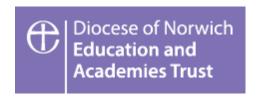**The Nar Valley Federation of Church Academies**
Full Meeting of Local Governing Body
6.00pm, 2ⁿᵈ April 2019
At Castle Acre CE Primary Academy

Diocese of Norwich
Education and Academies Trust

SPRING-2 2019 AGENDA		
Description	**Lead**	**Paper Ref**
1. Opening formalities 1.1 Opening Prayer 1.2 Receive Apologies for Absence 1.3 Consent/Non-consent to absence 1.4 Declaration of any pecuniary or other interest with regard to items on the agenda	Chair	
2. Minutes and Actions 2.1 To approve the minutes of the meeting held on *12/02/19* 2.2 To review actions from previous meetings 2.3 To discuss matters arising from the minutes	Chair	Minutes Actions Summary
3. LGB Membership 3.1 Review and record appointments, resignations and vacancies	Chair	
4. Headteacher Recruitment Update 4.1 Update regarding the current Head Teacher Recruitment Process	Chair	
5. Presentations from Senior/Middle Leader 5.1 Receive presentation from SENDCo 5.2 Receive Safeguarding Report from Designated Safeguarding Leads		
6. Headteacher's Report 6.1 Receive the Headteacher's Academy Self-Evaluation Termly Review including the analysis of the vulnerable groups across the school and progress re single change plan 6.2 Analysis Results of Spring Parent Consultations Questionnaires		
7. Performance Management (see notes to clerk) 7.1 Receive confirmation of Moderation/ Outcome for Headteacher Performance Management		
8. Reports from Committees and Designated/Link Governors 8.1 Receive verbal reports from Chairs of LGB Committees for meetings held this half-term: 8.1.1. Ethos & Community Committee 8.1.2. Resources Committee 8.1.3. Receive verbal report from Designated/Link Governors regarding any activity they have undertaken since the last meeting (Safeguarding, SEND, Looked After Children, Pupil Premium, Sports Premium, Health & Safety, EAL, Website Compliance) 8.2 Receive update from Chair regarding ARM/AILG meetings (if not covered at previous meeting)		Committee Minutes
9. Governor Monitoring 9.1 Receive Governor Visit reports and discuss actions required	All	Visit Reports

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10. Continuous Professional Development for Governors 10.1 Discuss training requirements for whole LGB and individual governors, particularly for those with designated responsibilities	All	

11. Policies
  11.1 Adopt the following Core Trust Policies (check on website):
  • Staff Capability
  • Statement of Procedures for Dealing with Allegations of Abuse
  • Staff Whistleblowing Policy
  • Lone Worker Policy
  • Trust Cleaning Policy
  • Quality of Teaching & Learning – Monitoring & Evaluation
  • Complaints Policy
  • Pupil Admissions Policy 20/21, Castle Acre, Sporle, Narborough
 	
  11.2 Agree and approve the following Academy Policies:
  • Before School Club
	Chair	Core Trust Policies are on DNEAT's website

12. Any Other Business Of sufficient urgent and important to be discussed and to be agreed with the Chair **prior** to the meeting	Chair	

13. Closing Formalities
  13.1 Date, time, venue of next meeting
  13.2 Closing prayer/reflection
	Chair	

Notes to Clerk:

Item 6:   Staff Governor should be requested to leave the meeting for this item

Notes for Governors:

Governors may wish to bear in mind the following questions and ensure that these are addressed during discussion with the senior leadership team at the meeting:

Item 4.1 – SENDCo

- How do you monitor progress by all groups particularly SEN/EAL groups.
- How good is the progress of your SEN students as compared to others? How do you know?
- What is the quality of learning like for children with special needs? What is their progress like?
- Do disabled pupils and those with SEN do as well as others from the same starting points? Is there evidence that the gap is closing?
- How have the additional or different arrangements in provision impacted on progress and attainment?
- Where there are pupils in resource-based provision, do they do as well as other disabled and SEND pupils in the main school? Where there are differences can you explain why and what you are doing to eradicate them?

Item 4.2 – Safeguarding

- Are there safeguarding procedures in place? What are they?
- How many people have completed safer recruitment training?
- Is the Single Central Record in place and is it checked regularly by governors?

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- Are child protection procedures in place? Does the Safeguarding Governor monitor the Child Protection files?
- How do you know your safeguarding procedures are adequate?
- Is safeguarding training for staff and governors up to date?
- Do you know the designated governor and staff member for safeguarding? How do they report back to the governing body?
- Are you aware of any safeguarding concerns?
- Do pupils feel safe at school?
- What strategies are in place in classrooms if children have worries?
- What is the impact of our anti bullying policy/national anti-bullying week?
- What is the impact of our preventing extremism and radicalization policy on pupils understanding?
- How is the school demonstrating its commitment to all forms of equality?
- What support is in place for pupils who are at risk or who are the subject of a multi –agency plan? How well do these pupils achieve at our school?

Item 5.1 – Headteacher's Report
- How is the school 'narrowing the gap' for any underperforming groups? Who are the vulnerable pupils (Free school meals, children looked after, SEN, EAL etc) and how have they performed relative to their peers?
- What is the gap in attainment between our students on PP and those not on PP? How are you reducing this gap? How do you know you are reducing the gap?
- Where in-school gaps are narrowing, is this because the progress and attainment of disadvantaged pupils is rising or because the progress and attainment of non-disadvantaged pupils is falling?
- Where in-school gaps are widening, is this because disadvantaged pupils attain more highly than other pupils nationally, but non-disadvantaged pupils in the academy attain even more highly?
- Is the profile similar across a wide range of subjects?
- What is the impact of provision funded by the pupil premium grant?
- How does our school perform in comparison with national benchmarks?
- Which groups of our students are making the least progress? How are you addressing this?
- What is the impact of your interventions? How do you know?
- What strategies are we using to secure the combined score of R/W/M in all year groups?
- What does Question level analysis tell us about which aspects of pupil learning are strong/weak?
- How have we adapted provision to address this?
- How do you ensure your assessment evidence is accurate?
- How accurate was our evidence at the end of key stages in previous years?
- What opportunities do pupils have to deepen their knowledge, understanding and skills rather than simply undertaking more work of the same difficulty or going on to study different content? Where can we see the impact of this?
- What is happening for those pupils who have fallen behind?
- What is the impact of provision on lower-attaining pupils (and others who fall behind) to help them catch-up?
- Are specific interventions making the difference required? How do you know?
- In what ways will you change current strategies where they are not having the desired impact?

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- Are there progress and attainment gaps in the performance of Autumn/spring/summer born children in EYFS? Boys and girls? EAL?

Item 7.1 Governors' Monitoring

- How well is learning across a range of subjects monitored for impact?
- Does short term action planning identify:
  - Who will check that planned actions are taking place?
  - When and how will they do this?
  - The monitoring processes that will determine the impact of actions taken to improve?
  - Who will apply the processes and analyse the results?
  - How the evidence will be recorded, stored and reviewed?

- How precisely do senior leaders adhere to the monitoring plan in the operational overview?
- How well are monitoring outcomes linked to the schools termly self-evaluation?
- How do leaders draw together evidence from different monitoring activities to understand the wider impact and to identify strengths and next steps?
- How is monitoring evidence referenced in the termly self-evaluation?

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