



## **Grazeley Parochial Primary School**

***'Be courageous; Be strong; Do everything in love'***

*1 Corinthians 16 v13-14*

*We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.*

# **Governing Body Action Plan for 2020-21**

# Governing Body Action Plan for 2020-21

The Governing Body Action Plan is organised around seven key themes.

It cross-references the sixteen competencies outlined in the Competency Framework for Governors and the latest DfE Governance Handbook. The cross-referencing is shown in brackets, eg (CF1a – Setting Direction), indicating that the planned actions cross-reference to Standard 1a, Setting Direction in the Competency Framework.

<b>Theme 1</b>	<b>Vision, Ethos and Strategic Direction</b>
<b>Theme 2</b>	<b>Effective Governance and Statutory Duties</b>
<b>Theme 3</b>	<b>Monitoring and Evaluation</b>
<b>Theme 4</b>	<b>Strengthening School Leadership (Support and Challenge)</b>
<b>Theme 5</b>	<b>Performance Management of the Headteacher and Staff</b>
<b>Theme 6</b>	<b>Engagement with Stakeholders</b>
<b>Theme 7</b>	<b>Matching Resources to Vision and Priorities</b>

The intent of the Governing Body Action Plan is to set out the plan for the actions of the Governing Body throughout the year.

The role of the Governing Body is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance at Grazeley Primary School. We have three core functions:

1. Ensure clarity of vision, ethos and strategic direction.
2. Holding leaders to account for the educational performance of the school and its pupils, and the performance management of staff.
3. Overseeing the financial performance of the school and making sure its money is well spent.

The school received a Section 8 Ofsted inspection in September 2019 and we were judged as remaining good but with some areas for improvement. We are due to receive a Section 5 Ofsted inspection sometime after January. The priorities raised in the Ofsted report were:

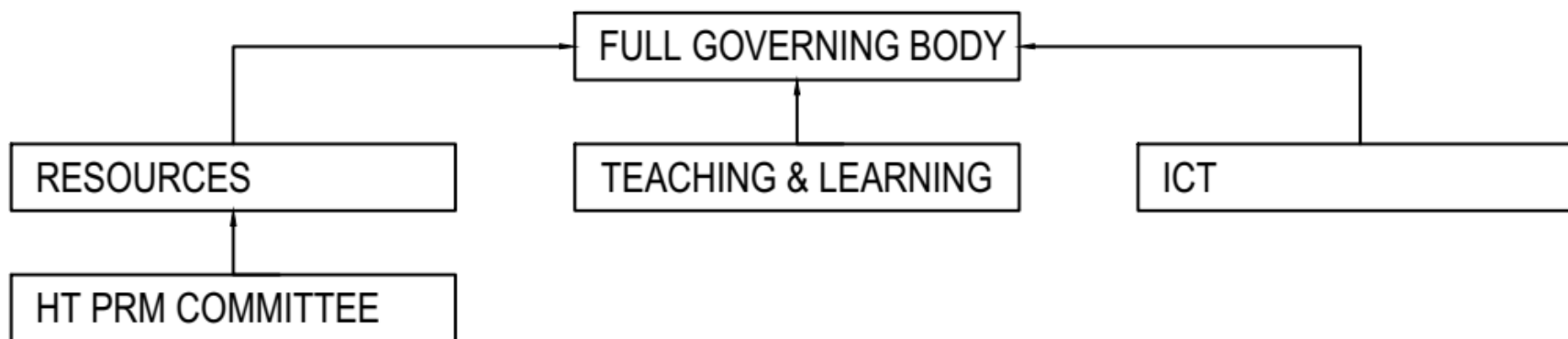
- The curriculum is not yet fully formed. Leaders need to ensure that careful planning across all subjects enables pupils to build on their prior learning, within lessons and over time.
- Subject leaders do not monitor closely the provision in their subjects, or use this information to inform plans for development. Leaders need to ensure that subject leaders further develop their skills in supporting and challenging teachers so that agreed approaches to learning are delivered consistently well.
- The teaching of reading should be prioritised by the school. Leaders need to ensure that the planning and teaching of reading closely matches pupils' needs. Children do not get off to a prompt start in learning their phonics. Leaders need to monitor the teaching of phonics to ensure that teachers are skilled and confident and that pupils acquire these early reading skills rapidly. In the early years, children should experience success in early reading by having books that are matched to their phonetic ability. Those pupils who struggle to keep up or fall behind should have teaching that tackles their misconceptions and helps them to catch up swiftly.

The School has a new Vision and will aim to disseminate and embed this, this year.

The previous year was very much disrupted by the Covid Pandemic. The School faces a series of particular challenges this year in addressing the practical issues of bubbles, social distancing, safety and well being at the same time as assessing the effect on learning progress through lockdown and identifying and integrating measures to help children catch up. We recognise that the health and well being of pupils and staff will be a particular consideration as we all re-adjust to school life.

The progress and impact of the Governing Body is monitored routinely and robustly. The Full Governing Body (FGB) provides the overview of the Action Plan and the progress and performance is monitored to ensure effective management of key priorities, aims and risks. Where appropriate, actions can and will be delegated to committees and individual governors.

The reporting structure is indicated below:



The way we aspire to work through the year is as per the Chart appended to this document.

**The Governing Body**

<b>Name</b>	<b>Position</b>	<b>Roles</b>
Miss Celia Thatcher	Ex-officio - Headteacher	
Mrs Jackie Clark	Staff Governor	T & L and ICT Committee,
Mr Steve King	Parent Governor	T & L and ICT Committee, SEN/PP Governor
Mr Darryl Ward	Parent Governor	Resources and T & L Committee, Development Governor
Mr Peter Lambert	Local Authority Governor	Resources and ICT Committee, Health & Safety Governor
Mr Tim Briercliffe	Foundation Governor (Spencers Wood PCC)	Resources Committee, LAC Governor
Mr Stephen King	Foundation Governor (Spencers Wood PCC)	T & L Committee, Safeguarding Governor
Mrs Caroline Cook	Foundation Governor (Oxford Diocese)	T & L Committee, AGT Governor
Rev David Little	Ex-Officio Team Vicar of Loddon Reach	Resources Committee
Miss Julie Easton	Associate Governor – Deputy Headteacher	
Vacancy	Foundation Governor (Oxford Diocese)	
Vacancy	Foundation Governor (Mary Spicer Charity)	
Vacancy	Foundation Governor (Merry's Educational Found'n)	

## The Plan

### 1 Vision, Ethos and Strategic Direction

#### Evaluative Questions:

- How has the GB been involved in developing the school's vision and ethos? How does the GB ensure that the aims and values of the school are put into practice?
- How has the GB been involved in setting the strategic direction of the school and the priorities and targets of the school improvement plan? How does the GB monitor and review the school development plan? Is this process systematic and robust? How does the GB assure itself of the quality of education provided by the school and challenge the school to make further improvements?

(Actions cross-ref to CF1a – Setting direction, CF1b – Culture, Values and Ethos, CF1c – Decision making and C1e – Risk Management)

Item No	Issue/Topic	What we will do	Who will do it?	When?	Intended Outcome
1,	SDP	Review in detail and challenge the school	FGB, T&L	September 2020 and then termly review	
2	Subject Link	Subject Link Gobs to use a wide range of evidence to ensure that they are well informed and able to evaluate the curriculum and the quality of education provided by the school. Governors provide effective challenge to drive next steps.	FGB, T&L, Subject Link Gobs.		
4	Curriculum	New Curriculum being developed. Presentation to be given to Gobs to demonstrate intent and implementation and progress. Gobs to monitor preparation and implementation of curriculum	All Gobs		
5	Develop Governor Action Plan	Develop Governor Action Plan and share with stakeholders on website.	FGB	September 2020	
6	Vision & Values	Communicate vision to all children and parents – “Be courageous, be strong, do everything in love” and Values via newsletters, website, central displays, assemblies etc.	FGB		
7	Vision & Values	Governors include vision and values on all documents (and ensure they are incorporated on existing ones. Governors regularly review their work to ensure that the vision and values are embodied in their work. Ensure such reviews/comments are minuted and acted upon. Governors to regularly seek evidence of the school vision and values in action and of childrens understanding of them.	FGB	Obgoing	Governance reflects the school vision and the school values of love, hope and peace. Governance records evidence of these in practice in the school and challenges where necessary

		Support and challenge the school in this process.			
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## 2 Effective Governance and Statutory Duties

### Evaluative Questions:

- How does the GB ensure that all statutory policies and documents are in place?
- How does the GB ensure that the school meets statutory requirements relating to safeguarding, pupil care and wellbeing?
- How does the GB ensure that the school meets statutory requirements relating to Special Educational Needs and the Equality Act?
- How does the GB ensure that the schools curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning? How does the GB ensure that it is well informed about the quality of education and steps being taken to further develop this?

(Actions refer to CF1b – Culture, value and ethos, CF1d – Collaborative working with stakeholders and partners, CF1e – Risk Management, CF2c – Financial framework and accountability, CF3a – Building an effective team, CF4a – Roles and Responsibilities and CF5a – Statutory and contractual requirements)

Item No	Issue/Topic	What will we do?	Who will do it?	When?	Intended Outcome
1	Compliance	Appoint a Compliance Governor. Regular reports to Governing Body	FGB	September Termly Reports	Compliance Governor regularly checks website, statutory policies etc
2	Compliance	Statutory Policies to be listed on and posted to website.	Compliance Governor	Termly	
3	Safeguarding	Lead governor for Safeguarding makes regular visits to school to meet with the Safeguarding Lead and pupils, to evaluate impact of policies and procedures relating to safeguarding, pupil care and wellbeing and evaluate compliance with statutory requirements.	Safeguarding Governor	Termly Reports to FGB	The school's safeguarding work ensures pupils are safe, cared for and their wellbeing is at the heart of the school's work.
4	SEN/PP	Lead governor for SEN and Pupil Premium makes regular visits to school to meet with the SENCO and pupils, to evaluate impact of additional support on pupil progress and compliance with statutory requirements.	SEN/PP Governor	Termly Reports to T&L and FGB	The school is inclusive; statutory requirements relating to SEND and PP pupils are met and all pupils are supported in making good or better progress.
5	Subject Link	Subject governors make regular visits to school to evaluate the intent, implementation and impact of the curriculum, that the school is meeting the full requirements of the National Curriculum and is providing a rich and vibrant curriculum offer.	Subject Link Govs	Reports to T & L	The school fulfils all requirements of the National Curriculum. Curriculum provision is vibrant, engaging and inclusive.
6	SDP	Progress against SDP priorities, milestones and pupil standards monitored through T&L committee and full governing body meetings.	T&L Committee. FGB	All T&L and FGB meetings	SDP work at Grazeley is rapid, leading to outstanding provision in all areas. The quality of education is outstanding.
7	H&S and Finance	Policies relating to Health and Safety and statutory financial requirements monitored each half term through Reseources committee meetings and half termly visits by governor with oversight of Health and Safety.	Resources Committee, H&S Governor	All meetings Half termly	The school's budget is balanced. The school provides excellent value for money. The school values H&S and is a safe place for pupils, staff and visitors.
8	Training and development	All governors have opportunity to undertake training to inform their role. All governors to	FGB	By June 2021	Governors are up to date with latest guidance and practices and have

		undertake one WBC module and 2two NGA modules. All governors to attend one in house training module with WBC (cost £300)	Development Governor		undertaken training relevant to their specific roles. The aim is to ensure outstanding leadership and effective succession planning.
9	General	All Governors to read, approve and sign the Governor Code of Conduct, Governor visit policy and Business Declaration annually.	FGB	September	



### 3 Monitoring and Evaluation

#### Evaluative Questions:

- What is the range of evidence/data that helps the GB to form judgements on the quality of education, standards of pupil behaviour and attitudes, pupils' personal development and the quality of leadership and management in the school? Is this sufficient to triangulate reports from the HT?
- What is the range of evidence that helps the GB to form judgements on the standards of achievement and progress of pupils from particular groups (eg boys/girls, LAC, SEN, PP and AGT)? Is this sufficient to triangulate reports from the HT?
- Do sufficient governors have a secure understanding of performance data to provide challenge and support in this area?
- Is there a programme of focused governor visits to school to gather evidence on the intent, implementation and impact of the SDP?
- Do minutes of GB meetings provide sufficient evidence of governors challenge and support to the school leadership?
- Does the GB evaluate its own performance and how are the outcomes of such reviews used?

(Actions refer to CF2a – Educational Improvement, CF2b – Rigorous analysis of data, CF2f – External accountability, CF6a – Managing self review and CF6b – Managing and developing the boards effectiveness)

Item No	Issue/Topic	What will we do?	Who will do it?	When	Intended Outcomes
1	Monitoring	Governors to evaluate a wide range of evidence, including School documentation, including the SDP; reports from the HT and subject leaders (reports on the quality of teaching; anonymised Performance Management records; behaviour monitoring and attendance reports; parental and pupil surveys etc.) *Relevant data sets including Analyse School Performance; target setting and tracking data and analysis of cohorts and identified groups e.g. girls/boys, AGT, SEN etc. *Visits to school to meet with staff, pupils; to join lessons and school events; book review and pupil conferencing; evaluate the impact of the learning environment in supporting progress within lessons etc.	All Governors	At T&L and FGB meetings	Governors use a range of evidence to ensure they are well-informed about the school's curriculum provision. They are highly effective in holding leaders to account for the quality of education and the standard of pupils' behaviour, attitudes and personal development.
2	Visits	Structured governor visits by governors with specific roles that align to priorities in the SDP. Evaluative questions agreed before the visit and recorded on the governor visit form with clear next steps.	Safeguarding, SEN/PP, AGT and Subject Link Governors	Report to T&L Committee and FGB	Governor visits provide sufficient evidence on the implementation and impact of the SDP and have a positive impact on the quality of education provided by the school.
3	Performance Review	External annual review of the quality of governance. Ensure outcomes of the review inform the Governor Action Plan for the following year. Share overview of the monitoring work of governors e.g. termly governor newsletters, sample monitoring visit form on governor website page, tweets following governor visits etc.	FGB	By June 2020	External review of the work of the Governing Body results in strengths being identified and areas for further improvement driving the actions for the 2021-2022 Governor Action Plan.



#### 4 Strengthening School Leadership (Support and Challenge)

##### Evaluative Questions:

- How do the HT, SLT and Chair work together to ensure that the the GB focuses its work on school development priorities?
- How does the GB use recruitment and training to ensure that it has the necessary range of skills, knowledge and expertise within its membership?
- How does the GB ensure that Governors ae allocated to committees and subject link roles to make best use of their skills, knowledge and expertise?
- How are new Governors inducted onto the GB to ensure that they can contribute effectively as soon as possible?
- How does the GB develop leaders within the GB to ensure succession planning for GB leadership roles?
- Is thee a code of conduct for governors and what is its impact on governors behaviour and contribution to the GB?
- How does the GB ensure that all staff receive appropriate CPD? How does the GB evaluate the effectiveness and impact of staff CPD?
- How is the GB involved in the appointment of senior staff at the school?
- What examples can the GB provide of the impact that it has made on the school (i.e. if there had been no GB, how would things have been different)?

(Actions refer to CF2a – Educational improvement, CF2b – Rigorous analysis of data, CF3a – Building an effective team, CF4a – Roles and Responsibilities, CF6a – Managing self review)

Item No	Item/Topic	What will we do?	Who will do it?	When?	Intended Outcomes
1	General	Committees, full Governing Body and governors with specific responsibilities to ensure that the focus of work and agendas of meetings are aligned to the priorities identified by the school's Self-Evaluation and School Improvement Plan, as driven by the 2016 Ofsted inspection and 2019 Ofsted Handbook.	FGB	Ongoing	Agendas and minutes of meetings, focus of governor visits reflect the school's identified priorities for improvement.
2	Skills	Governors to complete the National Governors' Association skills audit annually. To evaluate collated data and ensure skills of governors are matched to their governor roles. Outcomes drive the appointments process for new governors as appropriate. Governors to access LA Governing training, network meetings etc. To maintain a governor training log, in line with the governor visit log.	FGB	September	The annual skills audit reflects the experience and expertise of governors. Governors' roles are allocated in accordance with this
3	Skills/Training	Obtain (£300) WBC training for Governing Body, focussing on support and challenge.	FGB	October/November	Governors skills and knowledge are improved. They use a wide range of evidence so that they are well informed as to the quality of education

					provided by the school. Governors contribute to School Development and Improvement via their challenging of the school.
4	Induction	Governor Induction Pack to be created.	Development Governor	October	Governor induction is effective, enabling new Governors to understand their role and contribute effectively to the FGB.
5	Reporting	Meeting with HT to review and agree formatting of reports for the coming year.	HT, Chair and Vice Chair	August	Reports are consistent and contain data that allows Governors to evaluate and triangulate performance and to challenge the school constructively and effectively.
6	Subject Link	Subject Link Governors to meet with Subject Leaders to evaluate the intent, implementation and impact of the introduction of the new curriculum and monitor the progress thereof. Report to the T & L Committee	Subject Link Governors		Governors understand and monitor the intent, implementation and impact of the new curriculum. The school is constructively and effectively challenged upon the same.
7	Recruitment	Resources Committee to be actively engaged in recruitment procedures. T&L Committee to be actively engaged in recruitment of teaching staff (incl TA's). 2 No. Governors to undertake safer recruitment training	Resources and T & L Committees. 2 No. Govs	Ongoing  End October for training	Robust recruitment procedures result in the recruitment of high quality staff.

## 5 Performance Management of the Headteacher and Staff

### Evaluative Questions:

- Has the GB adopted appraisal and pay policies that are consistent with the requirements of performance related pay?
- Is the HT appraisal informed by advice from an appropriate and independent external adviser?
- How does the GB monitor the HT performance and impact on school improvement over the year?
- How does the GB ensure that performance objectives for all staff are SMART, aligned with school development priorities and focussed on strengthening the quality of education provided by the school?
- Is CP aligned with the curriculum? Does this have a positive impact on developing teachers content knowledge and teaching of content knowledge over time so that the quality of education in schools is further improved?
- How does the GB monitor the implementation of staff appraisal over the year and the impact on the quality of education provided?

(Actions refer to CF2e – Staffing and performance management and CF2a – Educational improvement)

Item No.	Item/Topic	What we will do	Who will do it	By When	Intended Outcomes
1	Policies	Review and approve Appraisal and Pay policies. Consider moving appraisal of same to September/October.	Resources Committee		Policies up to date and comply with statutory legislation. Policies “fresh” for use in staff and HT appraisals.
2	HT PRM	FGB to nominate and approve 3 governors to sit on the HT PRM	FGB	September	Ensures clarity and that appropriate training can be undertaken where necessary.
3	HT PRM	Ensure HT PR undertaken by end of October. Consider moving next years review to June/July.	HT PRM Committee	End of October	Meets statutory requirements. Potentially aligns HT PR objectives with school year
4	HT PRM	Give consideration of external support for HT PR. Consider use of Diocese or WBC support.	Resources Committee	September October	
5	Staff	To provide anonymised PM records of teaching staff to ensure leadership objectives are directly linked to SDP priorities and improving the quality of education provided by the school	HT to Resources Committee	November	Governors are robust in holding leaders to account for the educational performance of the school and its pupils and the PM of staff. Rigorous PM procedures support TA’s in raising further the quality of teaching and pupil progress
6	Staff	To provide Governors with the info they require on standards of teaching and learning, assessment procedures, expectations of curriculum implementation and delivery, impact of subject leadership et al so that they are able to evaluate and challenge outcomes related to performance related pay.	HT to Resources Committee	October to November and ongoing	Governors make rigorous pay decisions based on evaluation of PM outcomes
7	HT PRM	Sub-committee to meet termly with HT to review and discuss progress towards agreed targets.	PRM Committee	Termly	

## 6 Engagement with Stakeholders

### Evaluative Questions:

- How does the GB listen to and understand the views of parents, pupils and staff?
- How does the GB report to our parents and local community?
- Does the school website meet statutory requirements and does it provide useful information to parents and other stakeholders?
- How does the school collaborate with other schools? How does the GB evaluate the impact of these partnerships?

(Actions refer to CF1d – Collaborative working with stakeholders and partners and CF3a – Building an effective team)

Item No.	Item/Topic	What we will do	Who will do it	By When	Intended Outcomes
1	Parents and Pupils	Governors evaluate results of parent and pupil surveys and any comments given. To include parent survey, pupil survey and parent view	Resources Committee		Policies up to date and comply with statutory legislation. Policies “fresh” for use in staff and HT appraisals.
2	Parents and Pupils	FGB to nominate and approve 3 governors to sit on the HT PRM	FGB	September	Ensures clarity and that appropriate training can be undertaken where necessary.
3	Parents	Ensure Governor actions and outcomes are communicated with parents. Publish regular updates against action plan on website. Develop information about the work of governors on the school website. Website to incorporate Action plan, governor roles and descriptions, governor policies, overview of gov's work	Chair	Ongoing	Meets statutory requirements. Potentially aligns HT PR objectives with school year
4	HT PRM	Give consideration of external support for HT PR. Consider use of Diocese or WBC support.	Resources Committee	September October	
5	Parents	Termly Governors report to parents published on website. Governor(s) to attend parents forum in observatory capacity only.	FGB	Ongoing	
6	Staff	Governors to evaluate staff views and survey outcomes in order to monitor and support staff wellbeing and workload. Health & Well being Governors to meet all staff at year end.	FGB. Health & Wellbeing Governor	Ongoing	
7	Partnerships	Sign up for	FGB	Ongoing	

## 7 Matching Resources to Vision and Priorities

### Evaluative Questions:

- How does the GB ensure that the pattern of the schools spending is consistent with school development priorities and projected income?
- Does the GB have a strategy for investing in the fabric, facilities and equipment of the school?
- What is the outcome of the most recent SFVS review and independent audit of the School fund?
- How does the GB monitor the spending and impact of pupil premium and sports premium resources? What is the impact on pupil outcomes?
- How does the GB monitor the value for money of its spending?
- How does the GB ensure that pay awards to teachers reflect the quality of their teaching?

(Actions refer to CF1e – Risk management, CF2c - Financial frameworks and accountability, CF2d – Financial management and monitoring and CF2e – Staffing and performance management)

Item No	Item/Topic	What will we do?	Who will do it?	By when?	Intended outcomes
1	Budget	Resources Committee to meet regularly around the financial cycle to review and monitor the school budget. Also to consider medium term financial plans to ensure that the school is able to deliver its strategy. Report to FGB	Resources Committee	Ongoing	Budget is balanced and prioritises spending on priorities outlined in the SDP.
2	Budget	Resources Committee to review budget plan for 2021-22 and that proposed spending is in line with SDP priorities. Submit for approval to FGB	Resources Committee	March/April	
3	Spending and impact	All committees and FGB to evaluate the spending and impact of PP and sports funding through review of reports and data. Ensure info is available on the website.	All committees and FGB	ongoing	Governors provide robust accountability, oversight and assurance for financial performance.
4	Budget	Resources Committee to ensure that budget is allocated to identified priorities for fabric, facilities and equipment. Ensure best value procedures are adhered to	Resources Committee	ongoing	
5	Benchmarking	Resources Committee to consider benchmarking data annually. Review levels of expenditure in similar schools as a driver for evaluation of how school resources are spent to ensure best value.	Resources Committee	Annually	
6	SFVS	Resources Committee to evaluate SFVS returns	Resources C	Annually	

SEPT	FGB Meeting 1 Appoints Chair, Vice Chair etc. Agrees Committees and Roles Agrees SDP Agrees GAP Agrees Lockdown Action Plan Reviews Safeguarding Report	Governors Complete Skills Audit & Governing Body Evaluation and return to Clerk					Working Group on Strategy formed Engages with Stakeholders Looks at 3-5 year strategy for school Meets with HT and Chair	Working Group on PR formed Engages with Stakeholders Reviews current offering - Prospectus, website, social media etc Meets with HT	
OCT		Forms reviewed and evaluated by Chair, Vice Chair and Dev Governor. Draft report highlighting any skills gaps, areas for improvement and areas of best practice shared and reviewed with HT. Report completed and issued to FGB for review at next meeting	Teaching & Learning Meeting 1 Data 2 (19-20), initial tests and assessments reviewed. SDP progress reviewed in detail Safeguarding, SEN/PP, AGT reviewed Subject Lead presentations - TBA	Resources Meeting 1 Budget/Spending reviewed Premises/Maintenance reviewed Staff Appraisal and Pay recommendations agreed. 3-5 year Budget reviewed Chair reports to FGB at next meeting	ICT Meeting 1		H&S Governor carries out half termly inspection and reports to Resources/FGB	Working Group on Strategy meets/reviews proposals. Formulates a shopping list of strategic development options Prepares report and shares with FGB and other Stakeholders	Working Group on PR meets/reviews proposals. Prepares report on PR strategy and agrees with HT Report shared with FGB
NOV	FGB Meeting 2 Skills Audit & GB Evaluation report reviewed, challenged and actions agreed. HT Reports and is challenged SDP Progress reviewed GAP Progress reviewed		Teaching & Learning Meeting 2 Data 1 reviewed SDP progress reviewed in detail Safeguarding, SEN/PP, AGT reviewed Subject Lead presentations - TBA Chair reports to FGB at next meeting	HT PRM Committee Meets to review HT performance against agreed objectives. Includes input from other Govs. Makes arrangements for external support		Governors visit School To be reviewed	SG Governor meets DSL Reports to FGB at next meeting		SEN/PP Governor meets SENCO Reports to FGB at next meeting
DEC		GAP updated by Chair to reflect skills audit and review at FGB and issued to all. Progress tracked.		HT PRM Committee Carries out HT Performance Review Makes recommendation to Resources. Resources meet/review/approve as required		HT presents Curriculum to Governors	H&S Governor carries out half termly inspection and reports to Resources/FGB	Working Group on Strategy takes account of review/comments and agreed actions at FGB and updates report etc HT and FGB take ownership	Working Group on PR takes account of review/comments and agreed actions at FGB and updates report etc HT takes ownership. FGB monitors at FGB meetings
JAN		GAP updated by Chair to reflect Strategy and PR Working Group outcomes and issued to all. Progress tracked.	Teaching & Learning Meeting 3 Data 2 reviewed SDP Progress reviewed in detail Safeguarding, SEN/PP, AGT reviewed Subject Lead presentations - TBA Chair reports to FGB at next meeting	Resources Meeting 2 Budget/Spending reviewed Risk Register Strategy H&S Review Chair reports to FGB at next meeting		Compliance Governor carries out to review Reports to FGB at next meeting	H&S Governor carries out half termly inspection and reports to Resources/FGB		
FEB					ICT Meeting 2		SG Governor meets DSL Reports to FGB at next meeting		SEN/PP Governor meets SENCO Reports to FGB at next meeting
MAR	FGB Meeting 3 HT Reports and is Challenged SDP Progress reviewed GAP Progress reviewed	Core Subject Link Govs meets with Subject Leads Visits two lessons (KS1 & KS2) Walk around School Reviews books/works (guided by Lead) Reports to T&L Meeting 4	Teaching & Learning Meeting 4 Core Subject Link Reports reviewed. SDP Progress reviewed in detail Safeguarding, SEN/PP, AGT reviewed Subject Lead presentations - TBA Chair reports to FGB at next meeting	Resources Meeting 3 Budget/Spending reviewed SFVS reviewed and agreed Budget Planning review Review Financial Benchmarking Chair reports to FGB at next meeting		Compliance Governor carries out to review Reports to FGB at next meeting		H&S Governor carries out half termly inspection and reports to Resources/FGB	
APR		Foundation Subject Link Govs meets with Subject Leads Visits two lessons (KS1 & KS2) Walk around School Reviews books/works (guided by Lead) Reports to T&L Meeting 5	Teaching & Learning Meeting 5 Foundation Subject Link Reports reviewed. SDP Progress reviewed in detail Safeguarding, SEN/PP, AGT reviewed Subject Lead presentations - TBA Chair reports to FGB at next meeting	Resources Meeting 4 Budget/Spending reviewed Budget reviewed and agreed. Chair reports to FGB at next meeting					
MAY	FGB Meeting 4 Approves Budget HT Reports and is challenged SDP Progress reviewed GAP Progress reviewed				ICT Meeting 2		H&S Governor carries out half termly inspection and reports to Resources/FGB		
JUNE		Chair begins to draft GAP 2021-22		Resources Meeting 5 Budget/Spending reviewed Risk Register reviewed Chair reports to FGB at next meeting			SG Governor meets DSL Reports to FGB at next meeting	SEN/PP Governor meets SENCO Reports to FGB at next meeting	H&S Governor carries out half termly inspection and reports to Resources/FGB
JULY	FGB Meeting 5 HT Reports and is challenged SDP Progress reviewed GAP Progress reviewed 2021-22 SDP and GAP discussed		Teaching & Learning Meeting 5 Data 3 and SATs reviewed. SDP Progress reviewed in detail Safeguarding, SEN/PP, AGT reviewed Subject Lead presentations - TBA Chair reports to FGB at next meeting			Compliance Governor carries out to review Reports to FGB at next meeting			