

FINAL Minutes Local Advisory Board: PWS
22nd March 2021 18.00
Meeting held virtually via Microsoft teams
The second S&P meeting of the academic year 2020-2021

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 (TB appointed member) Richard Fincher (TB appointed member) + Emma Tansley (TB appointed member) Duncan Furey (Co-opted) Charlotte Krzanicki (Elected Parent Member) Jo Trevenna (Headteacher Northampton International Academy) Nigel Hunt (Parent Governor) Claudia Wade (Chair TB appointed member) Joshua Coleman (CEO: EMAT) Monica Juan (EMAT Compliance / Governance) Simon Webb (Academy Improvement Partner) 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>	+ RF joined the meeting at 18.30
2. Apologies.	Apologies received and accepted from Sarah Love (Staff governor) is on maternity leave.	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to this agenda that had not	

	already been declared on the annual register of interests.	
5. Minutes from the last meeting.	The minutes from the meeting held on the 24 th November 2020 were agreed to be an accurate representation. CW signed these electronically on GovernorHub.	
6. Action Log from the meeting held on the 22 nd September 2020.	<p>i. CW to electronically sign the 11th 2020 February minutes on GovernorHub. Ongoing.</p> <p>ii. LD to include for future presentations the disadvantage gap compared against national to give a better measure of closing the gap. Done.</p> <p>iii. MJ to investigate if there can be training organised for governors regarding FFT. Due to CV-19, the use of FFT has dropped off so training is not appropriate at this time.</p> <p>iv. PO to add curriculum to the next S&P agenda. Done.</p> <p>v. PO to send a list of all of the upcoming EMAT training dates and who still needs to complete the start of year housekeeping signing to all governors. Done.</p> <p>vi. PO to add Covid-19 catch up premium to the next S&P agenda. Done.</p>	CW
7. Academy Improvement Plan: i. Action on Priorities for 2020/21 ii. Curriculum update (requested from last S&P meeting) iii. Governors visits linked to AIP priorities.	CW advised that the SEF (self-evaluation form) is used to review each school's thoughts on their strengths, training requirements and areas for improvement as one of their areas for evaluation during inspections. SEF in schools allows the leaders to effectively plan key areas of improvement and how to achieve their performance goals. The SEF/ AIP (Academy Improvement Plan) is a living document and is updated regularly.	<i>Report on GovernorHub</i>

	<p>The governors were happy for LD to focus on the areas that were not green.</p> <p>i. LD highlighted the following;</p> <ul style="list-style-type: none"> • The items in the red text relate to the Ofsted observations. • Governors would have seen the previous AIP. The new AIP includes January updates. <p><u>Priority 1. To implement whole school strategies which ensure the quality of education enables all students to catch up educationally following the school closure due to COVID-19.</u></p> <ul style="list-style-type: none"> • <i>Action;</i> Resource supervision of supervised catch up/homework sessions after school for identified KS3 students. <i>Progress;</i> Only 1 session happened before the November lockdown. Plans changed, but not implemented before the January lockdown. National tutor programme now being used. • <i>Action;</i> Resource specialist catch up sessions for KS4 and KS5 students as necessary. <i>Progress;</i> Sessions run through Autumn term, but stopped by national lockdown in January. There are some course work catch up sessions planned for these students over Easter. • <i>Action;</i> Support for identified departments to raise standards within their departments as necessary <i>Progress;</i> Observations limited by lockdown in Spring term. <p>A governor asked if the final observations reports can be shared with the board.</p>	
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	<p>SW agreed and will action.</p> <ul style="list-style-type: none"> • <i>Action</i>; PowerPoint slides for each week created to aid teaching of tier 2 words for each year group. <i>Progress</i>; Is in progress but due to the nature of the work being discussion based in tutor group this was difficult during lockdown. Plan is to relaunch this fully post-Easter. • <i>Action</i>; Support the SENDCO with strategies to enable identified students make better progress. <i>Progress</i>; Delayed due to lockdown. Some SEND pupils have benefited during remote learning some records still being updated. <p>A governor asked if the targets will be reintroduced once the school is back to normal. LD advised they will.</p> <p>A governor asked for a grade of 80% of staff are using the passports effectively what would you expect to see in the classroom. LD advised that she would expect to see what is written on the passport is being seen in the classroom. I.E if a SEND pupil needs to be seated at the front of the class are they.</p> <p>A governor asked for an update on the new SENCO lead. LD gave an update advising they are very keen to start their SENCO training and are being fully supported by the school and EMAT.</p> <p>DT advised that she has met with the new SENCO lead and they noted that the passports are being used but</p>	<p>SW</p>
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	<p>more evidence is needed. DT highlighted that a parent forum was held in January with valuable feedback. Another forum is booked for April along with a pupil forum on the April 27th.</p> <p><u>Priority 2. “To identify the students in most need of intervention following the closures due to COVID-19 and evaluate the impact of the interventions provided”.</u></p> <ul style="list-style-type: none"> • The areas highlighted in orange had procedures in place but due to lockdown these have not been completed but will recommence as soon as possible. <p>A governor noted that a visit from Daniel Sobel had taken place and could a copy of this be shared with the governors.</p> <p>LD will action. MJ confirmed that she will take similar action for the other EMAT schools.</p> <p><u>Priority 3: To implement whole school strategies to ensure all students attend school, behave well, and are supported with their emotional wellbeing following the closures due to COVID-19.</u></p> <ul style="list-style-type: none"> • <i>Action;</i> Provide practical support by walking around the school to see if all is calm as often as possible. <i>Progress;</i> This has been flagged as red due to no specific work done on staff voice. Soft data suggests that staff do feel supported and appreciate quick and decisive action when removing students. • <i>Objective;</i> Support and challenge parents/carers of DA 	<p>LD MJ</p>
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	<p>students to ensure their children attend regularly so they can achieve as well as they should.</p> <p>AK advised for <i>Progress</i>; Lockdown has impacted this area. A member of staff is completing their NPQSL programme to encourage year 10 DA pupils in particular along with mentoring and improving parental contacts. The next steps include the relevant stakeholders working closely together to move this area forward.</p> <p>JT advised that NIA use ASD tier tracking and LD and JT agreed to discuss this in detail outside of the meeting.</p> <p>The governors asked if the lead PP governor (DF) can report back on the progress of this action at the July LAB meeting.</p> <p>DF agreed.</p> <p><u>Priority 4: To improve students' personal development through the further expansion of the wider curriculum, particularly in the sixth form.</u></p> <ul style="list-style-type: none"> • <i>Action</i>; Provide a wide variety of PD opportunities in these sessions, with the facility to create bespoke packages for students. <i>Progress</i>; PD Programme is designed and being delivered. Tutor time and assemblies also contribute to programme. No student survey completed yet but will be completed post-Easter. 	<p>DF</p>
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	<p>A governor asked when will the staff survey be completed. LD advised that it will take place during the Summer term which will include questions regarding wellbeing and workload.</p> <ul style="list-style-type: none"> • The remaining areas highlighted in orange are due to CV-19. <p>A governor asked concerning the <i>action</i>; to oversee the establishment of the PSHE and SRE programme at PWS. Will there be any curriculum updates to include misogyny, consent, respect. AK advised that he's had meetings with the relevant stakeholders and the curriculum is being reviewed.</p> <p>iii. CW asked if the governors could arrange their visit to focus on the amber/red areas and to incorporate the CV-19 catch up fund monitoring during their visits. CW asked if governor visits focusing on the red and amber areas can be added to the next LAB meeting. <i>Post meeting note item added to the April LAB agenda.</i></p> <p>ii. LD went through the curriculum update highlighting the following;</p> <ul style="list-style-type: none"> • 100-minute lessons Within the Covid Strategy report there is an explanation of why we moved from 5 1-hour lessons per day to 3 100-minute lessons per day. We are continuing with this next year, but the balance of how much time each subject has over each fortnight is being modified to provide a little more time for the practical areas of Art, 	<p>All governors</p>
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	<p>Design & Technology, PE, and Performing Arts which were reduced a little this year. Humanities are losing a little time compared with the current year to facilitate this, but they had gained significantly and so this was agreed to be a better balance for all.</p> <p>The governors asked if a breakdown of the time given to each subject comparing the old and new timetable can be shared.</p> <p>LD agreed.</p> <ul style="list-style-type: none"> • KS4 and KS5 Curriculum We have increased our offer for Y12 next year to include Criminology and Child Development in response to students' ambitions and an analysis of the local employment. We anticipate an intake of at least 100 students again next year, which would mean our sixth form was over 200 students. We have also increased our offer for Y10 next year to include Child Development and Health & Social Care, again in response to students' ambitions and an analysis of the local employment market. We have recruited two new staff into the Social Sciences department which is a strong and growing department. (though another is reducing her hours) in order to facilitate the delivery of these courses. • Links with other schools is a very interesting new development with ongoing 	<p>LD</p>
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	<p>discussions around the possibility of sharing the delivery of some areas of our curriculum with other schools in the Trust. This could potentially enrich our students' experiences and in some instances represent a financial benefit too.</p> <p>A governor asked if LD has any concerns regarding staff vacancies. LD gave an update on the staff she knows are leaving. LD noted that she is positive that any future vacancies can be filled.</p>	
<p>8. Performance report (with focus on Exception reporting): Progress and achievement towards targets i. Groups not currently on target ii. Strategies to accelerate progress</p>	<p>LD highlighted the following;</p> <ul style="list-style-type: none"> • Data from November / December 2020 mocks indicate that Years 11 and 13 are very close to the results from the 2019/20 cohort. • Year 11 2020/21. Attainment 8. 40 Estimated Progress 8. -0.48. 2019/20. Attainment 8. 42.5 Estimated Progress 8. -0.43. 2018/19 Attainment 8 40.8. Estimated Progress 8. -0.55 • Year 13 Estimated Value Added 0.12 compared to 0.11 in 2019/20. • Minor gender gap in year 12. • No national comparisons are available. • Year 11 catch up making good progress during the Autumn term. • Year 11 Disadvantaged Students gap a little larger than last year but of no major concern. <p>A governor asked if there is any data available to show the percentage of</p>	<p><i>Report on GovernorHub</i></p>

	<p>DA pupils who were actively engaging during the lockdown.</p> <p>LD advised that there is data on who was and wasn't attending lessons. Teachers were asked to report pupils who were not handing work in. AK advised that at the end of lockdown a data trawl was conducted focusing on attitude to learning. Head of years are looking at what pupils were furthest off and then supported appropriately including an extra focus on DA pupils.</p> <ul style="list-style-type: none"> • Years 7-10 data shows no major gaps. The most significant gaps are in years 9 & 10 and much of the catch up focus will be on these year groups. <p>A governor asked if there are any updates from the DFE if the year 10 curriculum will be altered for 2021-22.</p> <p>LD advised that she doesn't have any firm news but thinks there will be changes.</p>	
<p>9. Covid-19 Update inc;</p> <p>i. School reopening to all pupils</p> <p>ii. Update regarding Centrally Assessed Grades</p> <p>iii. Update on the planned strategy for the CV-19 catch up funding. LAB to report on how they will monitor the impact of this spending</p>	<p>i. LD highlighted the following;</p> <ul style="list-style-type: none"> • THE CV-19 staff handbook and the Risk assessment had been shared with the governors before the meeting and would be happy to take any questions. <p>The governors had no questions at this time.</p> <ul style="list-style-type: none"> • Some pupils were a little reluctant to wear a mask in the classroom but after speaking to parents and pupils any concerns were allayed. • CV-19 testing worked very well which has included an increase in the number of testing bays. 	<p><i>Report on GovernorHub</i></p>

	<p>These have now been replaced with the lateral flow test.</p> <p>A governor asked how have staff coped with the full reopening. LD noted that the staff have adapted to all of the changes CV-19 has brought and they are a credit to the school. AK agreed and noted that the staff love having the pupils back into school.</p> <p>ii. LD highlighted the following for Years 11 and 13;</p> <ul style="list-style-type: none"> • Monday 22nd March to Friday 26th March. Spring assessments take place in lessons. • Friday 16th April. Summer assessment details confirmed (length, topics, dates, access arrangements). May use exam board questions this is TBC. • Monday 24th May to Friday 28th May. Students not in school - teachers marking assessments, NEA, awarding final grades. • The target is to have three pieces of evidence for each pupil in all subjects. <p>Evidence Discussion (Y13 on 10 June, Y11 on 11 June).</p> <ul style="list-style-type: none"> • The final grade award remains confidential and must not be communicated to students or parents. • However, before a grade is submitted, centres should make students aware of the evidence they are using to assess them. • This will be organised by a senior member of staff meeting individually with each student and making them aware of the evidence which 	
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	<p>has been used in the awarding of the grades (these details will be taken from the SIMs marksheets).</p> <ul style="list-style-type: none"> • Students will also be able to make us aware of any mitigating circumstances they feel we should be taken into account. • Students will sign to confirm that the evidence used is their work. <p>A governor asked if LD thinks there will be a lot of appeals. LD advised that it is difficult to predict but having pupils see the evidence base will help. Plans are in place to manage any appeals.</p> <p>A governor asked if there are any plans to offer parents the opportunity via Teams or Zoom to be involved in the meeting their child will have when they view the evidence and sign confirming the work is their own. LD advised that there is a week between the pupils signing and viewing the evidence to the grades submission and this gap is to allow parents to contact the school to discuss any concerns.</p> <p>A governor asked what moderating tools will be used. LD confirmed that inter department moderating will take place along with moderating with other schools where the specification allows. LD noted that the pupil's flightpath is still available along with expected additional information from the DFE.</p> <p>JC highlighted that the predicted and actual grades over the last three years have been very close and asked if this</p>	
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	<p>information can be shared with parents. LD agreed and will action.</p> <p>A governor asked how are the staff being supported to achieve the CAG's. LD advised that the calendar has been changed to accommodate the CAG including moving other exams back into the summer term along with report writing. LD reminded the board that a similar scenario took place last year with a successful outcome.</p> <p>iii. LD highlighted the following;</p> <ul style="list-style-type: none"> • Year 10 to receive targeted academic in the Summer term support similar to that given to year 11. • Identified students in years 9 and 10 are tutored by staff from National Tutor Programme in weakest subject. Y10s withdrawn from PHSE or PE lessons; Y9s from subject they are not taking at KS4. These are in 1.5 hour slots and in no more than groups of three. <p>A governor asked if the NTP work will be measurable to ascertain progress. LD advised that every term staff had completed data drops and the pupils chosen to go on the NTP were falling behind their, flightpath. Once they return to their flightpath we will know the work has been successful.</p> <ul style="list-style-type: none"> • Purchase of Tassomai for all year groups to use and Kerboodle (Sci, MFL, Maths) and MyMaths. 	LD
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	CW asked if the CV-19 catch up will be on future LAB agendas.	PO
<p>10. Report from Safeguarding Governor/ Lead DSL</p> <p>LAB Training – Access to Smart Log (for information)</p> <ul style="list-style-type: none"> • Basic GDPR • E -Safety • Equality and Diversity Awareness • Health and Safety at work • Safeguarding and Prevent 	<p>AK highlighted the following:</p> <ul style="list-style-type: none"> • The support given to pupils with eating disorders. • Both members of the Hub have been off either scheduling or ill. • Four staff will complete a diploma on mental health. • CHAT and Souster Youth have both been active during lockdown and are resuming their in-school support in the week starting 15th March. • There has been a great deal of work done on the Single Central Record which is now compliant with the exception of one reference which we are chasing. • Safeguarding audit planned for the 20th and 21st April with support from the safeguarding lead governor. • New safeguarding and whistleblowing policies have been introduced. <p>The governors thanked AK for the work he and his team has done regarding the Single Central Record and the updated safeguarding policy.</p> <ul style="list-style-type: none"> • The safeguarding team has formalised its meeting process with minuted meetings each week where the teams discuss all live cases and any training requirements that have come up or changes that have been made. We have invited the head of the 6th form to attend these since many cases sit within the 6th form. 	<p>Reports on GovernorHub</p>

	<ul style="list-style-type: none"> • All staff have now signed to say that they have read Keeping Children Safe in Education 2020 and have had a link to be involved in the consultation for the new version due in September 2021. • AN update regarding the number of bullying incidents. • During the lockdown, over 500 calls were made to families and there was some improvement in take-up from the students. • Most students have returned to school in the manner that we might wish. While each year group has had to settle back into classes for a day or so before they have returned to the routine of school, the behaviour of the huge majority of students has been exemplary. • Attendance for the last two weeks is 95.8%. Attendance will be a focus going into the Summer term with PP pupils a priority. <p>A governor asked how was attendance measured for remote learning.</p> <p>AK advised that staff reported a pupil who had not attended the lesson or completed the work. It was technically difficult to complete attendance and then add the information onto Edulink. Performance was being monitored in lessons.</p> <p>LD added that another reason is attendance was not recorded is that some pupils may not be able to complete the lesson live if the IT equipment is unavailable.</p>	
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	<p>A governor asked how compliance has been regarding uniform. AK advised it was very good.</p> <p>A governor asked if there was any data for no engagement during remote learning. AK advised that the average was 50 pupils not engaging this is approximately 5% of the whole school pupil numbers. With attendance upon return at 95.8% it is very similar.</p> <p>MJ advised that all governors will shortly be sent information on how to access the site, which courses are a priority and when the training needs to be completed.</p> <p>CK asked if she had already completed the training can she send the certificates through and not have to repeat the training. MJ advised this is acceptable.</p>	MJ
11. Any other business	<p>ET noted the PWS alumina would like to celebrate the 50-year celebration of PWS. LD advised that she has some separate plans to celebrate this so it won't clash with the alumina's plans.</p> <p>The governors asked if they can complete their visits in school. LD advised that there are risk assessment and procedures in place and would welcome governors into school as long as the protocols are followed</p> <p>A discussion followed about when face to face governor meetings can restart.</p>	

12. Dates of meetings for the year:	20/04/21 at 18:00 Full Board. 22/06/21 at 18:00 S&P* 13/07/21 at 18:00 Full Board. <i>* Due to uncertainty around the dates for this year's data drops the last S&P date may be subject to change</i>	
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The meeting closed at 19.36

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

Actions from the virtual meeting for PWS held 22/03/2021

Action	Owner
1. CW to electronically sign the 11 th February 2020 minutes on GovernorHub. Page 2.	CW
2. SW to share the final teacher observations with the board. Page 4.	SW
3. LD to share Daniel Sobels's SEND report with the governors. Page 5.	LD
4. MJ to ensure Daniel Sobel's reports are shared with all EMAT school boards. Page 5.	MJ
5. DF to report back at the July LAB an update on the. <i>Action</i> ; Provide practical support by walking around the school to see if all is calm as often as possible. Page 6.	DF
6. All governors to arrange their visit focusing on the amber/red areas and to	All Governors

incorporate CV-19 catch up fund monitoring during their visits. Page 7.	
7. LD to supply a breakdown of the time given to each subject for the old and new timetable. Page 8.	LD
8. LD to share with parents the last three years' data for the predicted and actual grades. Page 13.	LD
9. PO to add CV-19 catch up to LAB agendas until no longer required. Page 14.	PO
10. MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed. Page 16.	MJ