

The Nar Valley Federation of Church Academies
Full Meeting of Local Governing Body
2.00pm Tuesday 16th June 2020
Virtual Meeting held via Teams



Diocese of Norwich
 Education and
 Academies Trust

SUMMER 2020 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 13/05/2020 (including confidential minutes) 2.2 To review actions from previous meetings 2.3 To discuss matters arising from the minutes	Chair	Minutes Actions Summary
3. Headteacher's Report 3.1 Receive verbal report from Headteacher updating governors on <ul style="list-style-type: none"> • Provision of education to children of key workers • Provision of education to vulnerable children • Provision of education to children with EHCP plan • Provision of home schooling 	HT	Verbal
4. Wellbeing, mental health and resilience 4.1 How the staff are managing 4.2 How pupils and families are managing 4.3 Mental Health /Wellbeing support strategies 4.4 Bereavement support (if applicable)	HT	Verbal
5. Forward Planning 5.1 Discussion re preparing for recovery / re-opening	All	Verbal & Risk Assessments for NVF Academies
6. Safeguarding 6.1 Discuss potential safeguarding impact of current operating practices within and outside of the school	DSL/ Safeguarding Governor	Verbal
7. Policies 7.1 DNEAT Adopt the following Core Trust Policies (check on website): 7.1.1. Safeguarding (Appendix 9 re Coronavirus added 31 March 2020) 7.1.2. Norfolk Pupil Admissions Policy Primary 2021 – 2022 for Castle Acre, Sporle and Narborough CE Primary Academies	Chair	Core Trust Policies are on DNEAT's website
8. Risk Management 8.1 Review academy risk register	Chair	Risk Register
9. Closing Formalities 9.1 Date, time, venue of next meeting 9.2 Closing prayer/reflection	Chair	

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:

Headteacher's Report

- What is being taught to children still attending school? Are the home and school learning agendas aligned?
- What plans are there to support a rapid catch up of those pupils with the biggest gaps in learning - and what might be the cost implications?
- What has our school learned about providing home learning and how will we ensure continuity of learning as pupils return to school, with particular focus on those who are disadvantaged and those with SEND?
- How have you been supporting pupils with home learning?
- How are you measuring impact?
- Have there been issues with pupils unable to access technology?
- Is the school sending resource packs to home addresses?
- How much work are pupils expected to do and how is this monitored?
- How has our school ensured consistency in predicting grades, particularly regarding pupils who historically underperform, and what are we doing to avoid bias? **(Secondaries)**
- How have you managed the provision of free school meals?

Wellbeing, mental health and resilience

- How are staff coping? What feedback is being received?
- What are the main messages coming back from staff?
- How are staff adapting to working remotely and do they have the right resources to do their job?
- How are the pupils coping? What feedback are you getting in this respect?
- How have our pupils (particularly most disadvantaged) and staff been able to access personal support and are there sufficient resources?
- What have staff, pupils and their families been saying about how well their safety and well-being has been managed?
- Have parents been contacting the school? What are their main concerns and worries?
- What are parents saying about provision during lockdown?
- What does our school need to consider in helping pupils and staff reconnect, restore resilience and support their return to routine activity?
- Have the Chair and Headteacher arranged phone / email welfare and update discussions with one another?
- Are we working effectively as possible with other schools / the trust / LA to support pupils and staff?
- What support do staff members need from the governing / trust board?

Forward Planning

- How will pupils have opportunity for an appropriate ending of their old school and preparation for transitioning to their new school at the end of this academic year? (Affected groups: Reception starters, Year 6, Year 11, Year 12/13)
- What can we do to help address fears and concerns of the whole school community once we enter the recovery phase?

- How might our school's short and medium strategic development plans need to be revised in response to the issues related to closure and school recovery?
- What learning and new opportunities have arisen from the closure that we can grow and develop?
- What are our anticipated leadership challenges now and when school re-opens?
- What additional support and training will our staff need to implement recovery plans?
- Are there significant recruitment issues and plans to address staffing gaps?

Safeguarding

- What are the arrangements to ensure there is a DSL present at all times, or, if working remotely, how the DSL can be contacted?
- Do all staff and volunteers understand who the DSL is and are their details displayed prominently in the building and shared appropriately?
- Does everyone working in the school understand the processes in place for report a concern about a child?
- How is the school making sure that vulnerable pupils are kept safe, including those who are not attending school?
- Are all staff and volunteers familiar with the relevant parts of KCSiE?
- Is everyone working at the school, aware of the updated Trust's Safeguarding policy?
- What steps does the school have in place to protect children online?
- For pupils attending another setting, has the school done whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information?
- Is your school aware the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
- What is the mechanism for checking in on pupils at home?
- Do staff have any concerns for pupils who are not technically categorised as 'vulnerable' and what is the school doing / supporting these pupils?
- What safeguarding arrangements are in place if the school is delivering remote lessons?

Risk Management

- Are there any changes we need to make to our academy risk register in the light of changed working practices or for when the school re-opens?