

FINAL Minutes Standards & Performance: Northampton International Academy
14th of July 2022 18.00
Meeting held virtually via Microsoft teams
The fourth S&P meeting of the academic year 2021-2022

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

Agenda item	Discussion	Action / Information
1. Present.	<p>Jo Daniels (Deputy Headteacher) Fuzel Choudhury (Executive leader) Andrew Johnson (Assistant Headteacher - Data & Outcomes left at 19.45) Alex Oldham (Assistant Headteacher - Head of Primary Phase left at 19.45) Lorna Beard (EMAT Head of Inclusion & Training Hub) Adam Otulakowki (Designated Safeguarding Lead) AOK in the minutes.</p> <p>Bruce McDonald (Parent Governor) Zahro Abdirizaq (Parent Governor) Andrew Hill (Co-opted Governor). Zoe McIntyre (Co-opted Governor) Claudia Wade (Chaired items 1-10, Co-opted Governor) Russell Norton (Co-opted Governor) Maqsud Ahmed (Co-opted Governor) Ben Shirley (Co-opted Governor/LAB Chair. Chaired items 11-14) Olaseni Alaka (Co-opted Governor)</p> <p>John Lawson (Head of Education) Joshua Coleman (CEO: EMAT) Monica Juan (EMAT Compliance / Governance joined at 18.36) Paul Osborne (Clerk – Minutes)</p> <p>Introductions made. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	
2. Apologies.	<p>Apologies received and accepted from Liz Dormor (Co-opted Governor), Jenny Nimmo (Co-opted Governor). PO advised that LD is leaving the board at the end of August.</p>	
3. Quoracy.	The meeting was quorate.	
4. 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.	

5. Minutes from the meeting held on the 4 th of May.	The minutes of the meeting held on the 4th of May 2022 were agreed to be an accurate representation and will be signed once in-person meetings recommence in September.	
6. Action Log from the meeting held on the 4 th of May 2022.	<p>1. JD/HA to present the transition information shared with the staff for the September intake. JD/AO gave an update on the information shared with the staff and the events that took place with the pupils. These included a meet the tutor evening, tutor group, stay and play, meet the teacher and house allocation shared with the pupils and parents. All EYFS pupils will be full time by the 12th of September.</p> <p>A governor asked if there are any year 6 pupils joining NIA from another school. AO advised no, any that do will be supported.</p> <p>2. JD to present the summer school plans at the next S&P meeting. Done. On today's agenda.</p> <p>3. ZM to discuss lockdown procedures during her next visit. Done and shared with AOK.</p> <p>A governor asked if a lockdown has been done. JD advised no and is an action for next year.</p> <p>4. The governors to review the impact of the SIP areas when they complete their visit. Done. PO confirmed this will be reviewed in 2022-2023 once the new SIP is shared.</p> <p>5. JD to send out school lead details to governors. Done for 2021-2022.</p> <p>6. Selected year group pupil survey to be added to the next S&P agenda. Done.</p> <p>7. PO to give an update on the parent governor elections and if any parents would be a suitable Co-Opted governor. Done.</p> <p>8. PO to share with the governors the known AIP visit dates. Ongoing.</p> <p>9. PO to investigate if a Governor Teams calendar would be beneficial. Ongoing.</p> <p>10. PO to add SIP priorities 2 and 4 onto the next S&P agenda. Done.</p> <p>11. AR to check all pupils in alternative provision are recorded correctly on the register. LB confirmed this has been done.</p> <p>12. ZM to incorporate pupil attendance during her next visit. Done.</p> <p>13. JD to check the feedback regarding coding post PEX meeting has been actioned. Done.</p>	<p style="text-align: right;">JD</p> <p style="text-align: right;">PO PO</p>
7. Headteachers reports to include: i. Primary Key stage 2 / Phonics / EYFS / KS1 / Performance	<p><u>i. Reception GLD Results.</u> AO highlighted the following.</p> <ul style="list-style-type: none"> • Results submitted to the relevant authorities. • This is the first year of assessing with the new EYFS profile and therefore there is not yet any national data to compare against which will be released in September. 	<i>Reports on Teams</i>

<p>outcomes including vulnerable groups</p> <p>ii. Secondary internal assessments and feedback on exam process (no published results)</p> <p>iii. Summer school plans update.</p> <p>iv. Selected year group pupil survey results</p>	<ul style="list-style-type: none"> • Overall, 58% GLD, the results are lower than planned. • There is a significant gap between girls lead boys achieving GLD • Writing has been a challenge. Work has continued with EMAT EYFS consultant to develop practice and provision across EYFS in line with new curriculum expectations. This has focused on supporting the pupils to make accelerated progress from their starting points within an enabling environment which stimulates and develops children's knowledge and learning with open ended learning experiences. • Assessment will continue for these pupils in year 1 to ensure the achieve accelerated progress. • Best practice and learnings will to be incorporated into EYFS for 2022-2023. • Several of the EYFS team will be leaving in July including the EYFS lead. The new EYFS lead is very experienced, they have seen the data and the plans for 2022-2023. <p>A governor asked what is being to understand the reasons for the gap between girls and boys.</p> <p>AO advised that the data was shared with the relevant stakeholders and deep dives have started to understand why the gap exists and how it can be closed. This includes the motivation some boys have for reading and how this can be increased including use of outdoor space.</p> <p>A governor asked if there are any strategies in place or planned to support some summer born pupils close the gap.</p> <p>AO confirmed there are including attendance, as some of the persistent absence (PA) pupils are summer born and work is ongoing to inform their parents the link between attendance and attainment.</p> <p><u>Year 1 Phonics Results.</u></p> <p>AO highlighted the following.</p> <ul style="list-style-type: none"> • Overall Phonics attainment is lower that national data from 2019. • Progress has been substantial. • Plans are in place to support the pupils varying on their requirements. • Mobility is starting to have an impact and work is ongoing to support the pupils who arrive later in the year as many are new to country. • All staff teaching RWI have now had consistent training for RWI, this has included both external RWI training and fortnightly CPL (Continuous Professional Learning) sessions to ensure consistency across delivery of RWI. Inset in spring focused on phonics consistency and matched reading. The local authority has recognised the consistency of the teaching. <p>A governor asked if the reception staff have received RWI training.</p> <p>AO confirmed they have.</p> <p>The governor followed up and asked if the training is going through into KS2.</p>	
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AO confirmed it does.

Year 2 Phonics Results.

- Overall year 2 phonics attainment is below national for 2019, this would have been closer if not for the mobility of learners joining NIA (Northampton International Academy) within year 2.
- If the only results used were for the pupils who started in EYFS at NIA, the data would have been 88-89 with a national of 91.

A governor asked what is being done for the pupils who left Yr2 having not passed the Phonics screening.

AO advised that in the first term these pupils will access the RWI program, a layer of focused interventions and the support of specialist TAs who will have RWI training.

A governor asked how the parents who struggle with English are supported by the school.

AO advised that post CV-19 the workshops will return and targeting parents specifically with support and guidance. In reception adding a QR code onto certain homework has been trialed that when opened explains how to pronounce the word and will be extended to other years.

Key Stage 1 Results Reading.

- Overall, at expected 62%.
- Building fluency is a focus as this has dropped due to lockdown and the need for online lessons.
- Reading attainment is below that of 2019 national averages. Results are close to national for 2019 when looking at learners who have been within NIA since the start of the school year. In year mobility has impacted on overall attainment within reading in year 2.

Key Stage 1 Results Maths.

- Maths attainment within KS1 appears to be a strength in comparison with reading and writing and is close to national with 3% higher attainment with learners who have been at NIA since reception.

Key Stage 1 Results Writing.

- Writing is a limiting factor and attainment is below that of 2019 national averages. Results are close to national for 2019 when looking at learners who have been within NIA since the start of the school year. In year mobility has impacted on overall attainment within reading in year 2 Attainment and writing has been significantly impacted without mobility of new pupils 61% of pupils would have attained ARE for writing.
- Consistency of teaching the basics will be a focus.

A governor asked why the SEND outcomes are low.

AO advised that each pupils needs are different, and many will need support in most subjects. Work has started unpicking the data and this will determine the next steps.

A governor noted that for all three areas the gaps between the summer and winter born pupils is high and asked what is being done to close this.

AO noted that identifying pupils earlier and what the barriers are is key. The expectation regardless of birth date should be the same.

JL advised that the data for all trust schools has been reviewed and the gap between winter and summer born pupils is larger than in previous years. Once the national data is available the strategies will be finalise to help close the gap.

ii. NIA secondary internal assessments and feedback on exam process (no published results) / Progress 8 indicators / year 13 projections.

AJ highlighted the following.

- Moved away from using Flightpath.
- The refinement of the KPIs will have an impact on the percentages of attainment, as many had written KPIS which needed to be moderated. English and PE for example.
- This year we have run the key performance indicator system to assess and report learner progress. This model of assessment now fully supports the curriculum maps and designs
- Curriculum leaders have reviewed and rewritten the KPIs (Key Performance Indicators) for 2022-23, these match the curriculum maps.

A governor asked how the targets are set for pupils who are new to NIA at year 7 to ensure they are accurate.

AJ advised that the data shared tonight is attainment and not progress. To calculate the progress, pupils sit a baseline and then targets set at either working towards, expected or greater depth. There have been no cohorts who started at EYFS and completed their GCSE.

A discussion followed regarding the recent performance of the year 8 classes and the changes in teaching when pupils move into year 7.

- Year 10 have completed assessments, and their data will be entered for the 14th of July. An analysis for this report will not be possible, but the intention is that these results will be available as predictions to start off the September S and P meetings.
- Year 12 have completed end of term mocks. Due to an IT upgrade the results were not available to present at the meeting.

- For years 11 and 13 no new mock data presented. This was because it was decided to spend the time on revision as a prediction would have been based on inconsistency data.
- Overall, the exams went well. Areas to look at for next year are. Ensuring there are enough/suitable rooms with contingency plans in place including if the sports hall is needed. Adequate number of exam invigilators and general staffing.
- Order in place for the safe, chairs and desk that will be required and the new exams officer has had a comprehensive handover.

A governor asked if the school is aware of the pupils who need access arrangements.

AJ advised most of the pupils who require these are known, those not are managed as required.

Progress 8 Projections.

- Overall, predictions 0.18.
- Copy of Year 11 Revision Diary shared.

A governor asked for an update on Music which has the lowest P8:WA figure of all the subjects.

AJ gave an update on the pupils who took this course noting that some of them were in Prospect and thus not educated in mainstream, some were on a part time timetable, and some had behavioural issues. AJ confirmed that these pupils were supported as much as possible.

A governor asked if the music course a BTEC.

AJ confirmed it is at this stage.

Key Stage 5 Pupil Progress.

- Year 13. A Level. Although the predicted VA for A Level is positive, it is below the Target. This has dropped further by 0.3 points.

iii. Summer school plans update

JD advised that the school is inviting approximately 60 year 6 pupils who would benefit the most into the school in the full week before the school reopens. During this week there will be booster sessions including English, Maths, Science and team building. This will be run by NIA staff.

A governor asked what the criteria was for choosing these pupils.

JD confirmed that fact finder pupils, and those who would benefit the most were chosen.

A governor asked if the pupils/parents/carers have been approached yet.

JD advised that contacting the pupils, parents etc started this week.

A governor asked how many pupils are starting in year 7.

JD confirmed it is 298, the maximum is 300.

A governor asked how the parents who are not fluent in English be contacted.

JD advised that the school know what language the parents speak and will manage this on an individual basis.

ZA offered to help with this work. JD thanked ZA and will be in touch if required.

iv. Selected year group pupil survey results. Secondary Pupils survey June 2022

JD highlighted the following.

- The number of replies had fallen from 326 in February to 298.

A governor asked if overall the results was disappointing.

JD noted it was and goes against the daily observations she and the staff see.

To improve the response rate pupils will complete future surveys in computer science classes or in form time on a rotation basis.

JD noted that some of the questions have been adjusted for example do you feel safe will now ask what part of the school you feel unsafe or do you feel safe on the way to / from school.

LB noted that a presentation has been completed to aid pupils when they complete the survey.

- Following on from the results an additional server area will be installed.

A governor asked if future surveys would ask for gender/ethnic information to aid with data analysis.

JD confirmed they will.

A discussion followed regarding the importance of pupils, parents looking forward and some of the results were positive and show the progress being made.

A governor noted the results for question, “*the change to the school day has helped my learning to improve*” are not as good as hoped and what is the school going to do with the feedback.

JD advised that the next step is to work with target groups in each year to gather more detailed feedback. This will allow us to see what is working well and where improvements are required.

It is also important to demonstrate the progress and the effect on outcomes to pupils.

	<p>A discussion followed regarding the wording of this question and JD confirmed it will be improved for future surveys to gather more specific data.</p> <p>A governor asked for the schools next steps following the results from the <i>Is bullying a problem</i> question. LB noted that in the most recent survey the question has been improved to gather more data and thus enable targeted actions as some of the bullying maybe taking place outside of school which would need a different approach. JD noted the meetings she is having with multi agencies including PCSO to conduct a safety mapping survey to allow specific targeted responses. JD confirmed that next year a PCSO will be in school one day a week.</p> <p>A governor asked if the SHARP reporting system used. JD advised that a similar system was used for a short time but was withdrawn as it was being abused by some pupils. A replacement system is in place.</p> <p>A discussion followed regarding the need to review the wording of the questions were unsure was the highest percentage answer. JD/LB to action.</p> <p>A governor asked if the student council are consulted regarding the questions and the wording prior to the survey being released. JD said this had not been done but is a good idea and will take it on board.</p> <p>A governor asked what work is being done regarding the safety of pupils outside of school. JD advised that work is ongoing regarding pupil self-regulation, reinforcing the expected behaviours and the pupils knowing they represent the school when in the community.</p> <p>JD noted that the questions in the survey are the same as those at PWS which is an Ofsted rated a good school, the outcome were very similar. The team at NIA have established a calm school with established routine. All in school agree there is work still to do.</p>	<p>JD</p> <p>LB/JD</p> <p>JD</p>
8. SIP Priorities update 2 and 4	<p>JD highlighted the following.</p> <p>Priority 2. Quality of Education main priorities.</p> <ul style="list-style-type: none"> • Ensuring there is a well-planned and sequenced curriculum that is understood by all staff and leaders ensure that teaching of individual subjects is strong, and children are achieving well in all subjects and making good progress. • Progress with the curriculum has been strong with a level of consistency and it runs through the fabric of the whole school. <p>JL noted the next SIP will have a focus of quality of teaching.</p> <ul style="list-style-type: none"> • There has been a focus on intent the next stage is to look at the effectiveness of the implementation. This work has started with the 	

	<p>implementation of a robust coaching programme. Every teacher in the school will be allocated a coach following successful trials. This work will help the staff reach the expected standards and ensure consistency.</p> <p>LB noted the use of external coaching experts will from September.</p> <p>A governor asked if there is a possibility of the coaching work being offered to the 6th form pupils.</p> <p>JD highlighted the leadership and public speaking work that is taking place. LB added that there are plans in place for some mental health and first aid training with this cohort.</p> <p>JD/LB agreed that these would be a priority but some of the coaching skills could be used in the future.</p> <p>A governor asked how the school ensures staff feel valued.</p> <p>JD noted the wellbeing and galvanizing of staff is key and they have their own survey along with regular meetings with colleagues. The addition of the coaching scheme will give staff another avenue to talk and share anything that concerns them.</p> <p>A governor asked if there is the opportunity for staff who want to move into a new role to shadow a colleague.</p> <p>JD advised this is something the school would like to do but the systems are not in place yet. There are though performance appraisals so staff can identify their career path and several staff are on the NPQ course from September.</p> <p>Priority 4. Improve the school culture by more effectively promoting pupils' personal development, increasing pupils' aspiration, understanding of how to keep safe and the importance of respecting others.</p> <ul style="list-style-type: none"> Progress was slow at the start of the year but has increased pace since Easter. There is a PHSE Co-Ordinator in place who ensure the curriculum is well balanced and sequenced and prioritised by staff and promotes the values of diversity and respect. 	
9. AIP visits	The governors had no questions to ask at this time.	
10. Learning & Teaching Framework	The governors asked that this item is added to the next agenda.	PO
11. Annual Safeguarding report.	<p>AOK highlighted the following.</p> <ul style="list-style-type: none"> Additional training. 14.06.2022 – Risk Assessment training 29.06.2022 – ACE (Adverse Childhood Experiences) training Northampton Safeguarding in Education Monthly Bulletin Monthly Northampton Professionals Information 	

- All staff and support staff complete the required training during inset days in September. Any staff member starting post September receive the training upon joining NIA via Smartlog.
- All visitors and contractors have information on how to report safeguarding concerns and are given paper forms to complete, should they need to raise a concern. All regular visitors and contractors given induction on their first day.

A governor asked what system the kitchen staff follow when reporting a safeguarding concern.

AOK advised that if they have any concerns, they have a paper form to complete. The catering company and cleaning company conduct their own safeguarding training and the school offer them their own training also.

A governor asked if a contractor could not complete a written form how would they register a concern/incident.

AOK noted that the cleaning contractor supervisors are in regular contact with their staff and would highlight to the school if they had any concerns or an incident to report. There is a letter of assurances from the contractor that this happens.

The governor followed up and asked if the contractors understand the importance of confidentiality regarding safeguarding matters.

LB confirmed this is covered in the training they receive but urged the governors to speak to her if she has any concerns.

- All statutory and advised documents are logged on MyConcern. All staff read and log on MyConcern that they have read and understood each document. Training throughout the year is scheduled to test and refresh this understanding to ensure it remains at the forefront of thinking for all staff.
- Child protection policy to be reviewed and ratified in September.
- Emergency procedures e.g., Lockdown, fire drill, evacuation policy dates to be confirmed.
- NIA uses SENSO to screen computer use throughout the academy. SENSO reports are screened weekly by the Safeguarding Team. Any concerns are logged on MyConcern and dealt with in accordance with safeguarding procedures.
- Evidence that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum is seen in the Tutor time programme and the PHSE programme (new for 2022/23).
- Number of requests for support made to MASH during Academic year. 88 since September 2021. 2 currently pending (23.06.22* and 04.07.22)
*Complex issue regarding a new admission and questionable paperwork / identity.

	<ul style="list-style-type: none"> • Number of pupils' subject of a Child Protection Plan (at end of summer term) x 10. • The action plan for 2022-2023 is based on the data received on the categories and referrals and includes. Challenging sexualised behaviours. Community outreach. Curriculum review. Ensuring students feel safe in school. Ongoing Safeguarding Team training <p>A governor asked if there were any referrals due to sexual exploitation or child criminal exploitation. AOK noted that there were some concerns regarding sexual exploitation, but they were investigated with no further action required.</p> <p>The governor noted the SERF organisation who offer staff training. AOK thanked the governors for the information.</p>	
12. LAB Chair annual report and yearly review	<p>BS highlighted the following.</p> <ul style="list-style-type: none"> • It is important to recognise that we have once again come to the end of another very difficult year for the school. Whilst some challenges like Covid are now risks that are transitioning to "Business as Usual", we are once again required to make sure that the NIA can meet the needs of all stakeholders. The school is now at full compliment, and we have returned to traditional examination. • A positive achievement this year was the professionalisation of the NIA LAB. We now have a great mixture of experience and knowledge on the Board. <p>The governors thanked BS for the report.</p> <p>BS/PO asked for any feedback sent to them by the 18th of July. <i>Post-meeting note no feedback received.</i></p>	
13. Any other business	The governors had no feedback at this time.	
14. Dates of meetings for the year:	<p>Governor meetings 2022-2023. Invites have been sent</p> <p>28/09/2022 18.00hrs NIA meeting 1 will be held in school</p> <p>23/11/2022 18.00hrs NIA meeting 2 On Teams</p> <p>25/01/2023 18.00hrs NIA meeting 3 will be held in school</p> <p>15/03/2023 18.00hrs NIA meeting 4 On Teams</p> <p>26/04/2023 18.00hrs NIA meeting 5 will be held in school</p> <p>21/06/2023 18.00hrs NIA meeting 6 On Teams</p> <p>17/07/2023 18.00hrs NIA meeting 7 will be held in school</p>	Calendar appointment sent.

The meeting closed at 20.20

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

Actions from the virtual S&P meeting for NIA held on 14/07/22

Action	Owner
1. JD to conduct a lockdown. Page 2.	JD
2. PO to share with the governors all the known AIP visit dates Page 2.	PO
3. PO to investigate if a Governor Teams calendar would be beneficial. Page 2.	PO
4. JD to review the survey questions “the change to the school day has helped my learning to improve”. Page 8.	JD
5. JD/LB to review the survey questions were unsure had the highest percentage. Page 7.	LB/JD
6. JD to consult with the student council regarding the questions and there wording. Page 8.	JD
7. PO to add Learning & Teaching Framework to the first agenda of 2022-2023. Page 9.	PO