

The Nar Valley Federation of Church Academies
Full Meeting of Local Governing Body
6pm, Monday 1st February 2021
Virtual, via Teams
'Working Together for the Good of All'



SPRING-1 2021 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 14/12/2020 (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 including the analysis of the vulnerable groups across the school and progress re single change plan	HT	• SOAP • OO • SCP
4. Performance Management (see Note to Clerk) 4.1 Receive confirmation of Moderation/ Outcome for Headteacher Performance Management 4.2 Receive update re Teacher and Support Staff performance management 4.3 Review and complete Performance Monitoring Form	HT/HTPM Gov HT HTPM Com	Perf Man Mon Form
5. Reports from Committees and Designated/Link Governors 5.1 Receive verbal reports from Chairs of LGB Committees for meetings held this half-term: 5.1.1. Standards & Curriculum – 19/1/21 5.1.2. Receive verbal report from Designated/Link Governors regarding any activity they have undertaken since the last meeting, starting with Achievement for All update (Action from LGB 14/12/20) and followed by updates from other link Governors re: Safeguarding, SEND, Looked After Children, Pupil Premium, Sports Premium, Health & Safety, EAL, Website Compliance, RSHE and Termly Meetings with NVF Subject Leads 5.1.3. Receive verbal feedback from Chair regarding Autumn AIR meeting	Committee Chair Desig Govs BV Chair	Committee Minutes
6. Governor Monitoring (Remote) 6.1 Review and update the remote monitoring plan with input from all governors 6.2 Agree and allocate monitoring for Spring-2	All	Remote Monitoring Plan

7. Policies 7.1 Adopt the following Core Trust Policies (if not already adopted at Autumn-2 meeting): <table><tr><td>Policy</td><td>Date emailed to Academy Office</td></tr><tr><td>Finance</td><td>15/12/2020</td></tr><tr><td>Offensive Weapons Policy</td><td>15/12/2020</td></tr></table>	Policy	Date emailed to Academy Office	Finance	15/12/2020	Offensive Weapons Policy	15/12/2020	Chair	Core Trust Policies are on DNEAT website <i>Pls check ecomms for any policies issued after this agenda has been uploaded</i>
Policy	Date emailed to Academy Office							
Finance	15/12/2020							
Offensive Weapons Policy	15/12/2020							
8. Presentation from Senior/Curriculum Leader 8.1 Receive presentation from Emma Spaul (NVF SENDCo) regarding PiXL Analysis Report NB Consider how you can use this item as a monitoring activity	ES	PiXL Analysis Report						
9. Any Other Business Of sufficient urgent and important to be discussed and to be agreed with the Chair prior to the meeting	Chair							
10. Closing Formalities 10.1 Date, time, venue of next meeting 10.2 Closing prayer/reflection	Chair							
Reflection What does it feel like to be a pupil/student in this academy?								

Note to Clerk

Item 5: Staff Governor should be requested to leave the meeting for this item

Question Prompts/Notes for Governors

Recovery Curriculum focus:

- What has worked well in school so far? What has been less successful or is missing?
- To what extent were the losses in learning recovered so that disadvantaged pupils have parity with others in accessing the curriculum?
- To what extent have pupils' confidence/resilience recovered and what are your key priorities for improving their well-being this half term?
- How are you meeting the needs of pupils with SEND, disadvantaged, higher attaining pupils?
- What are your curricular goals and how are you measuring progress as pupils catch up?
- How are you reporting progress to parents?
- How will you ensure the quality of the curriculum and its delivery?
- What training & support have staff had to play their full role in the recovery process?
- How have you balanced the need for support and quality assurance?
- How have you supported staff well-being and what is the impact of this?
- How does pupil attendance compare with this time last year?
- What has pupil movement been like this term? Have children left and if so from which year group(s) and what are the reasons for their departure?

Remote education focus:

- How do you deliver remote education? (Some examples below)
 - a. Online learning platform (e.g. Google Classroom, Microsoft Teams)
 - b. Online curriculum content tools / services (apps, maths tools, etc)
 - c. Hardcopy workbooks / worksheets
 - d. Live online lessons
 - e. Pre-recorded online lessons
 - f. Online chatting (e.g. instant messaging)
 - g. Emailing, phoning or messaging parents
 - h. Emailing, phoning or messaging pupils
 - i. Home visits
- How confident are you that teachers have undertaken sufficient high-quality training to enable them to teach remotely using the methods named in response to Q1?
- How do schools check students' engagement and progress, and feedback to them?
- How are you managing to provide remote education for any children who have to isolate?
- What more do you need to do to secure full alignment of the remote and in-school curriculum?

General Questions

- What are the key areas of development in your Single Change Plan?
- What is the contribution of governors to the Single Change Plan?
- What does the LGB see as key areas for development within the school? How do you intend to achieve this?
- What are the strengths and weaknesses of the leadership team?
- How do leaders and governor evidence their focus on consistently improving outcomes for all pupils but especially for disadvantaged pupils?
- Is our school ambitious enough for its pupils and community?

- 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 would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them? What benefits can you see from the allocation of the pupil premium?
- Which groups of your students are making the least progress? How are you addressing this?
- What are your three year trends in terms of progress and attainment? How do you know?
- What are your areas of weakness? What are you doing to improve these? What has been the impact of your interventions?
- How do we demonstrate the rigor of our assessment process? What impact does this have on outcomes for children and teaching and learning?
- Can you evidence leadership capacity by demonstrating that the actions you have taken/are taking are having a marked impact on provision and outcomes for pupils currently in the school?
- Are you well prepared to speak to the Lead Inspector and provide a full set of up-to-date information at that point?
- Can other leaders speak with the same authority, drawing upon a strong evidence base?

Performance Management

- Are you aware of the proportion of teachers who have progressed along the main pay scale, those progressing to, and through, the upper pay scale, those on the leadership scale, and teachers who have achieved additional responsibility points?
- Are you aware of the headteacher's Performance Management targets and how they relate to whole school priorities and the Performance Management targets of staff?
- How do governors find out about the quality of teaching?
- Have all support staff had a performance management meeting?