

Annual Schedule of Governing Board Business 2021-2022

What is the Annual Schedule?

The main focus of the work of the Governing Board must be to secure school improvement and to ensure statutory compliance. Governors must create robust accountability for executive leaders and be well equipped to ask the right questions. Governors need to have a clear understanding of the strengths and weaknesses of the school; they need to be influential in determining priorities for school improvement and have a clear role in monitoring progress and evaluating impact. The schedule is intended to give an overview of governing board responsibilities and help plan the year's work. Some activities need to be completed by a specific date and suggestions have been made. **Items in bold font are a statutory requirement.**

** Maintained Schools: Governing boards of maintained schools may delegate some of their decision-making powers either to committees or individuals.*

** Academies: Governors of academies should refer to their Articles of Association and Schemes of Delegation when deciding which of the items listed in this schedule relate to their work; items specific to academies are included and have been identified.*

How should we use the Annual Schedule?

Ensure that all statutory requirements are included as agenda items. Use the schedule to help plan both agendas and work tasks each term, focusing on school improvement. Consider using the template to tailor the schedule, for example: add details of Governor monitoring visits each term, linking these to the School Development Plan. Ensure all sections are covered, even if your committees are structured differently to the categories mentioned.

Helpful links:

The **DfE** produce three helpful Guidance documents that apply to all schools – included in them are useful links to further information. They are:

- Governance Handbook
- A Competency Framework for Governance
- Clerking Competency Framework

Here is the link to the latest editions: <https://www.gov.uk/government/publications/governance-handbook>

There are many other documents useful to Governing boards on the DfE website including: <https://www.gov.uk/education/school-governance> , <https://www.gov.uk/government/collections/statutory-guidance-schools> and [Local-authority-maintained schools: governance - GOV.UK \(www.gov.uk\)](http://www.gov.uk) which provide information related specifically to schools . Please ask governors to sign up to updates from these pages in order to keep up to date with national developments.

The Governor Services website also has documents useful to governance that can be used in conjunction with this annual schedule: [Oxfordshire Governor Services](#)

You can also access the tool kit and free governor Bitesize training here: <http://schools.oxfordshire.gov.uk/cms/content/oxfordshire-governor-services-toolkit>

Autumn Term

	Item	Supporting Information
<p>Full Governing Board: Organisational efficiency and fitness for purpose</p>	<ul style="list-style-type: none"> • Elect Chair and Vice Chair (if their term of office has ended). Agree the length of their term of office. • Review the range of committees in place. Agree which committees will be used and then agree their Terms of Reference. Update this information on the website and GovernorHub if a maintained school. • Appoint Committee Members • Appoint Chairs of Committees or delegate that task to each committee • Agree if any tasks will be delegated to individuals, committees or the headteacher using a delegation planner (maintained schools) or your scheme of delegation (academies) • Publish list of governing board members, associate members and responsibilities on the school website for 2021 /2022 including all governors from the past 12 months • Publish the governors’ attendance record at governing board and committee meetings over the last academic year, including that of those who have left in the last 12 months • Ensure all required information is published on the school website • Ensure details held about people involved in governance are provided to the Secretary of State via GIAS (Get Information About Schools) • Update and publish the register of pecuniary and other interests • Agree the schedule for the update of statutory policies; agree any delegation of this responsibility • Confirm Whistle-blowing procedures are in place and appoint a Whistle-blowing Governor. Update details in the Whistle-blowing policy and confirm staff have been informed • Ensure all governors have completed a DBS check and section 128 check • Ensure all staff safeguarding training is in place; note any gaps and follow up • Agree clerking arrangements for FGB and committees • Appoint Link Governors to specific roles as required: Child protection (safeguarding); Health & Safety; SEND; Pupil Premium; training and clarify expectations • Agree the current school evaluation form (SEF) • Agree the School Improvement Plan (SIP) and ensure it is linked to the budget • Map out, and agree, the governor monitoring plan linked to the success criteria of the agreed School Improvement Plan 	<p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459032/The_Constitution_of_Governing_Bodies_of_Maintained_Schools_Stat_Guidance....pdf</p> <p>https://www.gov.uk/government/publications/school-governance-regulations-2013</p> <p>https://www.gov.uk/government/publications/statutory-policies-for-schools</p> <p>https://get-information-schools.service.gov.uk/ If you use GovernorHub, a <i>report can be downloaded to support this statutory duty.</i></p> <p>https://www.gov.uk/guidance/what-maintained-schools-must-publish-online</p> <p>https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online</p> <p>https://www.gov.uk/government/publications/governance-handbook</p> <p>https://www.gov.uk/disclosure-barring-service-check/overview</p> <p>https://www.nga.org.uk/Guidance/Legislation,policies-and-procedures/Compliance.aspx</p> <p>http://schools.oxfordshire.gov.uk/cms/content/news</p>

	<ul style="list-style-type: none"> • Appoint Governors to monitoring roles either identified in the governor monitoring plan or linked to a statutory responsibility • Review and adopt the Governors’ Code of Conduct • Review DfE Publications to ensure all Governors and Clerks are aware of current guidance • Review Skills Audit to ensure Governing Board has correct skills mix for year ahead. Link planned training and recruitment to identified needs and gaps • Review subscription to Governor Services / other support – ensure all GB board members, HT and Clerk are aware of training / online training / toolkit / helpdesk available/ Insite: Schools News/ relevant password • Consider creating a Governance action plan to support the development of robust governance • Ensure Governing Board is GDPR compliant. Put monitoring in place to ensure GDPR compliance of school 	<p>https://www.gov.uk/government/collections/statutory-guidance-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings - details of data services and collections following COVID-19 schools’ partial closure</p>
<p>Full Governing Board: School Improvement</p>	<ul style="list-style-type: none"> • Approve strategy statement on use of Pupil Premium and publish on website. Include evidence used to inform decisions and use the DfE template • Complete evaluation of spend on Pupil Premium and Service Pupil Premium pupils in previous academic year and publish on website • Approve plans for the use of any remaining Catch-Up Funding showing details of how the grant will be spent and how the impact of this expenditure will be assessed. Assess the impact of any previous spend. Publish on website • If the school is an admissions authority (academies, foundation and VA schools) draw up the admissions policy for the next academic year. This should be consulted on if changes are proposed; if no changes are proposed, this should be consulted on every seven years. • Agree content and format of headteacher’s report • Ensure the headteacher’s report includes data on exclusions and attendance • Receive and scrutinise the headteacher’s report • Review Ofsted, Fischer Family Trust data (if the school subscribes to FFT) and Analyse School Performance Data sources - consider implications for the school. <i>There will be no new external performance data (ASP or IDSR) this year due to the cancellation of school statutory testing 2020 and 2021 (COVID-19)</i> • Consider making links with other Governing Boards to offer peer review • Review and agree the annual safeguarding report and submit online to the LA before the deadline of 31.12.2021 	<p>https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings</p> <p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-what-you-need-to-know</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Catch-up premium - GOV.UK (www.gov.uk)</p> <p>Resources and publications for the Virtual School Oxfordshire County Council- scroll down to the school governors’ section to see a suggested template for an annual report</p> <p>School admissions code - GOV.UK (www.gov.uk)</p> <p>Understanding your data a guide for school governors and academy trustees</p>

	<ul style="list-style-type: none"> • Ensure governors have read the latest version of Keeping Children Safe in Education: KCSiE (2021). <i>This was released on 06.07.21 and will come into force from 01.09.2021</i> 	<p>http://schools.oxfordshire.gov.uk/cms/content/safeguarding</p> <p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p>
<p>Resources Committee (Finance, Staffing, Premises)</p>	<ul style="list-style-type: none"> • Conduct Headteacher’s appraisal (Performance Management Sub-Group) (advisable for an academy) Consider timing this early in the academic year to ensure that Headteacher objectives can be linked into the performance management cycle of other staff • Ensure Staff Pay Policy is adopted • Receive report on teacher appraisal process • Ensure the pay committee (or governor panel) has received recommendations from the Headteacher for teacher pay and the appraisal sub-group for headteacher pay • Confirmed pay decisions for all teachers by 31 October 2021 and for the headteacher by 31 December 2021 (advisable for academies) • Monitor budget. For maintained schools this should happen 6 times a year. Period 6 (for September) will be returned to the LA before 15.10.21 • Appoint governor for Health & Safety and plan in visits • Review and evaluate monitoring from any planned governor visits • Complete asset management plan • Ensure pupil premium eligible pupils are included on the October census to attract funding. <i>This is a change from inclusion in the January census</i> 	<p>https://www.gov.uk/education/school-and-academy-financial-management-and-assurance</p> <p>https://www.gov.uk/government/publications/academies-financial-handbook</p> <p>https://www.gov.uk/guidance/schools-financial-efficiency-top-10-planning-checks-for-governors</p> <p>https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers</p>
<p>Curriculum & Achievement Committee</p>	<ul style="list-style-type: none"> • Review pupil progress and attainment, including for identified groups. Is the school improvement plan having an impact? • Receive and discuss report on curriculum developments, especially in relation to teaching the national curriculum and the quality of education • Review external exam results; consider the impact and learning of the COVID-19 exam arrangements for 2021 • Review the quality of education through triangulation of the headteacher assessment, governor visit information, external reports and pupil tracking data • Review and monitor specified curriculum areas as agreed in the Governor monitoring plan • Look at impact of additional grants/funding on identified pupils (pupil premium, catch-up, P.E and sport, SEND funding). Is it having the expected impact? 	<p>https://www.gov.uk/government/publications/school-performance-tables-how-to-interpret-the-data/school-performance-tables-how-to-interpret-the-data</p> <p>https://www.gov.uk/government/publications/primary-school-accountability <i>(For information: not used in 2020 or 2021)</i></p> <p>https://www.gov.uk/government/publications/progress-8-school-performance-measure <i>(For information: not used in 2020 or 2021)</i></p>

		https://www.gov.uk/topic/schools-colleges-childrens-services/exams-testing-assessment/latest (This site provides more information on exams, testing and assessment)
Pupils, Families and Community Committee	<ul style="list-style-type: none"> • Review School Safeguarding audit form (Section 175 return) and associated action plan. Note required actions and monitor • Monitor safeguarding in school by visiting in school day: talk to staff and children / monitor policies in practice • Review net capacity of the school. How full is your school? What impact does this have on your available budget? • Plan for collecting staff, family and pupils' voices and opinions throughout the year • Review attendance of pupils, including groups • Plan communications to the community; to be agreed with the Governing Board 	http://schools.oxfordshire.gov.uk/cms/content/safeguarding https://www.gov.uk/guidance/complete-the-school-census
<p>Notes for Autumn:</p> <p>September:</p> <p>Start of new financial year for academies</p> <p>Academy Trust Handbook replaces the Academies Financial Handbook from September 2021: Academy Trust Handbook 2021 - Academies Financial Handbook - Guidance - GOV.UK (www.gov.uk)</p> <p>Restructure programme for maintained schools (working with Education Personnel Services (EPS) guidance) started now would be implemented by the summer term 2022</p> <p>30 September – Headteachers who wish to leave at the end of the autumn term must have handed in their resignation by this date.</p> <p>October</p> <p>Admission policy consultation (for academy, foundation and voluntary aided schools) to last at least six weeks and to take place between 01 October and 31 January in the academic year before the policy will be used</p> <p>31 October - Deputy headteachers and teachers who wish to leave at the end of the autumn term must have handed in their resignation by this date.</p> <p>Admissions applications to secondary schools close on 31 October</p> <p>November</p> <p>Admissions applications to studio schools and UTCs close on 30 November</p> <p>December</p> <p>31 December – statutory requirement to submit safeguarding report to LA after review and agreement by the FGB</p>		

Spring Term

	Item	Supporting information
Full Governing Board	<ul style="list-style-type: none"> • Publish proposed admissions arrangements for subsequent academic years (for schools that are admissions authorities) in good time to ensure a transparent process • Receive and scrutinise the headteacher's report • Review progress with the School Improvement Plan (SIP) • Update the self-evaluation form (SEF) • Adopt, agree and ratify any policies as per the schedule • Ensure all staff safeguarding training is in place; note any gaps and follow up 	School admissions code - GOV.UK (www.gov.uk)
Resources Committee (Finance, Staffing, Premises)	<ul style="list-style-type: none"> • Review Charging and Letting Policy • Start work on drafting budget for the coming year (maintained schools). <i>Submission dates are yet to be confirmed but are proposed as Friday 06 May 2022 for maintained primary and secondary schools and Friday 13 May 2022 for maintained special schools</i> • Review benchmarking information to inform planning • Review insurance arrangements • Review staff structure • Monitor budget. For maintained schools Period 9 (for December 2021) will be returned to the LA by 24.01.22 and Period 11 (for February 2022) by 15 March 2022. • Review and evaluate monitoring from any planned governor visits • Complete and agree the Schools Financial Values Standard 	http://schools.oxfordshire.gov.uk/cms/content/schools-hr https://www.gov.uk/education/teacher-pay-pensions-and-conditions https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs https://schools-financial-benchmarking.service.gov.uk/
Curriculum & Achievement Committee	<ul style="list-style-type: none"> • Review pupil progress and attainment, including for identified groups • Receive and discuss report on curriculum developments, especially in relation to teaching the national curriculum and the quality of education • Review the quality of education through triangulation of the headteacher assessment, governor visit information, external reports and pupil tracking data • Review and monitor specified curriculum areas as agreed in the Governor monitoring plan • Review effectiveness of Pupil Premium funding, SEND funding and any remaining catch-up funding • Review impact of Sports Premium funding 	

Pupils, Families and Community Committee	<ul style="list-style-type: none"> • Revise information on the school’s website to ensure it is relevant and up to date • Monitor any actions from safeguarding audit • Monitor safeguarding in school by visiting during the school day: talk to staff and children and monitor policies in practice • Review attendance of pupils, including groups (such as children with special educational needs and disabilities (SEND), children qualifying for pupil premium funding, year groups etc.) • Continue with agreed community communication plan 	
<p>Notes for Spring:</p> <p>January: Admissions applications to primary schools close 15 January 31 January - Headteachers who wish to leave at the end of the spring term must have handed in their resignation by this date Schools Financial Value Standard (maintained schools) returned to the Local Authority. The actual date is still to be confirmed but this has been 31 Jan in previous years. Restructure programme for maintained schools (working with EPS) started January 2022 would be implemented by the autumn term 2022</p> <p>February: Local Authorities confirm budgets for maintained schools The Education and Skills Funding Agency (EFSA) confirms academies’ budgets 28 February - Deputy headteachers and teachers who wish to leave at the end of the spring term must have handed in their resignation by this date.</p> <p>March: National offer day for secondary school places is 01 March</p>		

Summer Term

	Item	Supporting information
Full Governing Board	<ul style="list-style-type: none"> • Agree budget for new financial year (maintained schools) • Publish details of how you spend your PE and sport premium funding by the end of the summer term or by 31 July at the latest • Receive and scrutinise the headteacher’s report • Review progress of the School Improvement Plan and evaluate impact of the board • Update the self-evaluation form (SEF) • Adopt, agree and ratify any policies as per the schedule • Agree a programme of meetings for the next academic year, including committee meetings • Conduct self-review of the governing board’s effectiveness – consider an external governance review • Evaluate the current Governance action plan, particularly impact • Review the governing board succession plan and governing board training needs. Refer to GovernorHub (www.governorhub.com) or Governor Services (GovernorServices@Oxfordshire.gov.uk) for current training opportunities • Appoint governors to conduct headteacher’s appraisal in the autumn; ensure they are or will be trained; appoint External Adviser • Ensure all staff safeguarding training is in place; note any gaps and follow up • Approve the SEND Information Report and publish on the website • Receive the annual report from the Designated teacher for looked-after children (<i>Children We Care For</i>). (Suggested template in the information column) • Approve the annual school public sector equality duty statement and publish on the website • Consider and review progress towards the school’s agreed equality objectives. These should be updated every four years • 	<p>https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</p> <p>Governance Competency framework: https://www.gov.uk/government/publications/governance-handbook</p> <p>Twenty questions every governing board should ask itself (NGA): Governing board self-review Twenty questions for governing board self-review - National Governance Association (nga.org.uk)</p> <p>NGA skills audit: Governing board self-review Skills audit and skills matrix - National Governance Association (nga.org.uk)</p> <p>https://www.gov.uk/government/publications/school-teachers-pay-and-conditions</p> <p>public sector equality duty</p>
Resources Committee (Finance, Staffing, Premises)	<ul style="list-style-type: none"> • Draft budget for new school year (academies) • Monitor budget. For maintained schools Period 3 (for June) will be returned to the LA before 15.07.22 • Audit voluntary funds / school private funds (SFVS question 28) • Agree purchase of external services • Review Appraisal Policy 	

	<ul style="list-style-type: none"> • Receive Headteacher’s report on performance management • Review and evaluate monitoring from any planned governor visits • Ensure staff job descriptions have been reviewed • Review staff attendance • Review pay policy ASAP after publication of pay and conditions document in time to inform pay decisions in the autumn term 	
Curriculum & Achievement Committee	<ul style="list-style-type: none"> • Review and recommend to the board the school SEND Information Report if a delegated responsibility • Review pupil progress and attainment, including discussions around inclusion and equality • Review and monitor curriculum related areas as agreed in the Governor monitoring plan • Review the quality of education through triangulation of headteacher assessment, governor visit information, external reports and pupil tracking data • Review effectiveness of Pupil Premium, SEND and any other funding 	https://www.gov.uk/guidance/key-stage-1-and-key-stage-2-test-dates https://www.gov.uk/topic/schools-colleges-childrens-services/exams-testing-assessment/latest https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability
Pupils, families and community Committee	<ul style="list-style-type: none"> • Review child protection policy and procedures – <i>Have they been effective? Are there any issues or concerns from school or the board? Are there any actions needed?</i> • Review the behaviour principles written statement. Are the board’s principles reflected in the school behaviour policy? • Review attendance of pupils, including groups • Review pupil exclusions for the year, considering inclusion and equality • Receive report on progress in implementing the accessibility plan • Discuss the annual report from the Designated teacher for looked-after children (Children We Care For) if a delegated responsibility of the committee- what learning is there? 	https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
<p>Notes for Summer: April: National offer day for places at primary schools is 16 April Headteachers who wish to leave at the end of the summer term must have handed in their resignation by 30th April May: 31st is the last date for announcing any proposed redundancies to take place from September Deputy Headteacher/Teachers who wish to leave at the end of the summer term must resign by 31st May May: SATs testing expected</p>		

May and June: GCSE and A Level exams
July: SATs results reported to schools, including phonics test results
August: GCSE and A Level results published

Items that should be discussed on a regular basis

Receive reports:

- From external advisors / school improvement partners / system leaders
- From committees
- Budget monitoring information, looking for variations from planned spending; additional spends; risks
- From governors who have visited school in order to monitor and report on their areas of particular responsibility / aspects of the SIP
- Update on the action plan progress from the section 175 Safeguarding Audit return
- From Special Educational Needs and Disability Co-ordinator (SENDCO)
- From Designated teacher for looked-after children (Children We Care For)
- From the Designated Safeguarding Lead (DSL)
- Equality and Inclusion in the school (for pupils and staff)
- About parental complaints and outcomes (without details of individual complaints)
- About bullying and racist incidents and the school's response
- Policy review on a rolling programme

Delegation

Items that **MUST** be dealt with by the Full Governing Board

- Reconstitution of the governing board
- Election of the chair and vice chair
- Removal of the chair or vice chair
- Co-option of governors
- Appointment of associate members
- Choice and terms of reference for committees
- Length of terms of office (within prescribed limits)
- Appointment of the clerk
- Appointment of the headteacher or deputy headteacher

<https://www.gov.uk/government/publications/recruiting-a-headteacher>

<p>Items that CANNOT be delegated to an individual</p>	<ul style="list-style-type: none"> • Alteration of discontinuance of the school • A change to the category of the school • Approval of the first formal budget plan of the financial year • The determination of admission arrangements or the admission of a particular child • The decision to appoint a new headteacher or deputy headteacher (although the appointment process must be delegated) • The suspension of a governor 	
<p>Items that MUST be delegated to panels</p>	<ul style="list-style-type: none"> • Pupil Discipline Appeals • Staff Dismissal Appeals • Decisions on staff pay and promotion • Admissions Appeals • Complaints Panels 	<p>https://www.gov.uk/government/publications/school-complaints-procedures</p> <p>http://schools.oxfordshire.gov.uk/cms/node/350 OCC HR policies and guidance</p>