

Minutes Northampton International Academy
8th July 2024 18.00
Meeting held at NIA
The Sixth meeting of the academic year 2023-2024

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

<i>NAME</i>	<i>LEAD AREA</i>	<i>TYPE OF GOVERNOR</i>	<i>TERM FROM & TO</i>	<i>PRESENT</i>	<i>NO.OF MEETINGS ATTENDED</i>
<i>Martin Serrao MS</i>	<i>Headteacher</i>	<i>Headteacher</i>	<i>20/02/23 -</i>	<i>YES</i>	<i>6/6</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>6/6</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</i>	<i>6/6</i>
<i>Paul Freeland</i>		<i>Staff</i>	<i>22/01/24 – 21/01/28</i>	<i>YES</i>	<i>4/4</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>3/5</i>
<i>Carrie-Anne Hall</i>	<i>Behaviour and Attitude</i>	<i>Parent</i>	<i>07/03/23 – 06/03/27</i>	<i>Apologies</i>	<i>5/6</i>
<i>Emmanuel Terngu Vanger</i>		<i>Parent</i>	<i>18/06/24 – 17/06/28</i>	<i>YES</i>	<i>1/1</i>
<i>Raph Brown</i>		<i>Co-opted</i>	<i>08/07/24 – 07/07/28</i>	<i>YES</i>	<i>1/1</i>
<i>VACANCIES</i>	<i>Staff Governor – 0</i>		<i>Co-opted – 3</i>		
			<i>Parent – 0</i>		

OTHER PRESENT AT THE MEETING

<i>NAME</i>	<i>ROLE</i>
<i>Josh Coleman</i>	<i>Chief Executive Officer – EMAT</i>
<i>John Lawson</i>	<i>Head of Education – EMAT</i>
<i>Paul Osborne</i>	<i>Governance Support Officer - 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>

Barry Wardle	Clerk - EMAT
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Agenda item	Discussion	Action
1. Apologies Welcome and introductions	Apologies were received and accepted from Ms Becca Williams and Ms Carrie Anne Hall. Governors welcomed Mr Emmanuel Terngu Vanger, a Parent Governor, to the meeting and noted the presence of Mr Raph Brown whose co-option by the Board would be decided at the end of the meeting.	
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 29/04/24	The minutes of the meeting held on 29th April 2024 were agreed to be an accurate representation.	
5. Action Log from the meeting held on 29 April 2024	<p>From Meeting held on 29th April 2024</p> <ol style="list-style-type: none"> 1. Governors to complete at least one visit a term – Mr. Norton and Ms. Hall had completed a visit but had yet to complete the Governor Visit Form. Ms. Williams was due to complete a visit before the end of term. Paul Osborne to encourage Governors to complete one visit per term. 2. Governors encouraged to provide written questions for meetings to the Clerk and offer suggestions for future items to the Chair. Ongoing. 3. Further investigation into results of Student Surveys and quality checking of their outcomes. Done – See Minute 6 4. Information and Data to be provided on The Reward System at NIA. Done – See Minute 6 5. Governors to nominate for the 2024 EMATers Award Scheme. Done 6. Information on any Governor Training completed to be given to Paul Osborne. Ongoing 7. Governors to complete EMAT Governor Survey. Done. 	<p>Mr. Norton; Ms. Hall PO</p> <p>All Govs</p> <p>All Govs</p>
6. A. Headteacher report to include i. School Context and Behaviour ii. Data headlines	<p><u>A .EXECUTIVE HEADTEACHER’S REPORT - IMMEDIATE CHANGE/CHALLENGE</u></p> <p>SCHOOL CONTEXT AND BEHAVIOUR</p> <p>The Board was informed that attendance, Teaching and Learning at the school continued to improve. Information was given on changes to the Leadership structure to enable greater management capacity and ensure that titles and responsibilities aligned with school improvement priorities. The following appointments had been made in early July 2024 – Head of Behaviour for Learning; Assistant Headteachers Personal Development – PSHE & Student Voice and Careers & Aspirations. Interviews for new Senior Leadership roles would take place in September 2024 – Head of Quality Education; Head of Standards and Performance; Assistant Headteacher SEND and Assistant Headteacher Raising Standards.</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 many new students will NIA have in September 2024?</p> <p>MS: Initially there were 23 new students in Early Years, this has now increased to 48, there is space for 60. For Year 7 the initial applications were received from 198 children, this has now increased to 254 and the Pupil Admission Number has been increased, at the request of the Local Authority from 200 to 330. It is expected this Year Group will be full by Christmas 2024. NIA still has the legacy issue of the Ofsted rating but this was gradually being superseded by the considerable improvements taking place in the school. All new students were visited by NIA Staff in their Primary School and tours of NIA are arranged for them and their parents. The comments made by parents after these tours had been very positive and commented on the calm and purposeful working environment in and out of classrooms. The Local Authority had already stated that there were more children than school places and NIA had been informed that many more children will join Year 7 in September 2024.</p> <p>Gov: Have changes in Early Years Foundation Stage impacted on numbers of parents choosing NIA?</p> <p>DL: Some parents at Castle Academy have yet to apply for their secondary school. This happened last year, when initially only 25 Castle children applied for NIA but by the September that had increased to 54 children. The changes introduced by the new Head of Early Years have been very successful – routines have been developed, there is purposeful learning, the children are ready to learn and enjoying lessons. Changes have also been made to teaching of phonics and the use of space within the EYFS area of NIA.</p> <p>DL: Staffing in EYFS was stronger. Considerable support had been given to staff teaching Years 1 – 6; some very strong long term supply staff had been appointed and the support for Early Careers Teachers was both popular and successful. Much work had been actioned relating to SEND, and the needs of children were now being identified earlier and required support then put in place. EYFS would be fully staffed in September 2024</p> <p>Gov: Year 5 has 21% SEND and has been taught by a HLTA – has that worked out?</p> <p>DL: The HLTA is actually a qualified teacher in Australia with considerable experience; she has an inclusive approach to teaching and all her class had benefitted from her hard work, professionalism and dedication to providing a quality education for her students. The member of staff is also supported by a Teaching Assistant.</p> <p>STAFFING AND THE CURRICULUM</p> <p>The Board was given information on Curriculum and Timetable planning, including staffing for 2024 – 2025. The Primary Curriculum had been reorganized to be in line with EMAT primary schools and the Secondary Curriculum would be updated for September 2024. Work had also taken place with Prince William School to adopt their Math’s curriculum and short-term planning templates. For the first time in two years staff had already been given their expected timetable for September 2024.</p> <p>The Board was given information on numbers of staff, leavers, turnover in staffing and vacancies. During the course of the year it was evident that some staff had found the</p>	
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rate of change and improved accountability difficult, these staff had chosen to leave NIA. Other staff had left the school for promotion, to move overseas or somewhere closer to their home address. Governors noted that there had been a 100% turnover of staff in English and Science. The lowest staff turnover figure was for Maths at 15%. The school prided itself on the staff development and training programme which had created promotion opportunities for a number of colleagues. Whilst there were still some vacancies for September 2024 (at time of the meeting – 5 vacancies) , the school was in a much better place in terms of staffing than in September 2023.

Gov: There is a high number of Early Career Teachers – does that affect the Quality of Education being delivered?

MS: The short answer is indeed “No”; the Coaching program offered to ECT’s is strong, practical, useful and appreciated by these colleagues. None of the ECT’s currently working at the school are leaving this academic year. Governors though need to be aware that ECT’s do cost in terms of time as they do not have a full timetable – at the moment 5 ECT’s non-contact time is the equivalent of one full time teacher.

Gov: Should the Board be alarmed at the high turnover of staff in some areas ?

MS: The rate of change for some staff has been difficult to manage and they have preferred to leave the school; some staff did not have the skills required to be a teacher at NIA and they have accepted that and chosen to leave. There are still some faculties that need considerable support. Maths teachers are very difficult to replace and whilst data indicates that some Maths lessons are not up to standard, it is important that this subject is taught by specialists. Full support is offered to that Faculty whose current leader is unfortunately off school due to ill health.

MS: The appointment of staff is a crucial process and needs to be “got right”. New colleagues must share the values, vision and ethos of NIA. The school is challenging but it is also seen by the majority of staff as exciting, collaborative, well supported and a great place to work.

Gov: Are you also appointing staff with experience?

MS: Yes; the school seeks to retain and recruit more experienced staff. This has happened in Business and Computing, Science and English. A Recruitment Fayre was recently organized and it generated 31 expressions of interest.

Gov: Why have you expanded the Senior Leadership Team?

MS: The Team has been expanded and new job titles agreed to meet the needs of the school. The increases in accountability and responsibility of Senior Leaders at NIA has required this expansion

Gov: Have there been any financial constraints on staffing?

JC: The Trust had not applied any financial constraints on staffing at NIA. The Trust operates Integrated Zero Budgeting which in reality means that the school identifies its needs and the Trust provides the financial wherewithal to meet them. One example is

that the Trust had been able to reduce NIA energy costs and the funds saved had been used to create additional funding for staffing.

DATA HEADLINES

The Board was pleased to note the improved results for the Year 1 Phonics Screening which had increased from 61% to 78% (if the results of the two children who had only arrived recently to the school the result would have been 82%). 26 Year 2 children had to retake the Phonics Screening Test – 84% had now passed it. Governors also noted that the average score and percentage of pupils achieving full marks in the Year 4 Multiplication Tables Check was above the national results from last year and showed a 6% improvement compared with 2023 results. Data indicated that those students who were present for the whole year at NIA did better than those who arrived during the course of the academic year.

The Board noted that the SATs results would be available on 9th July 2024; Governors would be sent a summary of the results before the next Board meeting. The Board asked that, if possible, data could be also be given by graphics.

PUPIL SURVEY

Governors noted that a recent pupil survey resulted in 25.8% of those who completed the survey stating that bullying was a problem at NIA. There was some concern that at least three students had completed the survey twice and one student currently being educated off site had made very negative responses. The Deputy Headteacher for Behaviour and Attitudes commented that the school's own data showed that bullying at NIA was very low. Data also showed that students had overwhelmingly agreed that they felt safe when they were at school.

Staff believed that in terms of bullying there were clearly legacy issues and also the acceptance of the definition of bullying as sustained behaviour and not a "one off" incident had yet to be embedded in the minds of all students. It was also clear from the surveys completed that different Year Groups had quite different views – the example was given that Years 1 & 2 had no concerns about bullying. The school would continue to work with parents and children on all issues relating to bullying; it would ensure that its Behaviour Policy and Zero Tolerance approach were both understood and appropriate to the needs of NIA pupils.

Gov: Are there different ways that could be used to collect the student voice?

JL: There is no doubt that present evidence does not accurately reflect the views of students on behaviour and bullying. In the first half of the 2024 summer term, over 70 students were spoken to by EMAT staff and bullying was not raised as an issue. A Governor on a recent visit to the school commented on the confident behaviour of all students and the complete lack of any comments on bullying.

MS: It is important that the true voice of NIA pupils on the issue of bullying and behaviour was heard as the school would want any survey completed by parents and students in an inspection to be accurate. There was clearly a time lag between

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perception and reality on the issue of bullying. The other known factor was that unless challenged, reputation had a tendency to be driven by the 20% who might be unhappy and not the 80% who were very happy. Assemblies had been used recently to inform all children that the term “monkey” was racially offensive and not to be used. The school would use the start of the next academic year to “reset” the understanding of bullying by students.

BEHAVIOUR DATA

The Board received 36 pages of data on Behaviour for Learning, Behaviour points; Attendance and Lates; Removals from classroom; Sanctions for truancy; Internal suspensions ; Red Cards; Suspensions; Behaviour data relating to every subject. This information showed that all Years, except Year 7, had improved and that 4 of the 10 students with poor behaviour were In Year Admissions to NIA.

Gov: It would seem that Years 7 are the most challenging year groups, what else is being done to ensure these students are supported in their learning and behaviour?

CL: Great efforts have been made to make sure the curriculum is appropriate to every individual child in that Year. Support was being offered to all staff who teach Year 7 to ensure that quality teaching was offered at all times. Across the school there was ongoing staff training on the importance of consistently applying the school’s Behaviour Policy. Governors needed to note that the school was not regarded by the Local Authority as having too many Pupil suspensions – for Permanent Exclusions NIA was third from the bottom of Secondary schools in Northamptonshire.

Gov: Would it be accurate to say that the trend in terms of behaviour is better year on year, but gets worse term by term?

CL: Data could produce such a view but Governors need to factor in the length of time for each half term; some half terms are just 5 weeks, where others are more than 7 – as a consequence data can appear to suggest a negativity when in reality the underlying improvement in behaviour has continued.

TEACHING AND LEARNING FRAMEWORK

The Executive Headteacher explained that central to the work of the Senior Management Team was to ensure that the Quality of Teaching was both good and consistent. Great progress had been made but still more was possible and many new actions were being taken to support learning in every classroom. The Collaborative Coaching Program was fully embedded and proving both popular and successful.

An Education Consultant had been employed to work with the English Faculty and Maths teachers were being supported to use the time freed from Year 11 and 13 being on study leave to further refine the Maths curriculum. Arrangements were also being put in place to ensure that Maths teachers were supported in consistently implementing the Behaviour policy.

The Board noted that as teaching at the school became stronger and more consistent results would improve. Also the work on the curriculum was creating progress as

students clearly were working harder and enjoying a more relevant and better taught curriculum.

Gov: What support does NIA need to further develop the Teaching and Learning Framework?

MS: Staffing at NIA is stronger, appointments have been successful. The time given to coaching has paid benefits and certainly helped the development of a collaborative approach to staff development and support. Staff are aware that there should be a lesson plan for every lesson, that the lesson must match the curriculum and a range of activities used to ensure that pupils are able to understand content and gain the required skills. This was happening in many lessons but not in every lesson in the school. It was the role of all the leaders to ensure that the Teaching and Learning Framework was consistently applied every day, every lesson at NIA. At present data indicated that 75% of lessons were at the right standard, the school was aiming for that figure to increase above 90%.

JL: The school has made great progress. It has a well structured curriculum with a very supportive and successful Coaching Program. The Senior Leadership's assessment was perhaps slightly too hard, EMAT staff believed that the target of 90+% was certainly achievable in the near future.

Gov: What evidence is there that the Coaching program is successful?

MS: Departments that have needed extra support have consistently made good use of the times allocated to coaching. Staff that have been delivering the coaching have found it very useful for their own pedagogy. The coaching had resulted in a better sequenced Curriculum and most certainly better support for SEN pupils. The coaching delivered was a bespoke service to suit the needs of the identified members of staff or subject. The Coaching Program had been extensively driven by the Senior Leadership Team, more will be expected in the next academic year from Middle Leaders.

Gov: Will the Sixth Form be ready for September 2024

MS: The building has been secured and changes being made; the Sixth Form will start at few days later than the rest of the school to ensure that things are in place. Timings of lessons had also been changed to allow movement of staff and children between the two sites. 169 pupils had applied to join the Sixth Form, it was expected that at least 100 pupils would be in Year 12 in September 2024. Arrangements had been put in place to ensure that all new Sixth form students were allocated the correct subjects and curriculum.

Gov: Are the Admission numbers given in your report likely to change?

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.

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.

Gov: What measures have you introduced to make pupil transition better?

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 had proved to be very successful in positively changing their opinions of NIA. In the past there had 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.

Gov: Will the first round figures really increase?

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.

Gov: Are the changes made to Primary Phase Leadership continuing?

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 had created a calmer environment where pupils were 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.

SAFEGUARDING

The Board was informed that NIA had an effective and robust Safeguarding system which offered good training and quality monitoring. Information was shared on number of referrals to MASH and some significant safeguarding issues. The school had 39 members of staff trained to Level 3 Designated Safeguarding Lead with a further 4 colleagues receiving this training in October 2024. There was clear evidence and excellent practice to show that Safeguarding at NIA would be deemed in any Ofsted inspection to be good.

SIP 2024 – 2025

The new School Improvement Plan for 2024 – 2025 would be brought to the first Board meeting in September 2024. Governors received the updated (01.07.24) Academy Self Evaluation Form 2023 – 2024 which visually showed the substantial and successful changes implemented in the last academic year.

	<p>B. PERFORMANCE REPORT</p> <p>The Board received information on the following :</p> <ul style="list-style-type: none"> • Pupil Numbers and Attendance • Staff Numbers and Attendance • Exclusions and Suspensions • Personal Development, Behaviour and Welfare data • Governance • Parental Complaints • Community and Parent Engagement <p>Governors were reminded that they could table questions on any aspect of this information prior to a Board meeting.</p>	
<p>7 Governor Updates and Visits</p>	<p>ANNUAL GOVERNOR SURVEY</p> <p>The Board received the results of the 16 responses to the Local Advisory Board Survey completed by Governors in all EMAT schools in the 2024 Spring Term. It was clear that all members enjoyed being a school governor and understand the purpose of governance and the role of a LAB Governor. The survey stated that all Governors believed the meetings were well run, productive and fit for purpose. Equally all Governors stated that documentation received for each meeting was relevant, high quality and in the right format.</p> <p>The Governors survey indicated that some Members sought further training on SEND and Pupil Premium. The Board agreed to consider the creation of a pre-meeting of Governors prior to a Board meeting to initially discuss the considerable information that was presented at each Board meeting.</p> <p>ANNUAL REPORT OF THE CHAIR</p> <p>The Board noted the 2024 Annual Report of the Chair of the NIA Local Advisory Board. This report gave details of the LAB’s work and discussions in the last academic year; its response to the EMAT Curriculum Review completed in October 2023; thanks to Mr. Serrao and his Leadership Team for their professionalism, hard work and determination to move NIA forward positive direction; thanks to Governors who had left and also recently joined the Board and thanks to EMAT colleagues for their support and work both before, during and after Board meetings.</p> <p>TRAINING</p> <p>The Board was reminded to inform Paul Osborne of any training requests or training that had been undertaken</p>	<p>PO All Govs</p>
<p>8. Pupil Parliament Update</p>	<p>PUPIL PARLIAMENT</p> <p>The Board viewed a short video on the work of the Pupil Parliament which encouraged all pupils to “an Upstander and not a Bystander”.</p>	

9. Financial Update	<p>FINANCIAL UPDATE</p> <p>The Board was reminded that whilst the Trust Board had responsibility for finances, this information was available if required by The Local Advisory Board. Income and Expenditure at NIA was significantly aligned as the Zero Budgeting Process used by EMAT aimed at “breaking even” at the end of the financial year. For NIA, income had increased and expenditure had decreased. It was noted that funding was allocated in effect a year behind – which meant that the school’s income would not dramatically decrease if student numbers were significantly lower, but that this would obviously have an effect on income received in the next financial year.</p> <p>NIA continued to work hard at ensuring that parents and the local community had the correct impression of the school – that it was calm, well ordered and a good school. The school continued to work closely with parents – 95% of parents of children in EYFS accessed information on Arbor. The Trust was also heavily investing in IT with various Artificial Intelligence and IT projects.</p> <p>The Board was informed that negotiations were still taking place in relation to repairs and renovations required due to the RAAC issue. There was a commitment to bring the school back into full use and a Projects Board had been appointed. The school had signed a lease on the new Sixth Form Centre for five years, when it was hoped the NIA campus would be back fully operational.</p>	
10 Internal and External Reports	<p>INTERNAL AND EXTERNAL REPORT</p> <p>The Board received the NIA School Visit Report 2nd May – SEND Interim Review and the SEND Review completed by Mr. Paul Lowther on 21 May 2024.</p>	
11. Attendance Policy	<p>ATTENDANCE POLICY</p> <p>The Board received and noted the 2024 – 2025 Attendance Policy</p>	
12. Any Other Business	<p>The Board unanimously co-opted Mr. Raph Brown to the NIA Local Advisory Board.</p> <p>The Chair thanked all present for their hard work and wished them a successful summer break.</p>	
12. Dates of future meetings	<p>23 September 2024; 25 November 2024; 27 January 2025; 31 March 2025; 19 May 2025; 14 July 2025.</p> <p>All meetings would commence at 5.30pm on a Monday evening.</p>	

The meeting closed at 20.15

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

Actions from meeting Number Five held at NIA on the 08/07/24

Action	Owner
1. Governors with oversight of specific subject or area expected to complete at least one visit per term . Page 2	ALL GOVERNORS
2. Mr. Norton and Ms. Hall to complete reports on their visits to NIA. Page 2	Russell Norton; Carrie-Anne Hall
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. Information on any Governor training completed to be given to Paul Osborne – Page 2	All Governors and PO
5. Governors to receive SAT's results before the end of the 2024 summer term – Page 5	Executive Head Teacher
6. Governor Training to be provided in 2024 – 2025 academic on SEND and Pupil Premium – Page 9	Paul Osborne
7. Governors to consider having a “pre-meeting” before a Board meeting – Page 9	Agenda item for September meeting