



**Local Governing Board**

**Schedule of Accountability**

**October 2021**

**Review due by: December 2022**

## INTRODUCTION

Welcome to The Schedule of Accountability. We hope it will help you to understand your role as a member of a Local Governing Board (LGB) in a Plymouth CAST Academy.

**‘The role of governor is largely a thinking and questioning role, not a doing role.’** NGA guidance

To think and question governors need to find out about the work of the academy. They do this by checking, looking, and asking. The purpose of this schedule is to guide governors in their finding out. It organises the responsibilities of governors, as defined in the Plymouth CAST Scheme of Delegation, into half-termly blocks. Planning sheets for monitoring the progress of the School Improvement Plan and subject leadership are included at the back of the schedule. A series of Checklists have been produced to assist with completing the schedule. All LGBs are required to follow the Schedule of Accountability.

The role of the Local Governing Board (LGB) involves:

- Champion the Trust’s vision, ethos and strategic direction in the school.
- Be an informed ‘wisdom group’ for the school, supporting and encouraging the Catholic life and mission of the school
- Developing knowledge in key areas: RE and Catholic Life, Special Educational Needs and Disabilities, Safeguarding, and Child Protection, the impact of Statutory Grant Funding (Pupil Premium, PE, and Sports Premium), Health and Safety, Curriculum and Standards and Parents and the Community.
- Being sufficiently knowledgeable about the school to talk confidently with Ofsted inspectors.
- Attend training as required by the Diocese or the Trust.
- Being accountable to the Board and, in the case of Foundation Governors, to the Bishop, for their conduct as Governors
- Knowing the Governor’s Handbook where information is organized in alphabetical order.
- Being clear about the roles of the Chair of Governors, Lead Governors, and the Board as a whole. This can be found in the Governor’s Handbook.
- Knowing the Vision, Mission and Values of the Trust, also found in Governor’s Handbook
- Being familiar with Scheme of Delegation, the Schedule of Accountability and associated Checklists and policies on School Visits, the Induction of new Governors, the Annual Self-review proforma and the Governors’ Code of Conduct. Details of all can be found in The Governors’ Handbook
- Keeping the Code of Conduct. Any governor who breaks the Code of Conduct will be challenged and may be asked to leave the LGB.
- Reviewing the work of the LGB with the Link director each term, thus providing useful information for the Board of Directors.

## Governors' Schedule of Accountability

	AUTUMN 1		AUTUMN 2	
<p><b>Chair of Governors Leading the LGB and HR</b></p> <p><i>CAST Appraisal Policy and Procedure, Capability Policy and Procedure, Disciplinary Policy, Complaints Policy, Grievance Policy, Staff Code of Conduct, Whistle Blowing Policy, Flexible Working Policy</i></p>	<p>At some point in the Autumn Term meet with the Link Director to discuss governance and any school concerns. The Link Director will contact you to arrange the day and time. This may be a virtual meeting.</p> <p>At the first meeting of the year the Chair should: confirm the dates of meetings; agree the seven Lead Governors for RE and Catholic Life, Curriculum and Standards, Special Educational Needs and Disabilities, Safeguarding and Child Protection, the Impact of Statutory Grant Funding (Pupil Premium, PE and Sports Premium, Catch up Premium), Health and Safety and Parents and the Community; provide each Governor with their schedule for the year; ensure new Governors have a mentor</p>	<p>Ensure the school is prepared for an inspection. Meet with the Headteacher to find out how the areas identified for improvement in the last inspection have been addressed. Discuss the school's current areas of strength and development.</p> <p>If you have an Early Career Teacher (ECT) meet with them. Check that the support they are being given is appropriate. Use Checklist 7 to guide your conversation.</p>	<p>Support the SELT by completing a CAST Headteacher's Appraisal Form and share with the ESM. The ESM will take note of your comments and triangulate it with their own review of performance and recommend pay progression to Directors/ Remuneration Committee, as appropriate.</p>	<p>Ensure the required Trust's HR policies are effectively implemented in the school. Including the appointment, induction, performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievance and dismissal. Use the Checklist 4 HR – discussion with SLT, Checklist 5 HR-conversation with a sample of staff and Checklist 6 Staff Code of Conduct. The purpose of these three conversations is to check the implementation of the Trust's policies for HR matters</p>

	and go through the process for organising visits to the school.			
<b>RE and Catholic Life</b> <i>CAST Policies:</i> <i>Collective Worship</i>	Discuss the results of the 'Annual Self-Evaluation of the LGB, RE and Catholic Life of a Plymouth CAST School' with the Subject Lead. Check that areas for development are included in the School Improvement Plan.	<p>With the Governor for Curriculum and Standards, ensure that the curriculum of the school, including all subjects of the National Curriculum, is taught in the light of Gospel Values and actively promotes the spiritual and moral development of its pupils and is in line with Plymouth CAST Curriculum Design Principles. Interview the Curriculum Lead using Checklist 23.</p> <p>Check how relationships and sex education is taught in accordance with the social and moral teachings of the Catholic Church having regard to any Trust wide policy.</p>	Discuss the teaching of RE with the RE Lead. Ensure that RE is taught in accordance with the Bishop's policy and that it constitutes 10% of the weekly timetable in accordance with the tenets and norms of the Catholic Church. Undertake a learning walk and look for evidence of the teaching of RE and the inclusion of Gospel Values in the curriculum.	Ensure that the headteacher complies with the requirement to provide a daily act of collective worship, in accordance with the rites, practices, disciplines and Liturgical norms of the Catholic Church and take actions to address any issues, as appropriate..
<b>Curriculum and Standards</b> <i>CAST Curriculum Policy</i> <i>The National Curriculum</i>	With the Governor for RE and Catholic Life, ensure that the curriculum of the school, including all subjects of the National Curriculum, is taught in the light of Gospel Values and actively promotes the spiritual and moral development of its pupils and is	Organise for each Governor to talk with a subject leader at least once during the year. Ensure that all subjects are covered. Checklist 3 provides questions to ask.	Meet with the Headteacher, or the Curriculum Lead, to look at the SIP. Checklist 2 provides relevant questions to ask. Concentrate on the contents of the plan and why particular steps have been chosen.	

	<p>in line with Plymouth CAST Curriculum Design Principles. Interview the Curriculum Lead using Checklist 23.</p> <p>Check how relationships and sex education is taught in accordance with the social and moral teachings of the Catholic Church, having regard to any Trust wide policy.</p>		<p>Undertake a learning walk of the school to look for evidence of the subjects included in the SIP. Checklist 25 provides some guidance.</p>	
<p><b>Special Educational Needs, Inclusion &amp; Equality Governor</b></p> <p><i>School SEND Policy</i> <i>Behaviour Policy</i> <i>CAST Equal Opportunities Policy</i> <i>Equality Policy</i></p>	<p>Check the implementation of the SEND Policy within the school. Ensure compliance with the legal requirements relating to disability. See Checklist 9. Report any shortcomings to the Headteacher. Use Checklist 10 Looked After Children to check that all requirements are met.</p>	<p>Meet the SENDCO and discuss the fund available and the plans for supporting pupils with SEND in the coming year.</p>	<p>Review attendance and pupil absence. Use Checklist 11 to check the circumstances of exclusions. Follow up any issues.</p>	<p>Do all pupils have opportunities to take a full part in the life of the school? Is every aspect of provision open to all pupils? For example, are non-Catholics allowed to be Minnie Vinnies? Are disabled pupils enabled to take part in all aspects of the curriculum? Review Accessibility Plan.</p>
<p><b>Safeguarding and Child Protection Governor</b></p> <p><i>CAST Model Child Protection and Safeguarding Policy</i> <i>Most recent Keeping Children Safe in Education</i></p>	<p>Ensure that Safeguarding and Child Protection Policies are followed. Report any shortcomings to the Headteacher. Produce a termly Note of Visit for SELT- to include uptake of training, staff voice, pupil voice and compliance with the maintenance of the Single Central Record. See Checklist 12</p>	<p>Maintain Safer Recruitment training. <a href="http://nspcc.org.uk/safer-recruitment">nspcc.org.uk/safer-recruitment</a></p> <p>Check completion of the Single Central Record and its regular updating, through, at least, termly reviews.</p> <p>Ensure that SG1 Self-review form is submitted, and your name is included and that</p>	<p>Review and monitor the culture of Safeguarding in the school. Produce a termly Note of Visit for SELT- to include uptake of training, staff voice, pupil voice and compliance with the maintenance of the Single Central Record.</p> <p>Identify the training needs of Governors and organise training as required.</p>	<p>Check that forms SG2 and SG3 are completed.</p>

		Governors have all read KCSIE Parts 1 and 2.	Check that forms SG2 and SG3 are completed.	
<b>The impact of Statutory Grants Governor</b> <i>PE and Sports</i> <i>Pupil Premium</i> <i>Catch up Premium</i> <i>SEND</i>	Meet the staff lead for each grant. Discuss the amount of funds available and how they plan to spend it. Pupil Premium, PE and Sports, Catch-up Premium and Special Educational Needs funding. using Checklist 27.	Adhere to any financial policies or guidance issued by the Trust.	Ensure that plans for the use of statutory grants are displayed on the school website in line with statutory reporting deadlines.	
<b>Health &amp; Safety Governor</b>  <i>CAST Health and Safety Policy</i> <i>Academies H and S Self Review</i> <i>Lettings Policy - if operational</i>	<p>Review the implementation of the Plymouth CAST Health and Safety Policy and ensure that appropriate risk assessments are being carried out in school.</p> <p>Ensure compliance with all insurance obligations required of the school.</p>	Conduct a site inspection with the Headteacher using the 'Premises Compliance Checklist'. Check that all aspects of 'Keeping Children Safe in Education' form part of the review. Follow up actions until resolved or mitigated.	Monitor to ensure that all external lettings are fully compliant with the requirements of Keeping Children Safe in Education 2021, the Trust's Lettings Policy and Child Protection and Safeguarding Policy.	Ensure the school has a robust and up to date Disaster Recovery/Business Continuity Plan in place.
<b>Parents and the Community</b>	Ensure systems are in place are in line with the Trust's strategy at the school for effective communication with pupils, parents or carers, staff, parish priests, diocese and the wider community including the support of a local parent teacher association (if established) Use Checklist 19.	<p>Monitor pupil numbers in the school and ensure that a local marketing strategy is developed with the Headteacher to ensure effective recruitment to Planned Admissions Number (PAN).</p> <p>Use Checklist 17 to ensure the website is up to date.</p>	Commission members of the wider Governing Board to support the local marketing strategy, which includes pupil recruitment and retention through strong and cohesive community and parish links. Use Checklist 18 to ensure that effective arrangements are in place for pupil recruitment.	Ensure effective arrangements are in place for pupil support and representation at the school. Meet with a group of children, possibly the School Council, to provide an opportunity for pupils to express their views. Use Checklist 15 and 16, appropriate to age.

### Governors' Schedule of Accountability

	SPRING 1		SPRING 2	
<b>Chair of Governors</b>	Support and challenge the Headteacher in the implementation of the SIP. Meet with the Curriculum and Standards Governor and the Curriculum Lead, or the Headteacher, to identify suitable points at which the LGB should monitor the progress of the SIP.	Work with the Curriculum and Standards Governor to plan Governor monitoring of the SIP.	At some point in the Spring Term attend a strategy meeting with the Link Director and the ESM. This meeting will be arranged by the ESM. It will be a virtual meeting.	
<b>RE and Catholic Life Governor</b>	Establish and maintain relationships with the Parish Priest, local Church, and parish community to work with them as they contribute to the Catholic formation of the pupils in the academy.		Meet with the staff lead for RE and Catholic Life. Make a joint book scrutiny to see how the subject develops Y1 to Y6.	Ensure the spiritual well-being of pupils at the school. Talk with groups of children about how they feel about school and the opportunities that they have.
<b>Curriculum and Standards</b>	Review Curriculum Inclusion. Pick the areas to explore from the list on Checklist 24.	Arrange a joint meeting for yourself and the Chair to meet with the Curriculum Lead or the Headteacher, to look at the SIP. Identify points at which Governors can check progress of the SIP, selecting strategies from Checklist 2. Once monitoring points have been agreed, work with the Chair to share the work amongst	Meet with Curriculum/Phase Leaders or the Headteacher to discuss progress towards achievement targets set by the Trust.	Meet with the Early Years Leader. Use Checklist 20 to guide your questions.

		Governors. Spread the work over the Spring and Summer terms.		
<b>Special Educational Needs, Inclusion &amp; Equality Governor</b>	Meet the SENDCO to monitor the impact of SEND funding on identified pupil outcomes. Ensure funding is being spent on improving attainment for all eligible pupils and discuss the impact of the interventions being used.		Check the circumstances of exclusions and the steps taken to avoid them. Review the overall pattern of exclusions at the school and report to the Senior Executive Leadership Team. Refer to Checklist 11.	
<b>Safeguarding, and Child Protection and Governor</b>	Meet with the Lead Governor for Parents and the Community and the Headteacher to review and monitor the culture of Safeguarding in the school. Produce a termly Note of Visit for SELT- to include uptake of training, staff voice, pupil voice and compliance with the maintenance of the Single Central Record.		Meet with the member of staff responsible and discuss the impact of the Behaviour Policy/Pupil Welfare Policy. Check it is in line with the Trust wide policy. Talk with pupils to find out how they feel about the rewards and sanctions used.	
<b>The impact of Statutory Grants Governor</b> <i>PE and Sports</i> <i>Pupil Premium</i> <i>Catch up Premium</i> <i>SEND</i>	Ensure the school keeps proper records and provides information to assist the Trust to prepare annual accounts or other accounting returns.		Discuss the impact of the Sports Premium with the PE lead. Focus on the impact of the strategies identified in the Sports Premium Plan. Check that all pupils are accessing additional opportunities and that these are in line with the Sports Premium National Guidance. See Checklist 14.	Discuss the impact of the Pupil Premium grant with the Pupil Premium Lead. Focus on the impact of strategies identified in the Pupil Premium Plan. Check that all eligible pupils are accessing additional opportunities and that these are in line with the Pupil Premium National Guidelines. Discuss the impact of the interventions used on pupil



				progress and narrowing the attainment gap with the Pupil Premium Lead. See Checklist 13.
<b>Health &amp; Safety Governor</b>	Conduct a site inspection with the Headteacher using the 'Premises Compliance Checklist'. Check that all aspects of 'Keeping Children Safe in Education' form part of the review. Follow up actions until resolved or mitigated.	Review the risk register of the school and ensure that it reflects local circumstances.	Monitor the school's use of EVOLVE to record all off-site trips.	Check that any items identified as a risk to health and safety in the audit have been followed up in good time.
<b>Parents and the wider Community</b>	During the Spring term, with other Governors, be available at pupil open evenings to answer any questions about governance or to listen to parental concerns which you should always pass on to the Headteacher to deal with.	Meet with the Lead Governor for Safeguarding and Child Protection and the Headteacher to review and monitor the culture of Safeguarding in the school. Contribute to the termly Note of Visit for SELT which includes uptake of training, staff voice, pupil voice and compliance with maintenance of the Single Central Record.	Monitor that school lunch provision meets the required national nutritional standards through seeking assurance from the Headteacher.	Review the number of pupils in receipt of free school meals. Are all those eligible being encouraged to apply? How is the school doing this?

## Governors' Schedule of Accountability

	SUMMER 1		SUMMER 2	
<b>Chair of Governors</b>	At some point in the Summer Term attend a strategy meeting with the Link Director and the ESM. This meeting will be arranged by the ESM. It will be a virtual meeting.	Ensure that exit interviews are being conducted. Monitor trends in staff turnover.	Organise for all Governors to complete a Self-Review Form. Read the guidance in 'The Governor's Handbook', 'Governor's Self-Review'.	Support and challenge the Headteacher on the implementation of the SIP. Review the strengths and weaknesses of the school and the progress made in the year.
<b>RE and Catholic life</b>	Ensure relationships and sex education is taught in accordance with the social and moral teachings of the Catholic Church having regard to any Trust wide policy.	Attend an assembly or a Mass. Meet with Minnie Vinnies and talk about their work	Ensure that any developments from last year's self-evaluation or outcomes of inspection have been followed up by the school.	Lead completion of 'Annual Self-Evaluation of the Local governing Board, RE and Catholic Life of a Plymouth CAST School'.
<b>Curriculum and Standards</b>	Check that every subject leader has met with a Governor to discuss their subject in this academic year. Arrange to meet with any subject leader who has not met with a Governor.		Meet with the Curriculum Lead - where has the SIP had the biggest impact on the quality of learning? Why? What has been the biggest challenge? Why?	
<b>Special Educational Needs, Inclusion &amp; Equality Governor</b>		Meet the SENDCO and discuss the impact of the plans for supporting pupils with SEND in the past year. Have all children made progress? What has been most successful? What has had the least impact? Why?	Review the pattern of exclusions and report to the Senior Executive Leadership Team. Has the school taken appropriate steps to prevent exclusions?	Meet the staff lead for Looked After Children. Discuss the progress made by Looked After Children during the year. What have been the successes and challenges?
<b>Safeguarding and Child Protection</b>	Review and monitor the culture of Safeguarding in the school.		Check that Safeguarding and Child Protection policies are	

	Produce a termly Note of Visit for SELT- to include uptake of training, staff voice, pupil voice and compliance with the maintenance of the Single Central Record.		followed. Refer back to Checklist 12	
<b>The impact of Statutory Grants Governor</b> <i>PE and Sports</i> <i>Pupil Premium</i> <i>Catch up Premium</i> <i>SEND</i>	Arrange meetings with each of the three grant leads. Discuss the impact of the plans they have been following for the year. What has been the impact on pupil progress? Discuss successes and challenges. See Checklist 28.			
<b>Health and Safety Governor</b> 'Premises Compliance Checklist'. Health and Safety Policy	Conduct a site inspection with the Headteacher using the 'Premises Compliance Checklist'. Check that all aspects of 'Keeping Children Safe in Education' form part of the review. Follow up actions until resolved or mitigated.		Obtain anonymised OSHENS summary of accident reporting. Review the school's records accidents. Look for any reoccurrences or trends. Report any trends to the Headteacher and Local Governing Board. Headteacher to address.	Check the use of the school's facilities are reviewed annually.
<b>Parents and the Community</b> CAST Admissions Policy Data Protection Policy	Refer to Checklist 8 to check the implementation of data protection policies and procedures in the school.		Meet with the Headteacher to monitor the success of the local marketing strategy established in the Autumn term. How effective has the recruitment strategy been? Has the school recruited to PAN?	Contribute to the development of the school prospectus, if there is one.

**Monitoring the School Improvement Plan**

**Local Governing Board Progress Tracker**

What needs to improve Cut and paste from the SIP	Monitoring activity	Spring Name of governor monitoring	Summer Name of governor monitoring
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

**Interviews with Subject Leaders**

**LGB Year Plan**

Interviews with subject leaders (usually once a year)	Note if in the School Improvement Plan	Name of governor monitoring	Spring 1 Date	Spring 2 Date	Summer 1 Date	Summer 2 Date
RE						
English						
Mathematics						
Science						
Art and Design						
Computing						
Design and technology						
Geography						
History						
Languages						
Music						
Physical Education						