



**Local Governing Board**  
**Schedule of Accountability**

Version 15 February 2020

## Introduction

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

**In order to think and question governors need to find out about the work of the academy. The purpose of this schedule is to guide governors in their finding out.**

Two definitions that are important in understanding the schedule:

**Support:** to bear a part of the weight, give assistance

**Challenge:** to test, search and ask

The role of the Local Governing Board in CAST involves:

- Supporting and promoting the vision, values and principles of Plymouth CAST
- Acting as a ‘wisdom group’ for the school, supporting and encouraging the Catholic life and mission of the school
- Acting as champions and advocates in the local community for their school
- Supporting and challenging the Headteacher to check that policies are being followed, that, where possible, children achieve in line with or better than the national average and that school improvement is progressing at the planned rate.
- Having oversight and developing knowledge in key areas, especially RE and Catholic Life, SEND, Safeguarding, Statutory Grant Funding (Pupil Premium, PE and Sports Premium), Health and Safety
- Supporting and challenging the Headteacher in the implementation of the School Improvement Plan
- Governors will learn much from having the opportunity to speak with teachers and senior leaders about their plans and to observe the fruition of these plans in children’s work. All governors should be able to engage fully with discussions about educational performance. Where necessary, governors are expected to undertake training.
- Building bridges between the school and the local community, especially amongst parents and carers in the local parish
- Supporting CAST strategic priorities and contributing expertise and knowledge to the development of building Governor capacity across CAST
- Being accountable to the Board and, in the case of Foundation Governors, to the Bishop, for their conduct as Governors.

Whilst the LGB does not have any statutory responsibility it does have **key functions**. These are set out in the CAST ***Scheme of Delegation*** and organised to match the responsibilities of individual governors in this **Schedule of Accountability**. A series of Checklists have been produced, by governors, to assist with completing the schedule. A record of the observations made in carrying out these responsibilities should be recorded on the ‘Note of Visit’ proforma and filed in the **‘Governors’ Notes of Visit Folder**. See **‘Governor Visits Policy’** for further guidance and proforma.

The school Link director will meet the Chair of Governors, at least once a year, to review the work of the LGB. Sharing the visits file will contribute to the review. The LGB is an important part of the CAST system of accountability and sharing the work of the local board with a director provides valuable feedback to the Trust Board.

## Governors' Schedule of Accountability

### All governors are expected to:

Elect a Chair and Vice Chair from their number.

Support the directors in carrying out their three core functions: check clarity of vision, ethos and strategic direction; hold the senior leaders to account for the educational performance of its pupils and for the internal organisation, management and control of the school, including the Performance Management of staff and oversee the financial performance of the school being mindful of the academy's budget and operating within it.

Support and challenge the Headteacher to carry out the three core functions.

Champion the Trust's vision, ethos and strategic direction in the academy. Attend any diocesan, or other provider's, induction as required by the Diocese.

Support the Trust by complying with the Governors' Schedule of Accountability as determined by the directors.

Support and challenge the Headteacher in the implementation of the School Improvement Plan.

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 at the academy

Support and challenge the Headteacher through reports presented by the Headteacher as required by the Senior Executive Team.

Assist the senior executive leadership to ensure that the academy's governance details are published on the website. Support and work with other LGBs in the Trust

Appoint and remove governors as necessary, subject to the Bishop's right to appoint/remove foundation governors.

Support and challenge the headteacher to ensure that the academy is conducted in a way that is compliant with all CAST policies.

Comply with any denominational inspections pursuant to s.48 and any additional canonical inspections and visitations of the bishop and with any other education inspections, e.g. s.5 as required by law.

Support and challenge the Headteacher to ensure the spiritual well-being of pupils at the academy.

Support and challenge the headteacher to implement any school-to-school support opportunities as directed by the senior executive leadership.

Establish and maintain relationships with parents of pupils attending the academy to support them in their role as primary educators

Establish and maintain a relationship with members of the local community including assisting the headteacher to build relationships with other schools, agencies and businesses in the community to enhance the quality of Catholic education.

Support the directors in the process to appoint the headteacher and any other relevant post as requested by the senior executive leadership.

## Governors' Schedule of Accountability

<b>Chair of Governors</b>	<p><b>Tasks to be undertaken as and when required throughout the year:</b></p> <p>Build a positive relationship with the headteacher, providing constructive challenge and encouragement through meeting regularly.</p> <p>Provide the governing body with a clear lead, ensuring governors work as an effective team and understand their accountability and the part that they play in the leadership of the school. Meet at least six times a year, once each half term.</p> <p>Organise governors' monitoring and ensure that all key functions are carried out.</p> <p>Check that governors understand their roles and responsibilities and carry them out with due attention.</p> <p>Give notice of any resignation of a local governor to the directors.</p> <p>Check that business is conducted efficiently and effectively and that business interests are registered at each meeting.</p> <p>Ensure there are specific governors for lead oversight of RE and Catholic Life, SEND, Safeguarding, Statutory Grant Funding (Pupil Premium, PE and Sports Premium), Health and Safety and Year 7 catch-up Premium.</p> <p>Check effective arrangements are in place for pupil recruitment</p> <p>Succession plan for local governance</p> <p>Support the directors in their monitoring and evaluation of the delivery of any central services and functions provided or procured by the company for the academy</p> <p>Support and challenge the Headteacher to ensure the business of the academy is conducted ethically and in line with requirements set by the directors to ensure that all suppliers used take account of economic, social and environmental factors.</p> <p>Ensure that at least one governor on any recruitment panel has up to date safeguarding and safer recruitment training</p> <p>Refer any direct communications from RSC/DFE/ESFA/Ofsted/local authority to the directors/senior executive leadership.</p> <p>Forward any media interest to the directors/senior executive leadership and ensure that any public statements and/or responses to media enquiries are approved by the directors</p> <p>Support and challenge the headteacher to implement the academy complaints policy as set by the senior executive leadership and hear complaints at the relevant stage</p>
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### Clerk's Schedule

<b>Agenda Area</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Governance</b>	Elect Chair and Vice Chair and Lead Governors Sign Governor's Code of Conduct Clerk's update	Chairs business Clerk's update
<b>General</b>	Approve minutes from last meeting	Approve minutes from last meeting Declarations of interest Annual logs (Pecuniary interest, FOI, Whistleblowing, Gifts and Hospitality)
<b>Leadership</b>	Self-Evaluation Form	School Improvement Plan
<b>Standards</b>	Summer outcomes (Secondary)	Progress data / Attendance
<b>Reports from named Governor Leads:</b>		
<b>Safeguarding</b>	SG2	SG3/ Safeguarding update / Exclusions
<b>SEND/LAC</b>		Receive LAC Report
<b>RE and Catholic Life</b>		
<b>Health and Safety</b>		Update on Accident and Incident Reporting and the Premises Compliance Checklist.
<b>Statutory Grants</b>	Pupil Premium and PE and Sports	
<b>Other governor reports: HR; Finance; Curriculum and Standards; Parents and the Community</b>		
<b>Review CAST Policies</b>	As advised by CAST	As advised by CAST

School policies	Completed by the school	Completed by the school
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### Governors' Schedule of Accountability

	AUTUMN 1		AUTUMN 2	
<b>Some responsibilities are most effectively met during the LGB Meeting</b>	<p>Support and challenge the Headteacher to ensure the academy is prepared for an inspection. Report any concerns relating to inspection to the senior executive leadership</p> <p>See Governors' Checklist 1- Being Ofsted Ready all the time.</p> <p>Support and advise the Headteacher to determine KPI's.</p> <p>Check a register of business and pecuniary interests is kept by the Clerk for the academy.</p>		<p>Support and challenge the Headteacher to ensure that the academy implements the School Improvement Plan (SIP), as agreed by the senior executive leaders.</p> <p>Use the form at the back of this schedule 'Monitoring of the School Improvement Plan' to map out your programme. Checklist 2 will provide ideas and Checklist 3 suggests questions to ask subject leaders. All subjects of the National Curriculum not in the SIP, should also be reviewed by governors. Use the form 'Reviewing the Curriculum' to record your plan.</p> <p>Support the implementation of the Trust's Admissions Policy at the academy.</p>	
<b>Chair of Governors</b> <b>HR</b> <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>Use the Checklist 4 HR – discussion, with SLT, Checklist 5 HR- conversation with a sample of staff and Checklist 6 Staff Code of Conduct</p> <p>The purpose of these three conversations is to check the implementation of the Trust's policies for HR matters.</p>	<p>If you have NQTs check the support they are being given is appropriate. Use Checklist 7 to guide your conversation.</p>	<p>Prior to the Headteacher appraisal meeting meet with the ESM and provide advice and support for the Headteacher's appraisal. The ESM will then recommend pay progression to directors REMCOM, as appropriate.</p>	<p>Use Checklist 8 Data Protection to support and challenge the headteacher to ensure the effective implementation of data protection policies and procedures at the academy.</p> <p>Support and challenge the Headteacher to consult with directors on the times of academy sessions and the dates of academy terms and holiday times.</p>
<b>RE and Catholic Life</b> <i>CAST Policies: Collective Worship</i>	<p>Using the results of the 'Annual Self-Evaluation of the LGB, RE and Catholic Life of a Plymouth CAST School' inform the School Improvement Plan.</p>		<p>Confirm that RE is taught in accordance with the Bishop's policy and that it constitutes 10%, 5% for KS5 of the weekly timetable in accordance with</p>	<p>Check that the headteacher complies with the requirement to provide a daily act of collective worship, in accordance with CAST policy.</p>

			the tenets and norms of the Catholic Church	
<b>Special Educational Needs, Inclusion &amp; Equality Governor</b>  <i>School SEND Policy</i> <i>Behaviour Policy</i> <i>CAST Equal Opportunities Policy</i>	Use Checklist 9 to check the implementation of the SEND policy, and compliance with the legal requirements relating to disability. And report to the senior executive leadership/directors any concerns.	Use Checklist 10 Looked After Children to check that all requirements are met.	Use Checklist 11 Exclusions to check the circumstances of exclusions.  Support the senior executive leaders if they call a committee to review the exclusion of a pupil.	Challenge and support the senior executive leadership to ensure compliance with legal requirements relating to SEND within the academy.
<b>Safeguarding and Child Protection Governor</b>  <i>CAST Model Child Protection and Safeguarding Policy</i> <i>KCSIE</i>	Use Checklist 12 to Check that Safeguarding and Child Protection and Policies are followed. Report any shortcomings to the headteacher. If issues are not resolved report to the Chair of the LGB who will report to the Senior Executive Leadership.	Check that SG1 Self-review form is submitted and your name is included.	Check completion of the single central record and its regular updating.  Identify training needs and report to senior executive leadership.	Check that form SG3 is completed and that governors have all read KCSIE Parts 1 and 2.  Assist the senior executive leadership with a safeguarding audit at the academy as appropriate.
<b>Statutory Grants Governor</b>  <i>PE and Sports</i> <i>Pupil Premium</i>	Review the Pupil Premium Strategy using Checklist 13	Use Checklist 14 to check the PE and Sports Strategy. Check the grant is being used to encourage the development of a healthy, active lifestyle.		
<b>Health &amp; Safety Governor</b>  <i>CAST Health and Safety Policy</i> <i>Academies H and S Self Review</i>	Check that the Plymouth CAST Health and Safety policy has been brought to the attention of all staff and that it is being followed by the academy. In particular, check that the Arrangements section is followed and that risk assessments have been written, shared, updated and reviewed as necessary.		Carry out an inspection of the site to review, or help identify any health, safety, security or facilities issues. Raise any concerns with the headteacher and/or site staff.  Follow up actions until resolved or mitigated. Complete the Premises Compliance Checklist.	

<b>Other responsibilities included in the Scheme of Delegation:</b>				
<b>Finance</b>	Review the risk register of the academy and support the headteacher in preparing a risk report for the senior executive leadership/ directors.	Support and challenge the Headteacher to ensure the academy keeps proper records and provides information to assist the company to prepare the annual accounts or any other accounting matters	Support and challenge the Headteacher to ensure any Trust wide lettings policy is implemented.	Be mindful of academy's annual budget and operate within it.
<b>Parents and the Community</b>	Ensure effective arrangements are in place for pupil support and representation at the academy  Use Checklist 15 and 16 (appropriate to age) to provide an opportunity for pupils to express their views. Report back to the LGB	Use Checklist 17 to ensure the website is up to date	Use Checklist 18 to ensure that effective arrangements are in place for pupil recruitment.	Support and challenge the Headteacher to ensure systems are in place are in line with the Trust's strategy at the academy 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) Checklist 19
<b>Curriculum and Standards</b> <i>The National Curriculum</i> <i>EYFS Framework</i> <i>RE Curriculum Directory</i> <i>and Bishop's Policy</i>	Use Checklist 20 to learn more about the EYFS Framework and check that it is being followed.			Support and challenge the headteacher to ensure that 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.

### Clerk's Schedule

<b>Agenda Area</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Governance</b>	Chairs business Clerk's update	<b>Chairs business</b> <b>Clerk's update</b>
<b>General</b>	Approve minutes from last meeting Declaration of interest	<b>Approve minutes from last meeting</b> <b>Declaration of interest</b>
<b>Leadership</b>	School Improvement Plan update	
<b>Standards</b>		<b>Progress data / Attendance</b>
<b>Reports from named Governor Leads:</b>		
<b>Safeguarding</b>		
<b>SEND/LAC</b>		<b>Receive SEND Report</b>
<b>RE and Catholic Life</b>		
<b>Health and Safety</b>		<b>Update on Accident and Incident Reporting and the Premises Compliance Checklist.</b>
<b>Statutory Grants</b>	Pupil Premium / PE and Sports	
<b>Other governor reports: HE; Finance; Parents and the Community</b>		
<b>Review CAST Policies</b>	As advised by CAST	<b>As advised by CAST</b>
<b>School Policies</b>	Completed by the school	<b>Completed by the school</b>

## Governors' Schedule of Accountability

	SPRING 1		SPRING 2	
<b>LGB Meeting</b>	Receive an anonymised report from the headteacher on the quality of teaching across the academy and ask about the strategies being used to spread good practice. Use the questions on Checklist 21.		Receive a report from the SEND and Equality governor on the overall pattern of exclusions and discuss.	
<b>Chair of Governors</b>	Discuss the terms and conditions of employment across the academy with the person responsible for contracts See Checklist 22			
<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.		Use Checklist 23 to support and challenge the headteacher or Curriculum Lead to check that all the subjects of the National Curriculum are taught in the light of Gospel values and that the curriculum actively promotes the spiritual, moral and social development of its pupils.	
<b>Special Educational Needs, Inclusion &amp; Equality Governor</b>	Challenge and support the senior executive leadership to ensure compliance with legal requirements relating to SEND within the academy Refer back to Checklist 9	Review the overall pattern of exclusions at the academy and report to the senior executive leadership . Support SEL when they convene a committee to review any exclusion of a pupil.		

<b>Safeguarding, and Child Protection and Governor</b>		Check that all aspects of the Safeguarding and Child Protection Policy are fully implemented, including the maintenance of the Single Central Record Refer back to Checklist 12		
<b>Statutory Grants Governor</b> PE and Sports Pupil Premium	Check the progress of the Pupil Premium Strategy. Ensure funding is being spent on improving attainment for all eligible pupils and discuss the impact of the interventions being used.		Discuss the impact of the Sports Premium with the PE lead. Check that entitled pupils are having additional opportunities.	
<b>Health &amp; Safety Governor</b>	Carry out an inspection of the site to review, or help identify any health, safety, security or facilities issues. Raise any concerns with the headteacher and/or site staff. Follow up actions until resolved or mitigated. Update the Premises Compliance Checklist			Check that any items identified as a risk to health and safety audit are followed up in good time.
<b>Other responsibilities included in the Scheme of Delegation:</b>				
<b>Finance</b> CAST Lettings Policy	Support and challenge the headteacher to ensure the academy complies with the disaster recovery / business continuity plan of the academy.	Support the headteacher in the preparation of the annual budget.	Support the headteacher to Check the Trust wide lettings policy is implemented at the academy.	
<b>Parents and the wider community</b>	Support the headteacher to prepare a rewards and sanctions policy for the academy in line with the Trust wide policy.		Monitor the provision of free school meals to those pupils meeting the criteria and follow up where there are any issues.	Discuss the school lunches with the headteacher or business manager. Do children enjoy the meals? Do the meals meet the agreed

				nutritional standards? Discuss actions if not.
<b>Curriculum and Standards</b>	Review curriculum Inclusion using Checklist 24			

#### Clerk's Schedule

<b>Agenda Area</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Governance</b>	Chairs business Clerk's update	Chairs business/ Clerk's update Self- evaluation and review of LGB
<b>General</b>	Approve minutes from last meeting Declaration of interest	Approve minutes from last meeting Declaration of interest
<b>Leadership</b>	Headteacher's Report School Improvement Plan	Head's reflection on the year
<b>Standards</b>		Progress data / Attendance
<b>Safeguarding Lead</b>	Safeguarding Update Exclusions	Safeguarding Year Overview
<b>Reports from named governor leads:</b>		
<b>SEND/LAC</b>		SEND/ LAC Overview of year
<b>RE and Catholic Life</b>		RE and Catholic Life overview of year
<b>Health and Safety</b>		Update on Accident and Incident Reporting and the Premises Compliance Checklist.

<b>Statutory Grants</b>	<b>Pupil Premium and PE and Sports</b>	
<b>Other governor reports:</b>	<b>HR; Finance; Curriculum and Standards; Parents and the Community</b>	
<b>Review CAST Policies</b>	<b>As advised by CAST</b>	<b>As advised by CAST</b>
<b>School Policies</b>	<b>Completed by the school</b>	<b>Completed by the school</b>

### **Governors' Schedule of Accountability**

	<b>SUMMER 1</b>		<b>SUMMER 2</b>	
<b>LGB Meeting</b>	Contribute to the development of the academy prospectus (if there is one).  Ensure effective arrangements are in place for pupil recruitment  Refer back to Checklist 18		Having regard to the Trust's strategic plans, support the headteacher in the development and review (from time to time) of an appropriate staffing structure for the academy and for the appointment of academy staff and to ensure that the academy is fully staffed in accordance with that structure.	
<b>Chair of Governors</b>	Assist the senior executive leadership to prepare an annual report to the directors on the need for school places within the local community, using local intelligence, which will be used to assist the Bishop with his school place planning duties across the diocese.		Lead the review of the performance and impact of the LGB, its size, structure, composition and skill base. Carry out the CES skills audit and plan in the light of results.	
<b>RE and Catholic life</b>	Check that the headteacher is complying with the requirement to provide a daily act of collective worship in accordance with the rites, practices, disciplines and			Lead completion of 'Annual Self-Evaluation of the Local governing Board, RE and Catholic Life of a Plymouth CAST School'.

	liturgical norms of the Catholic Church, and act to address any issues, as appropriate.			
<b>Special Educational Needs, Inclusion &amp; Equality Governor</b>	Check the circumstances of exclusions, and the steps taken to avoid them are reviewed and report to the LGB. Refer back to Checklist 11	Check the Pupil Discipline and Anti Bullying Policy is in place and reviewed.	Review attendance and pupil absences.	Check curriculum inclusion for all pupils, but particularly those with SEND. Refer back to Checklist 24
<b>Safeguarding and Child Protection</b>	Check the maintenance of the Single Central Record which details the range of checks carried out on staff.		Support and challenge the headteacher to Check that Safeguarding and Child Protection policies are followed and report any shortcomings to Chair of the LGB who will report to senior executive leadership Refer back to Checklist 12	
<b>Statutory Grants Governor</b> PE and Sports Premium Pupil Premium		Review the impact of the sports premium in the academy. Discuss any concerns with the PE lead and the headteacher. Refer back to Checklist 14		Review the impact of the Pupil Premium grant. Evaluate the impact of the interventions used on pupil progress and narrowing the attainment gap. Discuss any concerns with the Pupil Premium lead and the headteacher Refer back to Checklist 13
<b>Health and Safety Governor</b>	Carry out an inspection of the site to review, or help to identify, any health, safety, security or facilities issues. Raise any concerns with the headteacher and/or site staff.			Check the use of the school's facilities are reviewed annually.

	Follow up actions until resolved or mitigated. Complete the Premises Compliance Checklist			
<b>Other responsibilities included in the Scheme of Delegation but not already distributed:</b>				
<b>Finance</b>	Be mindful of the academies annual budget and check that it is operating within it.		Support and challenge the Headteacher to ensure compliance with all insurance obligations/ requirements of the academy.	
<b>Parents and the community</b> CAST Admissions Policy	Contribute to the development of the academy prospectus, if there is one.	Refer back to Checklist 8 to check the implementation of data protection policies and procedures in the academy.		Support the Headteacher to undertake consultation, publish admissions arrangements as required, in accordance with the Trust's admissions policy  Be prepared to support the Headteacher to arrange for hearing admission appeals.
<b>Curriculum and Standards</b>	Support and challenge the Headteacher to assist the senior executive leadership with the monitoring of the quality of teaching and learning and the sharing of good practice across the academy. See Checklist 21			

**Monitoring the School Improvement Plan  
Local Governing Board Progress Tracker**

<b>What needs to improve</b> Cut and paste from the plan	<b>Autumn 2</b> progress/outcomes, impact, challenge and changes to plans	<b>Spring 2</b> progress/outcomes, impact, challenge and changes to plans	<b>Summer 2</b> progress/outcomes, impact, challenge and changes to plans
1			
2			

3			
4			
5			
6			
7			

8 .			
9			
10			Review end of year data

Reviewing the Curriculum

LGB Year Plan

Subject	Note if in the School Improvement Plan	Autumn 2 Name/date	Spring 1 Name/date	Spring 2 Name/date	Summer 1 Name/date	Summer 2 Name/date
Each subject should be monitored twice a year						
RE						
English						

Mathematics						
Science						
Art and Design						
Computing						
Design and technology						
Geography						
History						
Languages						

Music						
Physical Education						