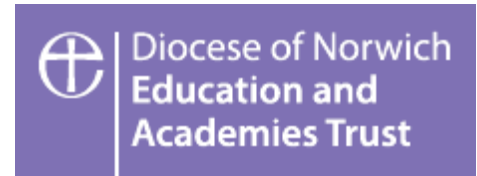


The Nar Valley Federation of Church Academies
Full Meeting of Local Governing Body
6.00pm, 21st May 2019
At Narborough CE Primary Academy

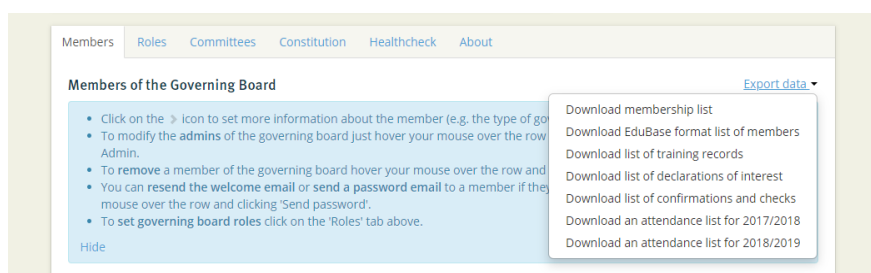


SUMMER-1 2019 AGENDA		
Description	Lead	Paper Ref
1. Opening formalities 1.1 Opening Prayer 1.2 Receive Apologies for Absence 1.3 Consent/Non-consent to absence 1.4 Declaration of any pecuniary or other interest with regard to items on the agenda	Chair	
2. Minutes and Actions 2.1 To approve the minutes of the meeting held on 2/4/19 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's Report 4.1 Receive verbal report from Headteacher including progress against Single Change Plan	HT	
5. Budget 2019-20 5.1 Receive from Resources Committee individual Academy budget 5.2 Agree and propose formal budget plan for submission to the Trust Board (First formal budget plan to be submitted to the Trust by the end of May through BPS)	Chair	Budget Plan
6. Attendance 6.1 Review impact of school strategy to improve Pupil Attendance 6.2 Review Attendance: Pupils (including Persistent Absence) / Staff / Governors	HT	
7. Continuous Professional Development – Staff and Governors 7.1 Review impact of CPD Programme for all staff (teachers and support) 7.2 Receive report from individual governors on their CPD since September 2018 7.3 Discuss training requirements for whole LGB and individual governors, particularly for those with designated responsibilities	HT Chair Chair	*Training Report
8. Annual LGB Self-Assessment 8.1 Complete the annual self-assessment of the LGB and submit to the Trust Board via the Head of Governance by 31 July 2019		LGB Self-Assessment Form

<p>9. Reports from Committees and Designated/Link Governors</p> <p>9.1 Receive verbal reports from Chairs of LGB Committees for meetings held this half-term:</p> <p>9.1.1. Standards & Curriculum Committee</p> <p>9.1.2. Resources Committee</p> <p>9.1.3. 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)</p> <p>9.2 Receive update from Chair regarding AIR meetings (if not covered at previous meeting) with particular reference to current risk rating by DNEAT (PITA/DNEAT Ambition)</p>		Committee Minutes
<p>10. Governor Monitoring</p> <p>10.1 Receive Governor Visit reports and discuss actions required</p>	All	Visit Reports
<p>11. Policies</p> <p>11.1 Adopt the following Core Trust Policies:</p> <ul style="list-style-type: none"> • Employee Expenses Policy HR24 • Quality of Teaching & Learning including NVF T&L Handbook appendices • DNEAT NVF Business Continuity Plan 	Chair	Core Trust Policies are on DNEAT's website
<p>12. Any Other Business</p> <p>Of sufficient urgency and importance to be discussed and to be agreed with the Chair prior to the meeting</p>	Chair	
<p>13. Closing Formalities</p> <p>13.1 Date, time, venue of next meeting</p> <p>13.2 Closing prayer/reflection</p>	Chair	

***Note for Clerk:**

- To produce a training report for the LGB from GovernorHub, go to the Governing Board page and then from the Members tab, click Export data and then select Download list of training records. Delete the records belonging to Trustees and DNEAT officers.



- Link to LGB Self-Assessment Form:
<https://app.governorhub.com/document/5c9dffc58db3af38a688b44c/view>

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 5 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?
- Are there progress and attainment gaps in the performance of Autumn/spring/summer born children in EYFS? Boys and girls? EAL?

Item 7 Attendance

- What is the difference in the attendance rates of the different groups of your students?
- What have you done to improve your attendance figures? Has it worked?
- How do your attendance figures compare with those nationally
- How many exclusions have you had in the last three years?
- Do you know about the measures the school has in place to improve attendance and punctuality?
- How does pupil's attendance across year groups give us a picture of pupil's enjoyment of learning?
- How much time is lost due to lateness school/year groups?

- Can a structured start to the school day provide vulnerable learners with an opportunity to seek renewal and learn effectively?

Item 8 Continuous Professional Development

- How much money is being spent on the full variety of CPD activities?
- Do we need to increase this?
- How much time is allocated for staff to engage in professional learning?
- Is time allocated for all staff, including non-teaching staff?
- Do CPD activities have specific outcomes, including where possible pupil outcomes, associated with them? Is the impact of each activity being evaluated upon these outcomes?
- What is the programme of CPD activities for the year? How long is each CPD focus being sustained for – are these one off activities or long-term approaches?
- Is the school building on the expertise and skills of its own staff, and how is the school working with other schools and the Trust?
- Is every member of staff (including non-teaching staff) being proactively supported in their career development?
- Are appraisal and mid-year reviews used with all staff to discuss specific development needs and set a personal development objective?
- Does every member of staff feel supported and constructively challenged? Do they feel trusted and valued?

Item 11 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?