key appointments had been made. Information gained from Exit Interviews with staff would be made available to Governors – some staff were relocating due to personal reasons such as distance from home or promotion; some staff would be leaving as they had found the rate of change at NIA and the improved accountability difficult to process.

NIA continued to “grow its own staff” and this had proved successful in a number of different Departments. Senior Leaders continued to work closely with the EMAT People and Culture Team to ensure that all available teaching positions were filled by September 2024. A Recruitment Fayre was recently held and it generated interest from 31 teachers. Vacancies for September 2024 remain and further information will be provided at the Board meeting on 8 July 2024. An interim leader who will focus on Quality of Education and Teaching will join NIA on 30 May 2024 and it is hoped they will be in post at least until the end of 2024.

Gov: What is being done to retain existing staff at NIA?

MS: Support for staff and their professional time and personal well being has been central to the work of the Senior Leadership Team. One recent example is that the Admissions Criteria has been amended so that children of staff at the school have a higher priority than previously.

Gov: Has there been any financial constraints that have affected the appointment of new staff?

MS: No; we are able to work within the given budget and EMAT have always agreed to our suggestions in relation to the structure of NIA staffing.

Gov: Can Governors receive information on funding for NIA?

JC: The Trust finances are available for any Governor to investigate. The Board was given a brief explanation by EMAT Chief Executive Officer on Integrated Curriculum

Financial Planning (ICFP) and the great progress that had been made in recent years to ensure excellent value for money.

Gov: Does the high number of Early Career Teachers (ECT) at NIA affect the quality of education offered to pupils?

MS: Our ECT teachers are supported by a successful coaching program, which has been beneficial both to the ECT teachers and the involved mentors. None of these teachers are expected to leave this year. Ideally the appointment of more experienced staff would be of benefit – the school has recently appointed an experienced teacher as a Curriculum Leader for Business and Computing. Appointing more experienced staff would also have a positive impact on our resources as 5 ECTs equate to the teaching load of 1 full time teacher. Once qualified ECT teachers have an increased teaching load.

STUDENT SURVEYS

The Board received data from the Student Spring 2024 survey. Information was given on student views on their learning, teaching, behaviour of others, their personal safety and wellbeing, extra-curricular involvement and future career support. Whilst Senior Staff accepted that the data on number of pupils who believed bullying was a problem at NIA was high; there was discussion on whether the data accurately reflected what was really happening in the school. Governors noted that possible legacy issues, the influence of a few disaffected pupils and other issues could have skewed some of the given responses.

Both Governors and EMAT staff indicated that in their visits to the school and speaking with a wide range of students the issue of bullying was not raised or indeed visible. NIA Senior Leaders also stated that information they had collected painted a different picture on students views of behaviour in and out of lessons.

The Board noted that further work would be completed on understanding the data from the student survey and how changes could be made which might make it more immediately relevant and a more accurate picture of life for pupils at NIA. Governors asked that this work be carried out so that any Ofsted inspection would have access to reliable student data and voice and that the outcome of this work be reported back to the Board.

STUDENT BEHAVIOUR DATA AND SUSPENSIONS

Governors were pleased to be informed that NIA suspended far few schools than many other local Northampton schools – it was the third lowest within the local area as reported by the Local Authority. The Board was given appropriate details on the support that had been offered to repeat offenders who had been suspended from school on more than once occasion. It was further noted that Year 10 included 6 of the 20 students identified as having social, emotional and mental health (SEMH) needs and that this had impacted on the high rate of suspensions for this year group. Governors also were informed that renewed efforts were taking place to improve the behaviour of some Year 7 and Early Years Foundation Stage pupils.

MS/CL

Data provided showed that the school's zero tolerance of poor behaviour was gradually improving overall behaviour across the school. Information was given from visits by Local Authority staff who had stated "pupils behave well, the environment is well cared for and the atmosphere is positive" – motivation, learning, positivity and actions of NIA pupils were good. The data showed the improved behavior across the school since 2022 and the evidenced decline in the issue of Behaviour points and red cards. Governors requested information on The Reward System used at NIA.

CL

Gov: Why has behaviour improved in the school?

CL: The Behaviour policy of the school is now consistently applied by all staff; all students are made aware of what is not acceptable behaviour and there is constant reinforcement of this message by all staff and displayed around the school. Pupils fully understand the zero tolerance policy and they have also appreciated the Reward Systems introduced. Over the next term it is hoped to increase the number and type of "rewards" given for good behaviour

PHONICS AND READ WRITE INC IN YEARS 1 AND 2

The Board was given information on the work of staff to increase the success rate in the Phonics Test for Year 1 and the "retakers" in Year 2. Governors were given details of the training, extra support, timetable allocation alterations; video for parents and other measures being taken to ensure that the final results would be in line with those contained in the School Improvement Plan.

READING and MATHS IN YEAR 6

Governors agreed that the key to making progress depended on students being able to fluently read and understand written material. Due to SATs more interventions had been used in Year 6 where a group of 18 students were the focus of a detailed and all-encompassing Action plan which had already had effect with all but 2 of the students making better progress than expected. The intervention program used to support Year 6 pupils for their Maths SAT had proved to be successful and staff were confident that the Maths SATs results would match the ambitious targets set at the beginning of the school year.

SUPPORT FOR KEY STAGE FOUR PUPILS

The Board noted that Guided Study Leave would commence for Year 11 pupils in early May at the onset of the GCSE examinations. Staff expected the final results in these exams to be close to the targets set within the School Improvement Plan. Governors were told that in the 24 hours before each examination a Master Class would be held – this would be available in person and online. The videos of these lessons would also be a good teaching resource for current Year 10 pupils.

Governors noted that access arrangements for identified students were fully in hand and which areas of the school would be used for public examinations.

SCHOOL IMPROVEMENT PRIORITIES

It was noted that throughout the 2024 summer term the focus would be on further improving teaching in every class and every subject. At the same time further consideration would be given to ensuring that every student was actually taking the right subject at the right level. The Board agreed with the Executive Headteacher that children on the right courses and receiving Quality First Teaching would result in better final outcomes both for the individual pupil and the school as a whole.

SAFEGUARDING

The Board noted the Home Visit Protocol and Safeguarding On Call Rota for school holiday weeks. Governors were also very pleased with efforts of the Attendance and Inclusion Team which had resulted in better attendance figures in all Year Groups.

Governors noted the NIA SEND Mission Statement which included “Our mission will continue to prioritise the progress of our learners ensuring they will ‘be the best that they can be’.”

SIXTH FORM

The Board was informed that multiple subject and Sixth Form interventions had been in place for some weeks. Planning for the new Sixth Form centre was in progress and EMAT and the Executive Headteacher were confident this exciting development would be open at the beginning of September 2024.

169 applications for Year 12, including 20 external candidates had been received to join Year 12 in September 2024. It was expected that at least 100 of these pupils would join NIA Year 12.

60 Year 13 students had completed UCAS applications - 53 students had received offers, including offers for the 15 students who had applied for courses in one of the Russell Group universities. Information was also given on the destinations of those Year 13 pupils who had decided not to apply for a University place for September 2024.

PERFORMANCE REPORT

The Board received information on the following :

- Pupil Numbers and Attendance
- Staff Numbers and Attendance
- Exclusions and Suspensions
- Personal Development, Behaviour and Welfare data
- Governance
- Parental Complaints
- Community and Parent Engagement

	Governors were reminded that they could table questions on any aspect of this information prior to a Board meeting.	
7 Governor Updates and Visits	<p>The Board confirmed the following areas of interest for each Governor:</p> <p>Andrew Hill – Safeguarding, Sixth Form, Careers Russell Norton – Pupil Premium, SEND Carrie-Anne Hall – Behaviour and Attitudes Becca Williams – Personal Development, Attendance Paul Freeland – to be agreed</p> <p>Governors were invited to the 22nd of May 2024 Termly Trust Governance Meeting at Orchard Academy between 18.00 – 19.30 hours.</p> <p>Governors were encouraged to submit nominations for the EMATaters 2024 Celebration Awards.</p> <p>The Board noted the Proposed Term Dates for 2025 – 2026 which would extend the Autumn half term by two days and add these two teaching days to the end of the 2026 Summer Term.</p> <p>Governors were asked to inform Paul Osborne – Governance Support Officer – of any courses they had attended or completed in the current academic year.</p> <p>Governors were asked to complete the EMAT Governor Survey which could be accessed via GovernorHub.</p>	<p>All Govs</p> <p>All Govs</p> <p>All Govs</p> <p>All Govs</p> <p>All Govs</p>
8. Internal and External Reports	The Board received and noted the reports on Quality of Education and School Improvement Plan from Ms. S Waterman – 13 March 2022 and the Mid-Year Review held on 15 February 2024.	
9. Policies for Review	The Board unanimously approved the previously circulated Admissions Policy.	
10. Ideas for Agenda items	<p>All Governors were encouraged to contact the Chair if they had ideas or thoughts on how the agenda for Board meetings could be further improved.</p> <p>The Board was again encouraged to submit questions and comments to the Clerk prior to any Board meeting. Whenever possible such questions would be answered in writing and that information included in the minutes of the meeting.</p>	All Govs
11 Any Other Business	The Board was invited to the End of Year Review to be held on 25 th June 2024 at between 1.30 – 3.30. Governors were encouraged to attend this meeting as it not only considered a review of the past year but also identified areas and issues that could be included in the 2024 – 2025 School Improvement Plan.	All Govs

12. Dates of future meetings	8th July 2024 18.00hrs meeting 6 in school	
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The meeting closed at 20.00

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

Actions from meeting Number Five held at NIA on the 29/04/24

Action	Owner
1. Governors with oversight of specific subject or area expected to complete at least one visit per term . Executive Headteacher to liaise with all Governors on focus and timing of visits. Page 2	ALL GOVERNORS and EXECUTIVE HEADTEACHER
2. Russell Norton to complete visit on Pupil Premium Page 2	Russell Norton
3. Governors encouraged to provide written questions on information/data pack for each Board meeting to the Clerk before meeting takes place and contact the Chair with suggestions for future agenda items. Page 2	All Governors
4. Further investigation into results of Student Surveys and quality checking of their outcomes Page 5	MS/CL
5. Information and Data to be provided on The Reward System at NIA – Page 6	MS/CL
6. Governors invited to Termly Trust meeting at the Orchard Academy – 22/5/24 6pm Page 8	All Governors
7. Governors to nominate for the 2024 EMATers Award scheme Page 8	All Governors
8. Information on any Governor training completed to be given to Paul Osborne – Page 8	All Governors and PO

9. Governors to complete EMAT Governor Survey via link on GovernorHub – Page 8	All Governors
10. Governors encouraged to provide written questions on information/data pack for each Board meeting to the Clerk before meeting takes place and contact the Chair with suggestions for future agenda items. Page 10.	All Governors