

**Governing Body Annual Planner - (Academies) 2024/2025**

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| **Full Governing body** | **Autumn term** | **Spring term** | **Summer term** |
|  | Review and update register of business interests (new forms should be completed or existing entriesre-signed and dated) |  |  |
|  | Sign Governors’ Code of Conduct. |  |  |
|  | Confirm all governors have read the revised version Keeping Children Safe in Education. |  |  |
|  | Elect chair and vice- chair of governing body and determine term of office |  |  |
|  |  |  | Confirm a clerk to the board and set governing board meeting dates for the year |
|  | Review and publish attendance of governors from the previous academic year on the school’s website. |  |  |
|  | Receive reports from Committees/Trust Board | Receive reports from Committees/Trust Board | Receive reports from Committees/Trust Board |
|  | Approve academy budget and Services for Schools or support service buy back. | Approve academy budget and Services for Schools or support service buy back. | Approve academy budget and Services for Schools or support service buy back  |
|  | Approval of schemeof financial delegation.Appoint Responsible officer | Monitor expenditure against budget plan and agree adjustments necessary | Monitor expenditure against budget plan and agree adjustments necessary |
|  | Approval of insurance arrangements | Premises updateReview estates management to identify priorities for maintenance and development for the following year (if not covered by a sub-committee of the MAT) |  |
|  | Approve scheme of delegation, committee structure and membership and appoint link/monitoring governors (including Link Governor for Information Governance) – and publish on the school’s website |  | Review and update governing body annual planning and delegation* Approve scheme of delegation, committee structure and membership and appoint link/ monitoring governors, including IG Governor
* Policy checklist
* Annual planner
 |
|  | Plan governor visits for the term and include these in the school’s QA schedule. | Plan governor visits for the term and include these in the school’s QA schedule. | Plan governor visits for the term and include these in the school’s QA schedule. |
|  | Annual report to parents | Annual report to parents (if not completed in Spring Term) | Evaluate results of governor self-audit and plan governor training and development for the following year |
|  | Review examination results |  | Agree/produce Financial Management and Governance self-assessment **(new academies only)** |
|  | Review risk management arrangements | Review risk management arrangements | Review risk management arrangements |
|  | Complete Safeguarding Children in Education Audit (Statutory requirement) and return to the LA. Complete Governor compliance checklist and agree any action required (non-statutory).Make sure your school is compliant with the latest [Keeping Children Safe in Education](https://schoolgovernors.thekeysupport.com/uid/ca5e9adb-db28-4737-931f-b56de3cf525f/) guidance (the updated guidance came into effect on 1 September 2023) and HM Working Together to Safeguard Children 2023 | Review child protection and safeguarding recording and reporting management systems. Outcomes of review to be reflected in next academic year’s safeguarding audit. | Approval of in-service training days |
|  |  |  | Agree meeting dates for following academic year |
|  | Headteacher/ Snr DSL to provide a report to governors informing on the data for child protection and safeguarding activity during the year. Governors to consider whether sufficient time and resources are available for the DSL (s) to carry out role and responsibilities effectively. | Headteacher/ Snr DSL to provide a report to governors informing on the data for child protection and safeguarding activity during the year. | Headteacher/ Snr DSL to provide a report to governors informing on the data for child protection and safeguarding activity during the year.  |
|  | Receive report from the designated LAC teacher (minimum of once per year) The full confidential report from the Designated Teacher would only go to the link governor with responsibility for LAC | Receive report from the designated LAC teacher (minimum of once per year) The full confidential report from the Designated Teacher would only go to the link governor with responsibility for LAC | Receive report from the designated LAC teacher (minimum of once per year) The full confidential report from the Designated Teacher would only go to the link governor with responsibility for LAC |
|  | Receive report from DPO and IG Governor. | Receive report from DPO and IG Governor. | Receive report from DPO and IG Governor. |
|  | Consider health & safety issues | Consider health & safety issues | Consider health & safety issues |
|  | Review policies as a rolling programme. | Review policies as a rolling programme | Review policies as a rolling programme |
|  |  | Make sure equality information is reviewed within the timeframe required and the school’s website updated. |  |
|  | Evaluate communication methods with academy committees (LGB) and other stakeholders. | Receive report on community engagement. | Review overview of stakeholder feedback (including pupil voice, staff survey results, parent feedback and academy committee feedback) |
| **Financial matters** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | Monitoring of budget comparing expenditure to date/latest projection to original budget set | Monitoring of budget comparing expenditure to date/latest projection to original budget set | Monitoring of budget comparing expenditure to date/latest projection to original budget set |
|  | Approval of virements in line with levels of delegation set | Approval of virements in line with levels of delegation set | Approval of virements in line with levels of delegation set |
|  |  |  | Discuss and minute level of surplus/deficit balances at the financial year end and plans for use/recovery of this |
|  |  |  | Submit the budget and the three-year budget forecast return to the ESFA. |
|  | Review and discuss findings of annual financial benchmarking exercise from the DfE website | Discuss Services for Schools and/or support services and make recommendations | Discuss Services for Schools and/or support services and make recommendations (if not completed in spring) |
|  | Review any multi-year financial plans produced and assess impact of these on improvement/ development plans |  | Confirm level of delegated powersand ensure these are included in the updated finance policy |
|  | Approve the annual accounts and recommend the appointment/reappointment of auditors to members |  | Audit school fund and retain copies of audited accounts. |
|  |  | Complete and submit the school resource management self-assessment checklist. |  |
| **Strategic** **Development** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | Receive and comment on the draft School Improvement Plan ensuring that agreed priorities are available to be included in the school’s Performance Management meeting in the Autumn Term.Set appropriate targets for pupil progress & pupil attendance. | Monitor progress made towards addressing priorities in the SIP and evaluate impact on school improvement. (Self-audit & evidence of governing body impact on school improvement)  | Monitor progress made towards addressing priorities in the SIP and evaluate impact on school improvement. (self-audit & evidence of governing body impact on school improvement)  |
|  | Receive and review school’s QA schedule calendar, identifying the governors’ role in the schedule aligned to priorities in SIP. | Receive and review school’s QA schedule calendar, identifying the governors’ role in the schedule aligned to priorities in SIP. | Receive and review school’s QA schedule calendar, identifying the governors’ role in the schedule aligned to priorities in SIP.Review and agree the vision and ethos of the school in consultation with the Trust. |
|  | Receive and review leaders’ evaluation of data:attainment and progress, including impact of pupil premium spend, attendance,exclusions, pupil behaviour, pupil welfareConsider and confirm the school’s pupil premium action plan | Receive and review leaders’ evaluation of data:attainment and progress, including impact of pupil premium spend, attendance, exclusions, pupil behaviour, pupil welfare | Receive and review leaders’ evaluation of data: attainment and progress, including impact of pupil premium spend, attendance, exclusions, pupil behaviour, pupil welfare |
|  | Consider and confirm the school’s PE and sport premium action plan (primary schools) |  | Review the impact of the PE and sport premium (primary schools) |
|  | Receive and review the SEF to ensure it provides an accurate view of the school’s current position that is well evidenced.  | Receive and review the SEF to ensure it provides an accurate view of the school’s current position that is well evidenced.  | Receive and review the SEF to ensure it provides an accurate view of the school’s current position that is well evidenced.  |
|  | Review school website to ensure compliance. |  | Review school website to ensure compliance. |
|  | Review and evaluate the school’s approach to the curriculum and its impact on all learners including PP and SEND.  | Review and evaluate the school’s approach to the curriculum and its impact on all learners including PP and SEND.  | Review and evaluate the school’s approach to the curriculum and its impact on all learners including PP and SEND.  |
|  |  |  | Review compliance with minimum expectation on length of school week (32.5 hours) |
| **Staff Survey and Parent Survey** |  |  | Write and disseminate at beginning of Summer Term. |
| **Personnel****Functions and Pay** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Appraisal** | The DfE recommend that academies following the 2012 appraisal regulations and ensure that arrangements for monitoring principal’s/ headteacher’s progress towards objectives are in place and that any pay progression is linked to performance. Findings from the annual safeguarding in education audit should be linked with principal’s/ headteacher’s appraisal (this may be undertaken by the MAT) | Ensure there are arrangements for monitoring principal’s/ headteacher’s progress towards objectives and provide additional support where required. | Ensure there are arrangements for monitoring principal’s/ headteacher’s progress towards objectives and provide additional support where required. |
|  | Ensure determination of principal’s/headteacher’s pay is in accordance with the school/academy pay policy. |  | Arrange Performance Management review meeting for autumn term |
|  | Review staff appraisal arrangements and performance management (this may be undertaken by the MAT) |  | Review attendance of staff over the academic year |
|  | Review staffing structure in line with projected budget. |  |  |
|  |  | Make sure the gender pay gap information is published (where applicable).  |  |
| **General Data Protection Regulations** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | To review and update where necessary GDPR policies, procedures and practice to ensure compliance. | To review and update where necessary GDPR policies, procedures and practice to ensure compliance. | To review and update where necessary GDPR policies, procedures and practice to ensure compliance. |
|  | Ensure training / briefings have taken place for staff and governance as appropriate so that all staff are aware of their responsibilities under GDPR | Allocate SIRO and DPO roles within school |  |
| **Admissions** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | Local Authorities and other own admission authority schools may carry out consultation on admission arrangements for admission applications for the following year **(2026-2027)**. Review any consultation and comment if relevant | All schools to be aware of Local Authority and other own admission authorities determined admission arrangements and raise any objection with the Office of the Schools Adjudicator. |  |
|  | Own admission authority schools to consider any changes to their admission arrangements for admission applications the following year. Including any amendments to catchment area or published admission number. Consult on any changes for a minimum of 6 weeks between 1 October and 31 January. Consultation must be carried out every seven years even if no change to arrangements. | Own admission authority schools must determine admission arrangements by 28 February for the following year even if not changed. Send copy of determined admission arrangements to local authority by 15 March | Own admission authority schools to consider whether any changes are proposed to their admission arrangements and if there is a requirement to consult. |
|  | Own admission authority secondary schools to verify and rank applications for the following year according to the determined admission arrangements. | Own admission authority primary schools to verify and rank applications for the following academic year according to the determined admission arrangements. |  |
|  | Review of Admission arrangements (including PAN and oversubscription criteria). If changes proposed – carry out formal consultation in line with the School Admissions Code (if change is proposed or consultation has not been undertaken in the previous 7 years). Consultations must be carried out for a minimum of 6 weeks between 1 October and 31 January (for the (**2026-2027)**. admissions year).  | Own admission authority schools must determine their admission arrangements annually by 28th February. Send final copy to Local Authority by 15th March. Publish admission arrangements on school’s website. | Notify the LA by 1st August of how in-year admissions will be managed from 1 September – 31 August and ensure that the school website is updated |
|  |  | Convene an admission appeals panel, if needed. Publish your appeals timetable on your website.  |  |