

QUESTIONS FOR CRITICAL FRIENDS

Governor Support Service

**Children and Young
People's Department**



2002-2003

Community Legal Services

2003-2004

Transforming Secondary Education

Child & Adolescent Mental Health Services

2006-2007

Positive Youth Engagement

INTRODUCTION

This briefing paper has been prepared to support the DCSF National Training Programme for New Governors. Governors are not expected to become 'experts' from day one and this booklet will support the 'Critical Friend' role of governors. The notes are appropriate for governors in all types of schools. Governors will find the 4 year Monitoring and Review Planner a good starting point for deciding the appropriate setting for asking the monitor and review questions. The sets of questions lend themselves to committee meetings when governors are charged with the monitoring and review of either a policy or procedure. The policies and documents required by law in January 2009 have been integrated into the 4 year plan.

On the 4 year planner monitoring is carried out annually while reviewing is usually carried out once every 4 years.

Effectively fulfilling the role of Critical Friend is of paramount importance if governing bodies are to be instrumental in helping raise standards in schools, and yet it is a role which is very hard to define. It can be very difficult to achieve the fine balance of being supportive and encouraging while asking searching and sometimes challenging questions.

Asking questions fulfils a dual role. In addition to gleaning information, it presents the opportunity for clarification and rationalisation of policies and processes. This can, in turn, create a positive environment for discussion and involvement.

Please do not take this list to your first meeting with the Headteacher or governing body meeting and expect answers to all of them. New governors who enter schools with checklist and clipboards are not universally welcome. You should be able to find the answers to many of these questions in the written material the school provides on your appointment. Others can be asked at governing body and committee meetings as appropriate. Remember, this booklet of questions is to be 'dipped into' and used sensitively and sparingly – it is not a checklist to be worked through!

New governors are invited to contact the Governor Support Service on the following numbers for help on general advice re school governance:

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THE 'CRITICAL FRIEND' QUESTIONS TO ASK

Listed below are some suggestions of possible questions that could help identify or clarify issues. However, they should be used as a guide and not as the basis of an interrogation of headteachers! Remember the role is that of critical *friend* – how and when the questions are asked is as important as what is asked!

Taking a strategic overview:

- Is there a clear vision for the school?
- Where are we now? Where are we going? How will we get there?
- Is the vision identified in a statement of aims, values and manageable objectives?
- What are the key priorities?
- What part do governors play in the School Development Planning process?
- Are there resources in place to support the SDP?
- How is this monitored?
- Who is responsible for doing what? By when?
- How and when are school policies reviewed, evaluated and revised?
- Does the governing body receive regular reports on the outcome of monitoring and evaluating?
- How does the governing body plan ahead to be proactive rather than reactive?
- Is school improvement and raising standards at the top of the governors' agenda?
- Do agenda items reflect the priorities in the SDP?

Monitoring and Evaluation

- How do this year's results compare overall and by subject with those of previous years?
- How do they compare with National standards and LA standards?
- How do they compare with similar schools?
- Do they show an upward or downward swing?
- How well do different groups of pupils progress?
- Are some parts of the school more effective than others?
- Are some groups of pupils doing better than others?
- How does the school cater for pupils who do better or worse than expected?
- How do the teachers set their expectations for what children can achieve?
- Are the targets set for pupils challenging yet realistic?
- What is the current rate of exclusions in the school?
- What is the attendance rate like?
- How does the headteacher monitor the quality of teaching?
- How many children are on the SEN Audit?

Accountability

- How does the governing body make itself accessible to parental enquiries?
- How are parents consulted about major developments in the school?
- Are the papers from governors' meetings readily available for parents (apart from confidential items)?
- Is there a clear policy for dealing with complaints from parents?
- How does the governing body deal with staff appointments, grievance, disciplinary, capability and redundancy matters?

Preparing for Ofsted

- What were the key issues from the last Ofsted inspection?
- How far has the school progressed towards addressing these?
- What are the school aims?
- How do governors monitor what happens in school?
- What evidence, in addition to the headteacher's reports is available to governors?
- What are the school's strengths and weaknesses?
- Is Performance Management in place throughout the school?
- How does the SEN governor monitor SEN provision and the progress of pupils?
- How do governors ensure that the financial planning reflects the priorities of the school?
- How is the budget monitored?
- How are Health and Safety issues dealt with?
- What progress has been made with the last Post-Ofsted Action Plan?
- Has this been reported to parents?

Support and Challenge

- Is there an agreed policy for governor visits to school?
- Are governors linked to a year group or department?
- Do members of the governing body attend school functions?
- How and when does the governing body praise success of pupils, parents and staff?
- How are the strengths of the school communicated to parents and the wider community?

QUESTIONS FOR FINANCE COMMITTEE GOVERNORS

This set of questions is linked to each of the termly Finance Committee meetings. This is by no means an exhaustive list – it represents a set of generic questions which would be appropriate. Never be afraid to ask questions. It is one of the principal ways of discharging your role of monitoring the school's performance.

AUTUMN TERM QUESTIONS

1. How is the budget aiding or inhibiting the implementation of the School Development Plan's priorities?
2. What evidence is there that the funds spent on staff and governor INSET has benefited the school and the individuals concerned?
3. Did the most recent audit raise any issues that need addressing immediately or in the short term?
4. Are the current financial procedures in line with the LA recommendations?

SPRING TERM QUESTIONS

1. Are pupil numbers rising or falling, what will be the effect on the budget?
2. Is there a need to make savings in the staffing budget? If so, how?
3. Is more administrative support needed?
4. Has the governing body approved the setting up of all accounts which operate in the name of the school or for activities associated with the school?

SUMMER TERM QUESTIONS

1. What are the other sources of income for the school?
2. Is the contingency fund growing, what is it there for?
3. Have there been any unexpected savings or spends and what action should we be taking as a result?
4. How cost effective are school lettings, could they be increased or managed better?
5. Are any of our existing contracts reaching the end of their terms; if so do we wish to renew them under the present contract or make other arrangements?

THE CURRICULUM

One of the aims of the curriculum is to reflect and encompass the five outcomes of the Every Child Matters (ECM) agenda. The curriculum should enable all young people to develop as:

- Successful learners who enjoy learning and achieve well
- Confident individuals who understand how to be safe and healthy
- Responsible citizens who make a positive contribution and achieve economic well-being.

These aims are not seen as incidental to the national curriculum or as an add-on when the programmes of study have been covered. They are seen as central to learning – important in themselves, and important as a means of enabling pupils to achieve high standards in subjects.

The Curriculum Tree

To see how the underlying skills fit with the learning of the national curriculum subjects and programmes of study, it might be helpful to see the curriculum as a tree.

Above ground are the branches of learning: Science, the humanities, physical development, and so on. These branch out into the subjects themselves. At the end of these branches are the leaves – the individual bits of learning, for example: the Victorians within the humanities or electricity within science.

Below ground are the roots – the key learning skills, the underlying goals. These underpin all learning and enable the tree to keep firmly anchored and to continue to grow. They sustain lifelong learning.

Providing the essential link between this is the trunk of the pupils' learning experiences. It is the quality of these learning experiences that is crucial to the health of the tree. It is these that will link the subjects to the underlying skills if they are well planned.

Without good roots drawing moisture from the soil, the leaves could not grow. Conversely, leaves provide the sustenance for the roots to grow. Lessons need to shed light upon the process. The underlying skills are essential, but pupils develop as successful learners, confident individuals and responsible citizens. The one feeds the other in a 'virtuous circle'.

Governors can support this – firstly by ensuring that the goals set by the school are realistic as well as aspirational – that they are realisable and not just vague statements; that they take account of the underlying skills as well as the programmes of study of the national curriculum; and they take account of enjoyment as well as achievement.

QUESTIONS FOR GOVERNORS TO ASK

Using the big picture approach, schools should ask themselves three basic questions:

1. What are we trying to achieve?
2. How shall we organise learning?
3. How well are we achieving our aims?

All three questions are relevant to school governors, but particularly questions 1 and 3. These are central to the success of our schools, and need to be asked frequently.

The answer to the first question links five aspects:

- The overall aims of the curriculum (that pupils should become successful learners, confident individuals and responsible citizens).
- The 'five outcomes' (which you can probably see are included in the three aims anyway).
- The underlying skills of learning (competencies, thinking skills and so on).
- Key knowledge and understanding (big ideas that shape the world and our culture).
- Personal development (attitudes, qualities and dispositions).

The way we organise learning takes account of:

- Lessons, routines, events, extended hours and out-of-school activities.
- Learning approaches (for example: investigative, active, practical, constructive).
- Areas of learning (for example: ethical, cultural, physical, spiritual, environmental).
- The national curriculum subjects (part of a much greater whole).

To determine how well we are achieving our aims, we clearly need a wide range of methods of capturing success in all these areas, so that accountability takes in such aspects as:

- Personal development.
- Behaviour and attendance.
- Civic participation.
- Healthy lifestyle choices.
- Achievement and standards.

QUESTIONS FOR THE CURRICULUM COMMITTEE GOVERNORS

This set of questions relates to the Curriculum Policy. For each subject area the school will need to develop a Curriculum Policy e.g. English, mathematics, Science etc. Although the Curriculum Policy is listed only to be reviewed once every four years, it may be that, as part of the School Self Evaluation (Review) process, governors will want to examine the range of questions to be asked for specific curriculum policies i.e. effectiveness of English Policy in raising literacy standards.

1. How is the National Curriculum covered? Which subjects are taught?
2. What proportion of time is spent on the various subjects?
3. What extra-curricular activities are offered?
4. Who is responsible for curriculum planning, monitoring and evaluation?
5. Is there a whole-school curriculum policy or statement?
6. How was it drawn up?
7. When was it last reviewed?
8. How does the school provide for children with special educational needs?
9. How are resources allocated between different areas?
10. What are the policies regarding R.E. worship, sex education, and home-school agreements?
11. Does the Headteacher's reports provide information about school and pupil targets, test and examination results and school performance in a way that enables the governing body to monitor progress?
12. What do parents, pupils and staff think about the curriculum?
13. What targets have the governing body set for pupil achievement in National Curriculum subjects and in other aspects of their development?
14. Are standards of attainment broadly similar or different across all subjects?
15. What is the school's homework policy?

School Development Plan

Governor Questions	Evidence	Impact
How are the School Development Plan (SDP) priorities identified?		
What are the current school development priorities?		
How is the SDP focused on improving teaching and learning, and removing barriers to learning?		
Who is involved in setting the whole school development priorities?		
How is underachievement being addressed?		
How is the progress and attainment of pupils monitored?		

How accurate are the pupil assessments?		
Are all teachers engaging with the assessing pupil progress (APP) processes?		
How does the school use pupil tracking to identify children that are making insufficient progress?		
How does the school use pupil tracking to plan and map out appropriate interventions for underachieving groups?		
How does the school ensure that outcomes from pupil progress discussions lead to explicit actions in the classroom?		
How does the school monitor the quality of teaching and learning?		
How does the school ensure professional accountability for progress and attainment through performance management systems?		
What is the percentage of good or better literacy and mathematics teaching in school?		
How well are the teachers using the Primary Frameworks to match teaching approaches to specific learning needs – particularly those at risk of not achieving the expectations set?		
How is the headteacher systematically developing the learning of the whole staff team?		
How does whole school training explicitly link to the school's priorities for English and Maths?		
What priorities are identified on the most recent RAISEonline document and what is the school doing to address these issues?		
What has been done to raise standards in writing?		
What strategies have been put in place to increase attendance, and how effective have they been?		

QUESTIONS FOR THE PERSONNEL/PAY COMMITTEE GOVERNORS

This set of questions relates mainly to decisions about staffing pay levels which is the responsibility of the governing body. At the time of staff appointments for Headteachers and Deputies, the Link Inspector will provide support and guidance to enable governors to generate questions on management, pastoral and curriculum issues.

AUTUMN TERM

Each Autumn Term the Appointed Governors for the Performance Management of the Headteacher need to fully appraise themselves of the most recent:

- School Improvement Plans (and progress to achieving the actions);
- S.E.F;
- Post Ofsted Action Plan;
- Objectives agreed and set during the last review

in order that they can participate fully in the appraisal interview.

Governors should ask for a review of pupil performance from RAISEonline data. The SIP will do this with the Headteacher and Chair of Governors. The areas of low attainment and progress as identified in the RAISE should be used to set Performance Management targets. Performance management targets for the Headteacher must relate to teacher performance management and the school priorities (if this is not the case governors may wish to work with the Headteacher on this). Performance management targets should yet again relate to the School Development Plan.

Governors, supported by the SIP, should set milestones for each performance management target. Governors should review progress towards performance management targets termly.

Governors should review current staffing after performance management meetings so that CPD and succession planning issues can be addressed. A copy of the NCSL audit toolkit can be provided if necessary – contact Margaret Dunfey, Governor Support Service, if you require this information.

SPRING TERM

This is the ideal term for this committee to annually review the current Performance Management Policy for the school and to modify, in consultation with staff if appropriate, proposed changes. I also recommend that on the longer 4 year cycle this committee should review the Grievance and Disciplinary Procedure (including Capability Procedures) and Staff Appointment Policy during the Spring Term.

SUMMER TERM

It is essential that this committee reviews annually the Whole School Pay Policy during the latter half of this term in preparation for writing to all staff to inform them of their pay from 1st September. It may be possible during the latter half of this term, if the Performance Management cycle for teachers is complete, to hear recommendations as the relevant body for consideration of movement of teachers on the Upper Pay Spine. If this is not possible it will need to be deferred to early in the Autumn Term. This process must be completed for teachers by 31st October and for Headteachers and Deputy Headteachers by 31st December.

I also recommend that on an annual basis governors review the job descriptions of all staff during the Summer Term.

**QUESTIONS FOR GOVERNORS ON SCHOOL PERFORMANCE,
QUALITY OF TEACHING AND LEADERSHIP & MANAGEMENT**

I have provided a group of questions under the three headings:

- Standards
- Quality of Teaching
- Leadership & Management

for governors to use when monitoring the progress of the school. The questions are taken from the Induction Training materials for New Governors and are a feature of the second module – The Critical Friend. They seem to me to be most appropriate questions to ask the Headteacher at the end of a school visit, during committee meetings particularly target setting, and in meetings of the full governing body when the information is required for decision making.

Standards	Quality of Teaching	Leadership and Management
<ul style="list-style-type: none"> • How is our school currently performing? • Are our children making better than expected rates of progress? • How do standards in year groups, classes and/or subjects compare with national standards? • How does the school's performance compare with LA averages? • How does the school's performance compare with that of similar schools? • How does the school's current performance compare with its previous performance? What is the trend in results over the last three years? • Have some subjects/ year groups shown a marked improvement this year? If so, why? • Are some groups of pupils doing better than others? If so, why? (e.g. looked after children, gender, ethnicity, SEN). • What are the attitudes of pupils towards their learning? 	<ul style="list-style-type: none"> • How do teachers plan for their lessons? • How do teachers ensure that all pupils are appropriately challenged? • How do teachers explain to pupils what they are going to teach? • How do teachers keep track of progress? • What do teachers do when they see pupils under-achieving? • To what extent do teachers seek the views of their pupils about learning? • Does the school know what teaching styles work and why? • Can these styles be applied in those parts of the school where results need to improve? • What professional support do teachers get to help them teach more effectively? • How do support staff contribute to teaching and learning? • What professional support do support staff get to help to maintain and improve their contribution to raising pupil achievement? 	<p>Does the governing body and the leadership team:</p> <ul style="list-style-type: none"> • provide a clear vision and sense of common purpose among key stakeholders? • foster high aspirations? • maintain an explicit focus on pupil achievement? • plan strategically? • adopt a proactive stance to change? • demonstrate a commitment to equality and inclusion? • promote the personal development and well-being of learners? • ensure that rigorous self-evaluation keeps the Self Evaluation Form current and informs plans? • make effective use of performance data? • ensure sound financial and resource management? • practise distributed leadership? • ensure that all judgements about performance are based on sound evidence?

Leadership & Management Questions for Governors

1. How does the headteacher / senior leadership team identify areas for development?
2. How does the headteacher / school leadership team take effective steps to secure high quality teaching?
3. How is under performance in teaching tackled?
4. How is pupil attainment and progress monitored effectively so that pupil assessments are accurate and pupil targets are sufficiently challenging?
5. How does the headteacher ensure that all staff are accountable for the progress of pupils within the class?
6. How are governors informed of progress towards aspirational pupil targets (Fischer Family Trust D projections)?
7. How do governors ensure that the school leadership team are effective in focusing the school's efforts on the immediate and continuing priorities?
8. How does the school leadership team ensure leadership is distributed through the school?
9. How are high expectations regarding securing improvement consistently communicated?
10. How do governors monitor progress towards achieving school improvement priorities?
11. What processes do governors use to evaluate the impact of training / initiatives to raise standards in teaching & learning?
12. How do governors evaluate the impact of school improvement plans?
13. Are governors aware of the barriers to learning, including attendance and behaviour issues?
14. Are governors aware of the strategies the school is using to overcome these issues?
15. How do governors hold the headteacher and middle leaders to account for school improvement by robustly challenging underperformance?

QUESTIONS FOR GOVERNORS TO ASK ABOUT SPECIAL EDUCATIONAL NEEDS, DISABILITY & INCLUSION

1. ***Does the school have clear criteria for identifying children as SEN? - Make sure you understand how the school identifies a pupil with SEN and what happens once a pupil has been identified.***

Key questions to inform your overall judgment:

- What criteria does the school use to place pupils at different levels of special educational needs, e.g. School action, action plus and statements?
- Is the above criteria clear for pupils with various difficulties and disabilities such as: moderate learning difficulties; dyslexia, speech language and communication needs; emotional and social behaviour?
- How do our numbers of pupils with SEN compare to other schools in the Wirral and national Norms? (See SEN information on Wirral Data portal)
- Is the school using a range of proven approaches to support pupils effectively with different levels of needs in Literacy, Numeracy and Personal and Social development?

2. ***Is SEN funding from the LA allocated and spent effectively in school? Different LAs organise SEN funding in different ways. You should understand how your LA provides SEN resources and how your headteacher and governing body decide how these resources are spent for all pupils with SEN in your school.***

Key questions to inform your overall judgment:

- Are statutory SEN strategic plans effectively costed and are termly expectations to improve aspects of the school's overall SEN provision clearly prioritised? (eg. Plans such as: Accessibility Plan, Disability Equality Scheme – SENCO/Inclusion Coordinator Annual Action Plan based on SEN policy review).
- Has the school made effective use of the SEN/AEN Value for Money Resource Pack produced by the Audit Commission? The resource pack is a voluntary improvement tool. It includes a seven-stage model for SEN/AEN value for money, covering budgets and spend, needs assessment, provision and evaluation. Its self-review format prompts information gathering so that schools can bring together all relevant management information and build a picture of their current practice in one place. An action plan - this final stage in the process - is generated from the responses to the self assessment.
- Does the school have effective SEN Provision Maps that are costed and evaluated to demonstrate individual and group progress?

3. ***Is the school meeting its statutory obligations well? (ie. The statutory requirements are: to have an effective SEN policy, an up-to-date Accessibility Plan & Disability Equality Scheme) - Governors should always ensure the school's SEN policy is reviewed regularly. Regular reviews involving the school SENCO/Inclusion co-ordinator are vital to ensure that the SEN provision reflects the changing needs of the school, its circumstances, and the law.***

The sorts of questions the SEN Governor might discuss with the Senior Leadership Team (SLT) and SENCO/Inclusion Co-ordinator and other school staff might include:

Key questions to inform your overall judgment

- Does the school's SEN policy have clear monitoring and evaluation criteria that are closely linked to the aims and objectives of the policy?
 - Does the school have a separate and effective Inclusion policy that looks at how it meets the personalised teaching and learning needs of all pupils, including different groups of vulnerable learners – such as: SEN, Gifted and talented, Children in Care (formerly Looked After children) and English as Additional Language (EAL).
 - Are there effective staff training taking activities in place to support SEN particularly and Inclusion issues in general? (For example, has a secure action plan to develop the competencies of teachers in key SEN areas, like: Dyslexia, Speech Language and Communication Needs; Autism, Behaviour and Moderate Learning Difficulties. These 6 areas are cited within the DCSF Inclusion Development Programme).
 - Do all SEN pupils make good at least good progress (academic and social), in lessons, annually and from attainment on entry?
 - Are SEN & inclusion areas for development clearly stated on a variety of the school's strategic plans, especially the School's Improvement Plan?
4. **Has the school developed good relationships with key people involved in supporting SEN pupils and other vulnerable learners?**

Key questions to inform your overall judgment:

- Has the school developed effective links with a wide range of external agencies and support services to ensure that all SEN pupils (and others with additional educational needs) make good academic and social progress?
- Is the school developing sound links with special/mainstream schools?
- Are the voices of vulnerable learners and parents actively sought, listened to and acted on?

GOVERNORS' FOUR YEAR MONITORING AND REVIEW PLANNER

September 2009 to July 2013

	Sept/Oct	Nov/Dec	Jan/Feb	Mar/Apr	Apr/May	June/July
2009-10	Elections Appoint governors with specific responsibilities Dates of meetings for year Head's report <i>Committees and terms of ref.</i> <i>Set pupil attendance targets</i> <i>Charging Policy</i> <u>Performance Management</u> <u>H/T objectives reviewed/set</u> <u>Monitor Budget</u>	Specialist and/or staff governor report Committee reports Scheme for governors' allowances <i>Review SATs/16+ exams/ NC set targets 2011</i> <i>Curriculum Policy</i> <i>Behaviour Policy</i> <i>Redundancy Policy</i> <i>Destination of school leavers</i>	Head's report <i>Review personnel policies: Staff appointments</i> <i>Grievance and disciplinary procedure</i> <i>School Prospectus</i> <i>Performance Management Policy</i> <i>Pay Policy</i> <u>Monitor budget</u> <u>Monitor achievement using RaiseOnline</u>	Specialist and/or staff governor report Committee reports Draft Budget Sch Organisation 10/11 <i>Curriculum time/length of school day</i> <i>Homework Policy</i> <i>Admission Policy (not community schools)</i>	Head's report Complete School Self Evaluation Review <i>Review School Development Plan 09/10</i> Draft School Development Plan 10/11 <i>Review attendance and punctuality</i> <i>Review Health & Safety Policy</i> <u>Job Descriptions</u>	Finalise budget Finalise School Development Plan 10/11 Specialist and/or staff governor report Committee Reports Date of next meeting <i>Review attendance and punctuality</i> <i>Nutritional Standards</i> <u>Whole School Pay Policy</u>
2010-11	Elections Appoint Governors with specific responsibilities Dates of meetings for year Head's report <i>Committees and terms of ref.</i> <i>Set pupil attendance targets</i> <i>Charging Policy</i> <u>Performance Management</u> <u>H/T objectives reviewed/set</u> <u>Monitor Budget</u>	Specialist and/or staff governor report Committee reports <i>Assessment/recording/Reporting</i> <i>Review SATs/16+ exams/ NC set targets 2012</i> <i>Redundancy Policy</i> <i>Accessibility Plan</i> <i>Destination of school leavers</i>	Head's report <i>Complaints procedures</i> <i>Staff development policy</i> <i>Review home/school agreement</i> <i>School Prospectus</i> <i>Performance Management Policy</i> <i>Pay Policy</i> <u>Monitor budget</u> <u>Monitor achievement using RaiseOnline</u>	Specialist and/or staff governor report Committee reports Draft Budget Sch. Organisation 11/12 <i>Sex Education policy</i> <i>Admission Policy (not community)</i>	Head's report Complete SSE Review <i>Review SDP 10/11</i> Draft SDP 11/12 <i>Review attendance and punctuality</i> <i>Review Pupil Disciplinary Policy</i> <u>Job Descriptions</u>	Finalise budget Finalise SDP 11/12 Specialist and/or staff governor report Committee reports Date of next meeting <i>Race Equality Policy</i> <u>Whole School Pay Policy</u>
2011-12	Elections Appoint Governors with specific responsibilities Dates of meetings for year Head's report <i>Committees and terms of ref.</i> <i>Set pupil attendance targets</i> <i>Charging Policy</i> <u>Performance Management</u> <u>H/T objectives reviewed/set</u> <u>Monitor Budget</u>	Specialist and/or staff governor report Committee reports <i>Review SATs/16+ exams/ NC set targets 2013</i> <i>Redundancy Policy</i> <i>Destination of school leavers</i>	Head's report <i>School Prospectus</i> <i>Performance Management Policy</i> <i>Pay Policy</i> <u>Monitor budget</u> <u>Monitor achievement using RaiseOnline</u>	Specialist and/or staff governor report Committee reports Draft Budget Sch Organisation 12/13 <i>SEN policy</i> <i>Admission Policy (not community)</i>	Head's report Complete SSE Review <i>Review SDP 11/12</i> Draft SDP 12/13 <i>Review attendance and punctuality</i> <i>Review Behaviour Management Policy</i> <i>Child protection policy</i> <u>Job Descriptions</u>	Finalise budget Finalise SDP 12/13 Specialist and/or staff governor report Committee reports Date of next meeting <i>Review governors' visits</i> <u>Whole School Pay Policy</u>
2012-13	Elections Appoint Governors with specific responsibilities Dates of meetings for year Head's report <i>Committees and terms of ref.</i> <i>Set pupil attendance targets</i> <i>Charging Policy</i> <u>Performance Management</u> <u>H/T objectives reviewed/set</u> <u>Monitor Budget</u>	Specialist and/or staff governor report Committee reports <i>Review SATs/16+ exams/ NC set targets 2014</i> <i>Redundancy Policy</i> <i>Destination of school leavers</i>	Head's report <i>Policy re information to parents</i> <i>Equal Opps policies</i> <i>School Prospectus</i> <i>Performance Management Policy</i> <i>Pay Policy</i> <u>Monitor budget</u> <u>Monitor achievement using RaiseOnline</u>	Specialist and/or staff governor report Committee reports Draft Budget Sch. Organisation 13/14 <i>Admission Policy (not community)</i> <i>Policy for dealing with the Media</i> <i>Collective Worship</i>	Head's report <i>Review SDP 12/13</i> Complete SSE Review Draft SDP 13/14 <i>Review attendance and punctuality</i> <i>Review Home-School Agreement</i> <u>Job Descriptions</u>	Finalise budget Finalise SDP 13/14 Specialist and/or staff governor report Committee reports Date of next meeting <u>Whole School Pay Policy</u>

KEY: Monitor *Review* Work for committee or working party – written report tabled to full meeting