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The Nar Valley Federation of Church Academies
Full Meeting of Local Governing Body
6.00pm, 16th July 2019
At Sporle CE Primary Academy

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Diocese of Norwich
Education and Academies Trust

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SUMMER-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 *21/5/19* 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. Continuous Professional Development – Staff and Governors 4.1 Review impact of CPD Programme for all staff (teachers and support) 4.2 Receive report from individual governors on their CPD since September 2018 4.3 Discuss training requirements for whole LGB and individual governors, particularly for those with designated responsibilities	HT Chair Chair	*Training Report
5. 5.1 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
6. Test/Assessment Results 6.1 Review test/assessment results where available/applicable: • KS2 SATs • KS1 SATs • Phonics Screening Checks • EYFS Profile	Chair	
7. Headteacher's Report 7.1 Receive and discuss Headteacher's Termly School Self-Evaluation Report including the analysis of the vulnerable groups across the school and progress re single change plan	HT	SOAP, Single Change Plan, Operational Overview, HT Self-Eval Report

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Leadership
Integrity
Accountability
Selflessness
Objectivity

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. Resources Committee:
      8.1.2. Ethos & Community Committee
   8.2 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)
   8.3 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)
		Committee Minutes

9. Governor Monitoring 9.1 Receive Governor Visit reports and discuss actions required	All	Visit Reports

10. Policies
   10.1 Adopt the following Core Trust Policies (check on website):
      • E-Safety & ICT Acceptable Use Policy
      • Collective Worship Policy
      • Lettings Policy
      • Complaints Procedure
 	
   10.2 Agree and approve the following Academy Policies:
      • NVF Home School Agreement
      • Governor Visits Policy
	Chair	Core Trust Policies are on Trust's website

11. Preparation for next Academic Year
   11.1 Elect Vice-Chair for 2019-20
   11.2 Agree Committee Membership and Chairs
   11.3 Appoint a designated governor to discharge duties in respect of Safeguarding, SEND, LAC, EAL, Pupil Premium, Sports Premium, Health & Safety, Website Compliance
   11.4 Discuss Succession Planning for Chair
   11.5 Confirm LGB meetings schedule for 2019-2020
		DNEAT meeting schedule

12. Any Other Business Of sufficient urgency and importance 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	

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Notes for Governors:

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

Item 4 Test/Assessment Results

- KS1/KS2 SATs
  - Are standards at the end of KS1/2 declining or improving?
  - Are the outcomes different for different subjects/groups of children?
  - Are the right priorities identified in the single change plan?
  - What are the key actions/programmes/interventions planned to address these?
  - How will impact be monitored/by whom/when?
  - Do we need to make changes to current provision/resource deployment given the needs within each year group?
  - Is spending correctly prioritised?
  - What is the profile of the quality of teaching across the school?
  - What steps will be taken to secure at least 'good' teaching in all classrooms?
  - How reliable/accurate is assessment data which is used to track individual progress? Are there inconsistencies? If so, what will be done to tackle these?
  - Which are our vulnerable groups and what additional steps are being taken to 'close the gap'?
- Phonics Screening Checks
  - For those who failed, was it by one or two items?
  - Was their performance significantly lower than their peers?
  - How can the academy work with parents to increase pupils' knowledge of phonics?
  - If most of the pupils need further support, is the academy considering the pace and quality of teaching in phonics sessions?
  - Do pupils have the opportunity to revise and consolidate what they have been taught in earlier lessons?
  - Are assessments being used well enough to find out exactly what each pupil knows?
- EYFS Profile
  - What does the data show about attainment for the EYFSP?
  - Has the SLT identified any appropriate next steps which should be taken?

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?

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- 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 8 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?