

FINAL Minutes Local Advisory Board: PWS
18th January 2022 18.00
Meeting held virtually via Microsoft teams
The first 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>Liz Dormor (Headteacher) Antony Kennedy (Deputy Headteacher) Debbie Twigger (Co-Opted governor) Richard Fincher (Co-Opted governor) Emma Tansley (Co-Opted governor) Jo Trevenna (Co-Opted governor) Nigel Hunt (Parent Governor) Claudia Wade (Chair TB appointed member) Joshua Coleman (CEO: EMAT) Monica Juan (EMAT Compliance / Governance) John Lawson (Head of Education) Joined the meeting at 18.50. Paul Osborne (Clerk – Minutes)</p> <p>Introductions were 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 Charlotte Krzanicki (Elected Parent Member).</p> <p>No apologies received from Duncan Furey (Co-Opted governor) or Sarah Love (Staff governor).</p>	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	<p>There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.</p> <p>PO noted that he would send out another reminder to those governors left to complete their declarations of interest. <i>Post meeting note actioned W.C 7th February.</i></p>	
5. Minutes from the last meeting.	Minutes of the Academy Local Board. N/A as the last S&P meeting was combined with the July LAB meeting. Minutes and actions from this meeting were discussed at September's LAB meeting.	Minutes on Teams

<p>6. Headteacher report:</p> <p>i. Attainment and progress to include Vulnerable groups SEND PP EAL</p> <p>ii. Catch Up</p> <p>iii. Exception report on Y11 DA.</p> <p>iv. SEND interim report</p>	<p><u>i. Attainment and progress to include Vulnerable groups SEND PP</u></p> <p>EAL LD highlighted the following from the student progress report.</p> <ul style="list-style-type: none"> • Year 7. No significant gaps or concerns. • Year 8. Gender gap and SEN&DA gaps need monitoring but involves small numbers. • Year 9. Gender gap reversed in this cohort (Moreover, a boy heavy cohort.) No other gaps or concerns. • Year 10. SEND and DA gaps widening - need attention, especially DA. EAL gap due to ability of individuals (but not SEND). • Year 11. SEND and DA gaps need urgent attention. Ongoing (see other reports) • Year 12. DA and SEND+DA gaps are of concern (though SEND+DA is very small number). • The focus is KS4 particular year 11. The DA in this cohort are the subject of the exception report item 6.iii. <p>A governor asked if the SEN gaps have decreased from last year. LD confirmed they had.</p> <p>A governor noted for Yr10 the DA gap is -18% and the DA&SEN is -30% and how does this compare to last year when they were in year 9. LD advised that the gaps were -15% for all DA/SEN now -30%. The school is aware of this data and work is ongoing to close this gap.</p> <p>A governor asked how the school has closed the SEN gap. LD advised that teaching to meet the needs of each pupil has been a whole school focus and is now bearing fruit. This includes extensive staff training accurate and personalised pupil passports. DT noted that her recent visits back up the improvements noted.</p> <p>A governor asked if there are any specific subject areas LD has concerns over. LD noted that attainment and progress in Business and MFL would appear to be of some concern, together with progress in English, Music and Art. However, English has historically excellent results and the attainment at this stage is very stable and similar to other years. The assessments were also based on a broad range of the curriculum, which will be narrowed, and when more is known about which elements will be examined this year refinements are expected to improve the progress. MFL has suffered from some changes in staffing and leadership of the department, but the new HoD started in January, so we expect attainment and progress to start to show improvement. The vocational courses sometimes show variable data at this time due to the amount of non-</p>	<p>Reports on Teams</p>
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examined assessment, which has been completed. Similarly, the students taking music are able, and therefore have high targets, which impacts on their progress score, but we expect the progress score to improve as the attainment rises toward the end of the course when content is more complete. They are also subjects with low numbers of entries so the impact of some outlying students has a larger impact. It is important to note that some subjects i.e. music have a large amount of non-examined work currently being completed.

Overall, no subjects are causing any significant concerns.

A governor asked how equality is being born out in the subjects/curriculum.

LD highlighted that when she completes department reviews she asked how the staff are meeting the needs of all pupils. There is an excellent range of subjects for pupils to choose from at KS4. The curriculum is never narrowed for pupils at KS3 and KS4 on the grounds of ability. Subjects are available for pupils who may not want to complete a large amount of GCSEs.

JT noted that NIA has created a diversity forum and has signed up for the Race Charter mark and the LGBTQ+ mark in secondary education. LD and JT to share this information outside of the meeting.

AK noted the range of subjects offered at KS5 has grown over the last couple of years to include more none A level subjects.

A governor asked for MFL will the pupils in year 11 see the benefit of the HoD.

LD advised that this year group has had some disruption with staffing in not having the teacher they thought they would get. They have always had good quality teaching including an excellent supply teacher. Some pupils have moved up a grade in the last term and some even more at GCSE level.

Confidence in completing the oral exam is key and pupils are being supported with this. The appointment of the HoD will strengthen this work even more.

- Year 11. These grades are based on mock examinations, which took place in exam conditions and will be used for any TAG if needed. The number of papers completed varied by subject. The attainment figure for all students is over half a grade higher than in mocks at the same time last year. Attainment in maths is much improved which partly explains this. Attainment for DA students is higher than at this time last year but is slightly lower for SEND students.

LD/JT

- Year 11, Mock 1 Commentary: Progress is higher than this time last year and is an improvement on earlier data. There is a growing difference in the progress of boys and girls, but the attainment and progress of girls are much higher than at the same stage last year. Whilst the gap between DA and non-DA is growing, the progress of both of these groups is improving from earlier in the year, but non-DA are improving faster.
- The data shows the average pupil is a quarter of a grade below expected and in previous years, this has been about half a grade off too. The 2019 data was used to calculate the progress measures.

A governor asked if the current staffing issues could have had an impact on year 11 DA.

LD highlighted that PWS fundamental strategy is to teach everyone well which supports all pupils including DA. Evidence shows that DA pupils suffered more than none DA pupils during lockdown. The gap increased but is closing and the work ethic of year 11 pupils has been outstanding including the proficient manner they completed the mock exams.

There are some specific strategies for some DA pupils including the use of the National Tutor Programme although some pupils declined this offer. For these pupils, other strategies are being investigated and the use of sanctions is carefully managed so pupils are not removed from class.

A governor asked if a date is known when any additional information regarding exams will be released.

LD confirmed it would be released by the 6th of February.

The governors noted how impressive this data is especially taking into account the disruption caused by CV-19.

- Year 13. First mock Commentary: The grades awarded are based on the exam papers taken during the exam period alone and so do not factor in any coursework. It is pleasing that the number of A*/A grades has increased and is equal to the teacher's predicted level. However, the number of grades at A* and C and at a pass level (A* to E) are slightly lower than the mocks taken at a similar point last year. This has resulted in a slightly lower APS than last year. All pupils who received a U grade are meeting with the Head of Sixth form to work out the next steps/support/advice is required. The current Value Added estimate has improved from earlier in the academic year. This shows that progress is

	<p>being made and lost learning is being caught up on, but the figure still represents half a grade behind expected progress. This is partly be explained by the larger cohort size, the higher attainment at GCSE level leading to higher target grades, and the impact of lost learning time last year. However, it further demonstrates the need to identify key students and areas for intervention.</p> <p>A governor asked if the pupils who received a U grade might be out of practice regarding sitting tests, as they would not have taken one at the end of year 11. LD noted this could be a reason along with some of them thinking that the exams may be cancelled as per 2020. The Head of Sixth form will cover this during the next steps/support/advice meetings.</p> <p>A governor asked if the gender gap data is normal and is it subject- oriented. LD noted that the gender gap data fluctuates and there is no pattern. Historically boys tend to catch up towards the end of the year. It would be difficult to ascertain if the gap is subject-oriented.</p> <p>A governor who has a child in year 13 noted the extensive remedial work the school is doing.</p> <p>A governor asked when the current year 13 were in year 11 was the grade inflation factored into your expectations. LD noted that the measurements are being taken from 2019. The data/procedures used in 2020 could have an impact on progress scores.</p> <p><u>ii. Catch Up.</u> LD advised that all of the Activities, Progress with identified approach and Evidence of impact has been listed and invited questions.</p> <p>A governor asked when LD thinks the production of the pupil passports will have an impact on closing the gap. LD expects the impact to be seen initially in years 10 and 11.</p> <p>The governors asked DF to use this report when he next meets the PP lead to look at impact especially for years 10 and 11. LD to ensure this happens.</p>	LD/DF
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The governors noted the encouraging data regarding extensions to clubs, trips and the ongoing monitoring of access to these, which shows impact.

A governor congratulated the school on the work they are doing regarding access to the curriculum with fluency in reading.

A governor asked if there has been an increase in the number of pupils designated DA.

LD noted there has been a minor increase primarily during the pandemic but overall numbers are stable.

iii. Exception report on Y11 DA.

The governors thanked LD for the report and the level of detail shared.

LD highlighted the following;

- Remain RAG as red but progress has been made but not enough to move from red.
- Actions taken with target group
 1. JB the DA lead, has had individual meetings with all students in this group. She has created individual 'pupil passports' for them which help teachers to know what strategies help these students most.
 2. JB also held one-to-one interviews with them all about their mock results.
 3. All students have had independent careers advice, and some have had mentoring with external mentors.
 4. A breakfast club has started this term, which enables them all to start the day well.
 5. Most of the students in this group went on the trip to Caythorpe where they combined challenging physical and team-building tasks with bespoke revision sessions.
 6. AK phones the parents/carers of any student who has less than 80% attendance, and the Head of Year phones the parents/carers of any with attendance of 80 – 90%. Students being ill with Covid has affected this.

JB has been instrumental in many of the actions taken.

- Current data, highlighting any progress made
At the end of year 10, this group of students had a progress 8 figure of -0.89, and the DA gap was -0.31. At the start of the Autumn term, the 4 progress 8 figure for this group was worse, at -0.92, but the DA gap was the same, at -0.31. Similarly, at the end of year 10, the Attainment 8 gap (not given in the tables below) was -12.1 and in capture 1 in year 11 it was -12.0; a minimal reduction in the gap of 0.1.

	<p>Overall progress is being made but not as quickly as hoped. The progress of non-DA pupils is greater than DA pupils hence the gap is increasing.</p> <ul style="list-style-type: none"> AK highlighted that the attendance figures for year 11 DA pupils have always been a challenge as a small number of pupils have a poor attendance record. Support has been offered to these pupils throughout their time at PWS. FFT aspire tracking is being used and the whole school is outperforming FFT and the national average. There is still work to be done with the DA pupils. <p>LD noted that a large majority of DA pupils were off with CV-19 during the autumn term, which had a massive impact on the attendance data.</p> <p>A governor asked why there was so many DA pupils off with CV-19 at the same time.</p> <p>AK updated the board on the reasons.</p> <p>The attendance recovery plan has been fully implemented but it will take time to show an improvement.</p> <p>ET noted that during her recent visits, she triangulated the work concerning attendance with AK, improvements are visible, and all staff know their responsibilities.</p> <ul style="list-style-type: none"> AK noted that mental health issues are a growing concern. Previously, PWS logged around 400 concerns a year, about 35 a month. In the autumn term 2021 (3.5 months) 214 were logged– which is about 60 a month. <p>A governor asked if there are more mental health cases as a percentage compared to non-DA.</p> <p>AK advised they are more acute in the DA cohort.</p> <ul style="list-style-type: none"> For the current year, 11's 15% of this year group are DA, but 21% of the 28 students suspended in 2020-21 were DA and 41% of the days lost to suspensions were to DA students. In autumn 2021, 50% of Y11 students who were suspended were DA, and 35% of the days lost to suspensions were to DA students. This is an area of concern and is a focus area. <p>A governor asked if there is a pattern to this data pre/post lockdowns.</p> <p>AK noted that it is currently difficult to ascertain a pattern with the data available. AK highlighted the ongoing discussions with the</p>	
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pastoral team and JB so every opportunity is utilised before exclusions, which are always the last step.

- Four pupils below the standardised score for Reading.

A governor asked if this could be from their time at Primary school.

LD noted she does not know if this was the case at primary school but at PWS accelerated reader is used. The focus area is on improving fluency and comprehension.

- We are hoping to employ a permanent Attendance Officer soon to help with the ongoing difficulties with the attendance of this group of students.
- We are looking into the possibility (and cost!) of a 'late bus' to enable students to stay at school for revision sessions, homework clubs, and other extra-curricular activities are being explored.

iv. SEND interim report.

LD asked if there are any questions or comments regarding this report or the SEND area.

DT highlighted the following;

- SEND lead had shared this report and the data shows the results are improving.
- The number of pupils has increased.
- A lot of work has taken place to ensure the passports are up to date.
- Discussions are ongoing to clarify if the exams officer could/should manage some of the work the SEND team currently undertake.

A discussion followed regarding the SEND budget.

JC advised that EMAT aims for the best practice and proven impact on pupils and SEND is a whole-school approach.

AK noted that from discussions with his peer group currently no higher needs funding is being allocated in the county.

A governor asked if the SEND team is still supporting the year 6 to 7 SEND transition pupils.

LD advised they do.

A discussion took place regarding the number of TA's in this area.

A governor asked what the ratio of TA's to pupils is at NIA.

	<p>JT advised that there is a currently a restructure taking place to help future proof this area so an accurate figure is not available.</p> <p>A governor asked for some initial feedback regarding the TAs new method of deployment, which includes a greater scope of responsibilities.</p> <p>LD noted that initial feedback is very positive and the TAs are thriving in the opportunities to be upskilled, take on more responsibilities and ownership. The pupils have also benefited from this work and the data suggest it is working.</p> <p>A governor asked how it's ensured that SEND pupil's interventions do not have a negative impact of the rest of the learning.</p> <p>LD advised that interventions take place during tutor time. Some pupils in years 8 and 9 have elected to come out of MFL with parental consent to take part in accelerated reader lessons.</p>	
7. Review of the school improvement plan	<p>JL advised that SEF/SIP are two documents that are crucial to the governors. The SIP derives from the SEF. The SIP sets out the areas the school seeks to improve and the objectives the school is aiming for during the academic year</p> <p>It is crucial governors monitor these documents during visits and in governor meetings. Governors need to be aware of any barriers that are stopping these be achieved and report these. Governor training is planned on the 7th and the 21st February to go through SEF and SIP in detail. <i>Post-meeting note PO sent invites to governors on the 19th of January.</i></p> <p>MJ advised that all EMAT Headteachers had been sent a copy of the PWS SIP governor visit with advice to use this in their school.</p> <p>CW asked if SIP governor monitoring could be added to all school's next S&P agenda. <i>Post-meeting note actioned.</i></p>	<i>Report on Teams</i>
8. AIP visits reports; For information only.	<p>CW asked if the governors had any questions regarding this report.</p> <p>The governors had no questions at this time.</p>	<i>Report on Teams</i>
9. Any other business	There was no AOB raised.	
10. Dates of meetings for the year:	<p>01/03/22 18.00hrs LAB in school</p> <p>03/05/22 18.00hrs S&P On Teams</p> <p>28/06/22 18.00hrs LAB in school</p> <p>19/07/22 18.00hrs S&P On Teams</p>	Calendar appointments have been sent

The meeting closed at 19.56

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

Actions from the virtual meeting for PWS held 18/01/2022

Action	Owner
1. JT/LD to meet outside of the board to discuss the Race Charter mark and the LGBTQ+ mark at NIA. Page 3.	LD/JT
2. LD and DF to use the Catch-up report when DF next completes a visit. Page 6.	LD/DF