

Minutes Northampton International Academy
11 March 2024 18.00
Meeting held at NIA
The Fourth 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>	YES	4/4
<i>Russell Norton</i>	<i>SEND/PP/ EAL</i>	<i>Co-opted</i>	<i>26/04/21 – 25/04/25</i>	YES	4/4
<i>Andrew Hill</i>	<i>Chair Safeguarding Careers and Sixth Form</i>	<i>Co-opted</i>	<i>27/01/22 – 26/01/26</i>	YES	4/4
<i>Tariro Okoye</i>		<i>Co-opted</i>	<i>23/03/23 - 22/03/27</i>	APOLOGIES	2/4
<i>Paul Freeland</i>		<i>Staff</i>	<i>22/01/24 – 21/01/28</i>	YES	2/2
<i>Becca Williams</i>	<i>Attendance; Personal Development</i>	<i>Governor</i>	<i>13/11/23 – 12/11/27</i>	YES	3/3
<i>Carrie-Anne Hall</i>	<i>Behaviour and Attitude</i>	<i>Parent</i>	<i>07/03/23 – 06/03/27</i>	YES	4/4
VACANCIES	<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>Paul Osborne</i>	<i>Governance Support Officer – EMAT</i>
<i>Barry Wardle</i>	<i>Clerk – EMAT</i>
<i>Hannah Owen</i>	<i>Operations Manager</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>

Agenda item	Discussion	Action
1. Apologies Welcome and introductions	Apologies were received and accepted from Ms Tariro Okoye. PO to contact Ms Okoye to ascertain if she wishes to remain a governor as she has indicated that she may need to step down.	PO
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 22/01/24	The minutes of the meeting held on 22 January 2024 were agreed to be an accurate representation.	
5. Action Log from the meeting held on 22 January 2024	<p>From Meeting held on 13 November 2023</p> <ol style="list-style-type: none"> 1. Ofsted Information folder for Governors to be transferred to GovernorHub - Done 2. Updated Ofsted Inspection Book to be uploaded to GovernorHub – Done 3. Governors to register on GovernorHub – Done 4. Governors with oversight of specific subject or area expected to complete at least one visit per term. Executive Headteacher to liaise timings and dates. – Ongoing 5. Communications policies and protocols to be reviewed. Done 6. Review of Parental Code of Conduct – discussions with HCS Academy schools – Ongoing 7. Report on Evaluation of Changes to Early Years Leadership Team to be Agenda item for 29 April 2024 – agenda item for Board meeting on 29/04/24. 8. Governor Visit forms to be completed – Done. 9. Timeline and Project Plan for location of Sixth Form from September 2024 – Done 10. Data on Permanent Exclusions to be provided to all Governors. Done 11. Information for Governors to use in any possible Ofsted Inspection highlighting “Evidence of the journey so far”. Done 12. Governor Visits on Safeguarding and Pupil Premium to be completed, done. Mr. Norton to complete visit in relation to Pupil Premium, ongoing 13. Governors requested to provide written questions on information/data pack prior to each Board meeting. Done 	<p>All Govs</p> <p>MS</p> <p>PO</p> <p>RN</p>
6. A. Headteacher report to include	<p><u>A .EXECUTIVE HEADTEACHER’S REPORT - IMMEDIATE CHANGE/CHALLENGE</u></p> <p>i. THE QUALITY OF EDUCATION</p> <p>The Board noted that EMAT’s conceptual framework for effective Teaching and Learning was understood and consistently followed by teachers and that a broad and rich curriculum was being delivered from Early Years Foundation Stage to Key Stage 5. Governors noted that evidence from regular reviews demonstrated that pupils were</p>	

<p>i. School Context and Behaviour</p> <p>ii. Data headlines</p> <p>iii. Curriculum Development and enrichment</p> <p>iv. Safeguarding</p>	<p>making expected progress and read to an age-appropriate level and fluency. Evidence for these improvements was included in the detailed Academy Improvement Plan</p> <p>GOV: Years 2 and 5 do not seem to be making as much progress as previous year – why is this?</p> <p>DL: Year 2 is a challenge due to the number of children who did not pass the Year 1 Phonics test. Only 52% of the current Year 2 passed the Phonics test; 24 learners will retake this Test in June 2024. Considerable intervention work and support has been offered and staff believe that progress has been made and present predictions and progress indicate that only 4 of these students will not pass the June 24 Phonic Test, This would mean the target of a 93% pass rate would be met.</p> <p>Gov: Do you expect these students to make more than one step of progress in Phonics?</p> <p>DL: Reading is a very high priority across the school: if a pupil can't read they are not able to access the curriculum. There have been staffing issues, but action has been taken to support all students to make at least one step of progress in their Phonics journey and many students have made two steps. Phonics is now well led, and training has been given to all staff teaching this subject.</p> <p>Gov: What are the issues affecting Year 5?</p> <p>DL: 20% of Year 5 pupils are on the SEND register; this year group has been a challenge since they joined the school. Unfortunate staffing issues have not helped – one member of staff has been in hospital, another chose to only remain for the 2023 Autumn Term and the Long Term supply employed has not proved to be appropriate. Management have therefore decided to use and support a Higher Learning Teaching Assistant as a Year 5 Teacher for the 2024 Summer Term. Arrangements have also been put in place that once the current Year 6 have taken their SATs the Year 5 Teaching team will be reinforced and a detailed Action Plan put in place to support all Year 5 pupils to make appropriate progress.</p> <p>Gov: Has there been any special provision for the 20% of children in Year 5 on the SEND register?</p> <p>DL: Staffing issues have affected the support that this cohort of pupils have had in the 2023 Autumn Term. Recruitment of a new SENDCo had been difficult but a new SENDCo has started work at NIA in February 2024 and has already made a transformational impact.</p> <p>Gov: Is it accurate to believe that the transition from Year 6 to Year 7 can be a challenge for many pupils and the school offers support when required?</p> <p>DL: Yes, that is true which is why the school has made considerable positive and successful changes so that Year 6 children are more able to deal with the new challenges of moving in to Year 7</p>
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Gov: What actions are being taken to build capacity in NIA Primary Phase?

DL: Interviews for new staff are currently taking place. Management believe that the appointments will strengthen the Primary Team and build on the progress that has happened since September 2023. The improvements that have happened over the last year are resulting in better quality and increased number of applicants for teaching posts.

Gov: What actions are being taken to ensure that the Current Year 11 are able to fulfill their academic potential?

MS: For the last year our expectations for all Year groups have been higher; emphasis has been put on the collection of data to show progress and the impact of the changes made to Teaching and Learning across the school. Training and support had been given to setting of targets for all learners and this has led to both more robust targets and genuine progress for the majority of learners. The Training Day at the start of the 2024 Summer term will focus on Performance Management and centre on the progress of all learners. Staff also use Mock Examinations and other assessments to clearly identify areas of weakness for students and then appropriately adapt their lessons, teaching and intervention strategies. Progress of learners in all Year Groups is a major focus of all professional development time and training.

Gov: What support are you offering Year 10 students?

MS: In the 2024 Summer Term all Year 10 learners will complete Mock examinations 0- these tests will be used to create new academic targets for every Year 10 student. On their return in September 2024 to enter Year 11 they will re-take their Year 10 exams. In November Year 11 will have another set of tests, these will be marked and returned to all students who will then have the Christmas break to understand how they can improve their test performance as they will then repeat these tests in January 2025.

Gov: What data and information is used to target set for students?

MS: Targets are initially based on Key Stage 2 Outcomes. However, staff can and do set challenging targets for every learner – these are now regularly track tested so that the individual students targets are appropriate and more importantly actually achievable. Data collected on students is extensively used by staff to ensure that knowledge and skills delivered in the classroom will enable every student the chance to achieve their academic targets. The changes made to what is being delivered in classrooms for all curriculum subjects have begun to have a positive effect on the progress and attainment of learners in all Years. This cultural and educational change will gradually result in better results and allow all staff to support every student’s journey to gain the best possible outcome from their time at NIA.

ii. BEHAVIOUR AND ATTITUDES

The Board noted the considerable improvement in Behaviour across most Year Groups. There had been a significant reduction in Behaviour Points, most notably in Years 8 (3649 to 1290) and Year 9 (3308 to 1919). It was explained that this great improvement in behaviour of the vast majority of NIA learners had resulted from the benefits of the

focus on delivering quality Teaching across the school. Compared to the Spring Term data of 2022, there had been a 25% reduction in low level disruptive behaviour, a 45% reduction in pupil removal from lessons and 12% reduction in issue of “red cards”.

It was noted that the number of suspensions had slightly increased but explained that when compared to other educational establishments, NIA was very evidently not in the top half of the Suspensions/Exclusions Data of Northampton schools. Officers from Northamptonshire County Council had commented very positively on the downward trend of the number of suspensions at NIA.

Gov: Is any Year Group a particular challenge?

CL: Some of Year 7 students have been challenging and this is also happening in other local Northampton schools. Therefore, staff are currently working with two other local schools to develop Interventions and Strategies to reduce the need for permanent and temporary exclusions. The information provided for this meeting shows that many of the families of our more challenging students are known to both the police and Social Services.

Gov: Can the data on suspensions include information to allow Governors to understand how many students are “repeat” offenders?

CL: This information will be provided for the next Board meeting

Gov: The information provided on suspensions suggests that every class has potentially two children who have been suspended – is this accurate and do these learners have the right curriculum?

CL: That assumption is not correct. Every decision to suspend a learner is taken professionally and in the best interest of the student. We do not suspend unless there is no other realistic alternative. To help some students we use Alternative Provision and currently there are 9 learners accessing this resource. These learners are reintegrated gradually back into mainstream school.

MS & JC: EMAT and NIA both believe very strongly in being Inclusive and ensure that restorative measures are used and that learners can be reintegrated back into the main school community. The decision to suspend any learner is not taken lightly, if possible, the learner being sanctioned will be internally suspended. However, if the learner is not compliant then external suspension is the only realistic alternative.

CL: Considerable restorative work is done with every suspended student on their return to school; we also work very closely with parents. Management are working to ensure that the curriculum on offer to every learner is appropriate and accessible. A learner who was behaving inappropriately and exhibiting low level disruptive behaviour has been very successfully changed by staff using positive reinforcement measures. This has also resulted across the school in behaviour at the start of the school day being much improved.

iii. EYFS

DL: Changes have been brought into the management of behaviour in Years 1 – 6 in particular the use of the “red card”, staff training on the recording of behaviour and a sharing of the pedagogical Teaching and Learning approach used across NIA and a refusal by all teachers to accept inappropriate behaviour. Management are working with staff teaching lower years to give more praise and issue more positive behaviour points. This change in culture is happening and will over time result in continued better behaviour and learning of students.

Gov: Changes have been made to the start time of school and lates, has this reduced the number of opportunities for parents to speak at the beginning of the school day to their child’s teacher?

DL: There has been a reduction in “meet and greet” by staff in the lower years, but this time has been used to create a more ordered and calmer start to the school day. Staff are available at the start of the school day and messages can be given to any member of staff who will ensure they are passed on to a particular class teacher. Parents can also book an appointment to speak with their child’s teacher.

iv. PERSONAL DEVELOPMENT

Gov: Have any measures been taken in relation to Year 9 and suspensions and unacceptable behaviour?

CL: There was a small cluster of Year 9 learners whose behaviour has resulted in them being reallocated to different groups. Considerable use is made of PSHE teaching time and we have also made good use of representatives from the police and prison service to encourage all our learner to behave well and make the best of their time at NIA.

Gov: NIA stands for International – does that have any impact on overall behaviour?

MS: The International nature of NIA is celebrated and a positive feature of the school. There are positive challenges that arise from this as some of our community have language and cultural issues – and that is why the continued improvement and development of the curriculum offered remains central to the work of NIA staff.

MS: Data is crucial to achieving a culture change. For the right actions to be put in place management must be aware of what is actually happening within the classroom – hence the data now collected allows management and Curriculum Leaders to better understand the issues and provide the most appropriate and potentially successful support actions. This data also is very important in terms of staff well-being and the support that is offered to all colleagues to ensure that their working time at NIA is not only productive but also enjoyable.

Gov: What is the staff view on the data being collected in relation to Behaviour and Attitudes - do they see it as supportive or perhaps potentially intimidating?

CL: Senior Management have from the outset made it clear to Curriculum Leaders that this data is collected to improve the support offered to teachers. The data does allow

Curriculum leaders to identify which staff might need more support either in their pedagogical methods or perhaps change in the class membership.

Gov: How important has “the Student Voice” been in the improving behaviour across the school?

MS: NIA has a record number of Student Committees and management not only take note of “the student voice” but actively use it to promote good behaviour. A recent example was the support offered to Year 9 learners who created T Shirts emblazoned with negative words used by about them by older students. This piece of work was very well received and made all students aware of the need to consider the impact of negative words and phrases on other learners.

CL: Student Voice is also being used to help staff be more consistent in how NIA deals with racist/sexist comments and words. The school has a zero-tolerance approach to racism or homophobia – a number of different approaches are used to ensure that every student is very clear that such behaviour is just not acceptable. The excuse that some groups use racist words between themselves is not acceptable when they are used by students in school.

MS: NIA is an international school underpinned by British Values. What students have in the past justified as being just “Banter” is not acceptable. Our students are very tolerant of each other and visitors to the building always comment on the calm and ordered way students move around the building.

V. SIXTH FORM PROVISION

The Board was informed that a campus had been acquired for NIA Sixth Form use from 1 September 2024. It was noted that 170 applications had been received and that 20 had come from outside the school’s current Year 11. A number of issues were currently being discussed:

- The need for more staffing as the new campus would result in a split site school.
- Staffing for the new Sixth Form site was currently being calculated.
- Work was currently taking place to ensure that a viable timetable for the Sixth Form would be in operation from 1 September 2024.
- Security for and around the immediate area of the new campus was being planned.
- No student would be financially disadvantaged as a result of some of the Sixth Form Curriculum being delivered on a different site.

Governors were further pleased to be informed that the upper floor of the NIA building would be brought, eventually, back into use. EMAT were in discussions with the DfE to seek both funding and realistic timelines for the repair and use of this area of the school.

vi. SAFEGUARDING

Governors were given details of the third Lock Down that had taken place last week for a very short period of time. The Senior Management Team were still resolving the issue of distinguishing between a hard and soft lock down and also how to liaise more efficiently with the nearby Castle Academy.

Gov: What was the reaction of parents to the Third Lockdown?

MS: Parents were happy with the level of communication shared with the lockdown which only lasted for a few minutes.

Gov: What actions are being taken to ensure that the area around the school is safe for NIA students?

JS: EMAT is working with the Local Safer Community Team; trying to increase the availability of CCTV near the school and encouraging the Council to clean the land on the perimeter of the school and create a manageable buffer around the NIA building. Work is also taking place on ensuring that current access points to the NIA building are fit for purpose and that system for students signing in and out are clear, easily accessible and understood.

Vii STAFFING UPDATE

The Board noted the following:

- ✓ Primary Inclusion Team in place.
- ✓ Two quality Primary Teachers had been recruited for September 2024.
- ✓ 7 Secondary Teacher from overseas had been inducted in the first half of the 2024 Spring Term.
- ✓ A maternity cover for a Secondary Curriculum leader had been recruited.
- ✓ 6 Teachers had left – two for personal reasons, two relocated and two teachers who had not reached the expected standards for NIA staff.
- ✓ Recruitment and Retention had improved and the improving local and regional reputation of the school was aiding both these areas.

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.

	<p>Gov: Why has there been such a dramatic drop in the number of uses of physical restraint -from 26 in the 2023 Autumn Term to only 2 for the first half of the 2024 Spring Term?</p> <p>DL: Two learners were the major reason for the high number of the uses of physical restraint; one of these has since left and the other one is now dual registered with the Castle Academy. However, the other reasons are that the new Behaviour System in Primary classrooms, staff training and the unremitting focus on quality teaching and learning has created change in the culture and ethos of the school.</p> <p>Gov: Are you concerned at the number of extremism concerns?</p> <p>CL: No – all staff have received Prevent Training and the concerns that were reported caused no significant harm and no significant intent</p> <p>ACADEMY IMPROVEMENT PLAN – updated version</p> <p>The Board received the Academy Improvement Plan which contained:</p> <ul style="list-style-type: none"> ➤ List of Monitoring Documents ➤ List of all relevant policies to the AIP ➤ Glossary of all acronyms ➤ Vision Statement ➤ Curriculum Statement ➤ Context ➤ Actions since last Monitoring Visit on 4 October 2023 ➤ NIA Core Improvement Priorities – Actions, Impact and Reviews <p>The Board was encouraged to be aware of the contents of the Academy Improvement Plan as it was the Strategic Plan which would move NIA into a “good Ofsted category”.</p>	
7 Governor Updates and Visits	<p>The Board received and noted Visit Reports from Ms. C A Hall – Behaviour and Attitude – 05.12.23 Mr. A Hill – Safeguarding – 09.02.24. Comments from these Governors included “Movement around the school was calm and ordered” ; “massive improvement noted in behaviour”.</p> <p>All Governors were asked to complete at least one visit a term and complete the Governor Visit Report forms. It was noted that the following Governor visits would occur before March 2024:</p> <p>Russell Norton – SEND and Pupil Premium - visit to be completed (first visit 09.11.23) Becca Williams – Personal Development</p> <p>Governors stated that the use of GovernorHub as the main means of communication was proving successful. Phase Two of the launch would take place in the 2024 Summer Term</p> <p>Andrew Hill – Safeguarding, Sixth Form, Careers Russell Norton – Pupil Premium, SEND</p>	All Govs

	<p>Carrie-Anne Hall – Behaviour and Attitudes Tari Okoye – Early Years, Quality of Education, Leadership and Management Becca Williams – Personal Development, Attendance Paul Freeland – to be agreed.</p>	
8 Ofsted Prep	<p>The Board thanked the Executive Headteacher for his Information Paper on actions that had been taken to move the school forward and gain a “good” grade in any future Ofsted re-inspection. It was clear that children were now ready to learn and that teaching across the school was more consistently strong as a result of the considerable staff training and coaching. The Senior Management Team and other Curriculum/Pastoral leaders were now gathering data and evidence to show that the genuine progress was being delivered in the classroom.</p> <p>Governors were encouraged to complete or give their feedback to the recently published Ofsted Big Listen Questionnaire.</p>	All Govs
9. Improvement Partner and External reports	<p>The Board received and noted the Thompson Team Annual Safeguarding Report; SEND report from JL – 14.11.23; Monitoring Reports from JL – 5.12.23, 19.01.24, 15.02.24; The NIA Report Coaching Strategy 01.03.24 by JL; Report on Visit from S Waterman 25.01.24.</p>	
10. Policies for Review	<p>The Board noted The Admissions Policy and the Complaints Policy.</p> <p>The Board unanimously approved the Equality Statement 2023 – 2024 which had been made bespoke to NIA</p> <p>The Board received the Pupil Premium Strategy Statement for NIA 2022 – 2025.</p> <p>The Board received and noted the NIA SEND Information report 2023 – 2024; only minor changes had been made to this annually produced document. Governors commented that the document was both thorough and clearly “fit for purpose”.</p>	
11. 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
12. Any Other Business	<p>The Board was encouraged to attend the recent School production of “Oliver”.</p> <p>Governors asked for information on Year 13 UCAS application and an update on Sixth Form applications for their next meeting.</p>	MS

13. Dates of future meetings	29 th April 2024 18.00hrs meeting 5 in school. 8th July 2024 18.00hrs meeting 6 in school.	
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The meeting closed at 19.58.

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

Actions from meeting Number Four held at NIA on the 11/03/24.

Action	Owner
1. Ms Okoye to be contacted to ascertain if she wishes to remain as a Governor. Page 2	Paul Osborne
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 visits. Page 2	ALL GOVERNORS and EXECUTIVE HEADTEACHER
3. Review of Parental Code of Conduct – discussions ongoing with HCS Academy schools. Page 2	MS and Hardingstone, Stimson and Castle Academies Headteachers
4. Report on Changes to Early Years Leadership to be Agenda item for meeting on 29/04/24. Page 2	Paul Osborne and MS
5. Russell Norton to complete Governor Visit focus on Pupil Premium. Page 2	Russell Norton
6. Suspension Data to include information on number of “repeat offenders” Page 5	Connor Leason
7. All Governors encouraged to respond to recent Ofsted Big Listen Campaign. Page 10	All Governors
8. Information requested on Application to the Sixth Form for September 2024 and on current Year 13 UCAS applications. Page 10	MS
9. Governors encouraged to provide written questions on information/data pack for each Board meeting to the Clerk before meeting takes place	All Governors

and contact the Chair with suggestions for future agenda items. Page 10.	
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