

# Abbey College Governing Body Activity Statement 2023-24

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## Introduction

At Abbey College, the governing body recognises the importance of identifying and demonstrating the impact of its own governance. The governing body consider this activity statement as an effective way to share the strategic work of the governing body and its contribution to the school's development.

## Governance structure

The governing body have the strategic responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the Cambridgeshire County Council. The governing body meets as a whole at least three times a year to ensure the operational enactment of those policies.

The scheme of delegation sets out the responsibilities, accountability and decision-making ability of the trust members, trustees, governors and the senior leadership team and is available on the school website.

In 2023, the governing body underwent a restructure to further improve its effectiveness, acting upon feedback from an external review. Although the main functions of the governing body remain unchanged, there will be a new Joint Scrutiny Group (JSG). Overleaf is a schematic that shows how the governing body will operate from 2023 onwards.

### Joint Scrutiny Group (JSG) Remit

Undertake strategic monitoring activity – the purpose of which is to triangulate information shared with governors by the SLT. In addition, where possible the JSG will engage with external professional expertise which supports the governing body to hold the school leaders to account and to triangulate all the sources of information and evidence it receives, as well as ensuring it fulfils its statutory responsibilities and maintains compliance.

The JSG undertakes a wide range of monitoring activities including:

- Monitoring visits to school to meet with subject leads
- Surveys/focus groups:
  - Pupils
  - Staff
  - Parents

- Independent reviews:
  - Scrutinising internal quality assurance processes
  - External (using consultants/Ofsted inspectors/school partners)
- First-hand data collection and analysis (data governors visit after data drops)
- Inviting members of the SLT or Middle Leaders to submit a report or attend governing body meetings to report on key areas
- Conduct link visits to scrutinise, challenge and support subject performance, whole-school areas for improvement and monitor the School Improvement Plan (SIP)
- Access to school external information: FFT Aspire, SISRA and VFM benchmarking websites.
- The JSG will be supported and guided by the Deputy Headteacher ic Quality Assurance.

Governor Leadership Positions	Name
Chair of Governors	Madeleine Jackson
Chair of Operations and Vice Chair of Governors	Lisa Williamson
Chair of Education Committee	
Vice Chair of Education Committee	M Womersley-Carter

**Members**

- Overall strategy and accountability
- Governance appointments
- 5 Members inc max 2 Trustees

**Full Governors with Operations**

- Finance, Estate, HR and Resources
- Audit and Risk
- Scheme of delegation
- Pay and remuneration
- Establish policies, ensure compliance, hold executive to account, analyse progress

**Joint Scrutiny Group**

- SEND and Vulnerable Students
- Student Welfare incl. Safeguarding
- Achievement and Curriculum - Student Experience

**Joint Scrutiny Group**

- Finance and Resources
- H&S
- Staff Wellbeing
- Salaries

**Education Committee**

- Pupil achievement
- Community
- Ethos
- Application policies
- Quality of Education

**Parent Forum**

**Role of the Joint Scrutiny Group**  
 Joint Scrutiny Groups (JSGs) in conjunctions with both committees, are responsible for overseeing, challenging and evaluating the standards of the School in relation to educational and financial performance against national benchmarks and KPIs. The group will be supported by the Deputy Headteacher responsible for Quality Assurance.

**Membership of Committees: skills based**

- 7 trustees (including Chair)
- Up to 4 voting trustees
- Up to 3 non-voting Associate trustees (succession & skills)

**Joint Scrutiny Group**

- Up to 7 trustees (2 SEND, 2 Safeguarding, 2 data and 1 H&S)

Scrutiny Committee Membership	
Specialism	Name
SEND	R Cox
SEND	
Safeguarding	M Jackson
Safeguarding	L Williamson
Data	M Womersley-Carter
Data	A Watkins
H&S	
Equality/Diversity/Inclusion	C Downing
Other	L Gregory, T Huggins, R Hyman, E Welsh, A Gully

## The governing body's strategic objectives

The governing body has agreed a strategic plan that sets out the long-term goals for the school. This plan describes what the school will look like in three to five years' time and is underpinned by the school's ethos, vision and values. The governing body's strategic plan is set out into five sections:

- Quality of education
- Leadership
- Finance and revenue
- Buildings and environment
- Staffing


The table below explains the governing body's strategic aims and details the progress made towards the aims of its strategic plan this academic year.

The governing body's strategic aims	2023-24 foci	Impact identified so far
Quality of education		
<ul style="list-style-type: none"> <li>• To hold the school to account over its single school improvement aim of improving T&amp;L so that it is engaging, inclusive, aspirational and challenging.</li> </ul>	<p>Strategy devised during 2022, requires embedding, with a specific focus on:</p> <ul style="list-style-type: none"> <li>• Reading intervention</li> <li>• Adaptive teaching to support pupils with SEND</li> <li>• Provision for More Able pupils</li> <li>• 6<sup>th</sup> form teaching and personal development</li> <li>• Assessment for Learning</li> </ul> <p>This will be reviewed at Education Committee meetings.</p> <p>Summary of recommendations were:</p> <ul style="list-style-type: none"> <li>• Continue to use members of the Governing Body to assist with the QA of teaching and learning, focussing particularly on individual teachers' awareness of the SEND students in their class, how they are incorporating their needs into their lesson planning, and what the</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of Education review January 23 shows school rated at Good. Recommendations were:</li> <li>• 80% of both year 7 &amp; 8 who were identified for intervention are now working at their chronological reading ages.</li> <li>• Members of the Governing Body are used effectively to assist the school in the monitoring of teaching and learning; there is a clear understanding of the role which, based on the evident high levels of respect between School Governors and teachers, is an important addition to the school's overall QA approach</li> <li>• Lead Learners are ambitious for their students, have the opportunity to input strategically, are clear about their role and feel supported by senior leaders.</li> <li>• External review January 23 stated: <i>"Subject leads have carefully thought about the curriculum offer for their subjects. They are able to articulate their curriculum rationale and intent from Year 7 upwards and how the KS3 curriculum prepares students for GCSE. All are able to talk about specific lessons in specific year groups and explain sequencing and why particular approaches had been adopted."</i></li> </ul>

	<p>impact is of that, as well as talking to all students about their learning.</p> <ul style="list-style-type: none"> <li>• Regularly speak to groups of three/four SEND students, with their books, to learn more about them and to help them to become self-advocates with regard to their learning.</li> <li>• Work with Leaders to ensure Year 9 students have more positive attitudes about</li> <li>• School</li> <li>• Embed the KS3 assessment programme so that student progress is more accurately monitored to maximise student outcomes.</li> <li>• Review the quality of the curriculum for students not in mainstream lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• The school operates a strong and effective system of Quality Assurance of teaching and learning across the school, in partnership with teachers and Lead Learners, the results of which are used to inform CPD and whole-school training needs; in terms of impact, the school is seeing better use of questioning, an increased academic challenge and less students being able to ‘opt out’ of difficult learning</li> </ul>
Leadership		
<ul style="list-style-type: none"> <li>▪ All governors to understand their strategic roles and responsibilities by focusing on the core functions of setting strategic direction, holding the school to account and ensuring good use of resources</li> <li>▪ The work of the governing body is driven by a clear focus on school improvement with sufficient, clear information and data provided at the appropriate time in order to monitor the performance of the school and to understand how well school priorities are being addressed, so they can hold senior leaders to account</li> <li>▪ Governors/Clerk to undertake a comprehensive programme of</li> </ul>	<p>Following the Governance Review February 2022, there is a detailed action plan that will be used to monitor progress against these aims. The areas to develop were:</p> <p>Leaders and governors should continue to work collaboratively to ensure that systems and processes become embedded and are evaluated for effectiveness.</p> <ul style="list-style-type: none"> <li>• Have a more formalised approach to governor monitoring and creating an annual Governor Monitoring Calendar/Programme.</li> <li>• Ensure that there is a consistent format on all governor monitoring visit reports with the inclusion of a safeguarding question.</li> <li>• Ensure that the link governor undertakes a regular review of the school website and reports back to the full governing body on a termly basis.</li> <li>• Succession planning and governor recruitment</li> </ul>	<p>See <a href="#">action plan</a> at the end of this document for the impact. In addition, the governing body was shortlisted for the NGA’s Outstanding Governance Awards 2023 based on evidence submitted.</p>

<p>training to increase their knowledge and skills through the relevant support, training and networking opportunities available</p>	<p>remains a priority focus for the governing body to make sure they have the same calibre and commitment from governors, the induction process of new governors is an integral part of this.</p> <ul style="list-style-type: none"> <li>• For governors to continue to increase their knowledge by engaging in the range of training opportunities available.</li> <li>• For governors to embed the work undertaken to improve governance in order to ensure clear and high expectations of their work and rigorous approach to school improvement.</li> <li>• To ensure that the impact that their work is having is celebrated and included further in school communications.</li> </ul> <p>All the actions have been subsumed within our Governor Action Plan located <a href="#">here</a>.</p>	
<p>Finance and revenue</p>		
<ul style="list-style-type: none"> <li>▪ To maintain a balanced budget</li> </ul>	<p>The school successfully achieved a small surplus budget this year. Cost savings have been identified through benchmarking activity and managing the curriculum and recruitment, and further savings have been identified within the School Resource Management Accountant review undertaken in May 2022. Without any definitive changes to absorb teachers' pay increases, energy costs, the unpredictability of support staff pay, cost-savings are an ongoing process.</p> <p>Our 6<sup>th</sup> form numbers have stabilised and we are reviewing the curriculum offer to broaden the availability of courses on offer to attract a wider cohort of students.</p>	<ul style="list-style-type: none"> <li>• Total Income over budget by £391k noting that £86k represents additional income for MSAG (Mainstream Schools additional grant funding received to best support the needs of our pupils and staff to address cost pressures).</li> <li>• Total GAG Staff Costs – we are forecasting a £64k overspend which includes back pay for all Support staff with an estimated accrual of £58k for the next pay rise.</li> <li>• Premises Costs – we are still forecasting a £7k overspend of which £7k is for potential water costs.</li> <li>• Total Other Expenditure – we are now forecasting a £259k overspend which is due to educational supplies and services, trip expenses, marketing, inclusions and exclusions, examination fees,</li> </ul>

		<p>catering, bursary expenses, legal and professional fees, fixtures and fittings, hire costs IT refresh and staff recruitment.</p> <ul style="list-style-type: none"> <li>Retained surplus – £78k - on track to achieve the annual revised budget of £17k.</li> </ul>
Buildings and environment		
<ul style="list-style-type: none"> <li>To develop the site with a new build classroom block and renovations to existing buildings, to consolidate the school on the south site</li> </ul>	<p>Plans/designs in place to develop our outdoors spaces that support pride and wellbeing, linked to Abbey College Spirit, with a focus on the Quad on the south part of the campus.</p> <p>Governors are in the planning phase with CCC, and the Ramsey Foundation for a new build block. A feasibility study has been conducted and reviewed by architects. CMAT are supporting the venture and governors are currently considering plans and funding to ensure a project commences.</p> <p>Work has begun on resolving the Abbey Building lease with the owners. This will be a lengthy process as the lease is complex and is currently in place for another 12 years.</p> <p>Owing to the increasing school roll, previously mothballed classrooms are being reinstated to meet the curriculum demand.</p>	<ul style="list-style-type: none"> <li>Minor expenditure on outdoor space, and Reception area.</li> <li>8 classrooms reinstated that were previously mothballed.</li> <li>Main south hall has been refurbished.</li> <li>IT refresh plan has been fully implemented</li> <li>6<sup>th</sup> Form Study 6 has been fully refurbished to support rebranding for 2023</li> <li>School is at the stage of organising the appropriate land swaps and the division of the buildings. Owing to the potential change of funding priorities from the ESFA and complexities of the land swap, the School is looking to working with CCC over the field use in a land swap.</li> <li>Oswald Building remains closed as ESFA Urgent Capital Funding was denied.</li> </ul>
Staffing		
<ul style="list-style-type: none"> <li>To replace existing staff only with those who improve the quality of what we have already when a colleague leaves us.</li> <li>To provide CPD that is valued and</li> </ul>	<p>Through our carefully designed CPD and wellbeing support, teacher retention has led to 78% of staff in Year 1-4 remaining, which is above the national average.</p>	<ul style="list-style-type: none"> <li>Fully staffed for 2023-24, contingent on the arrival of two overseas trained teachers getting visas approved.</li> </ul>

<p>supportive.</p> <ul style="list-style-type: none"> <li>To ensure staff wellbeing is always considered as a feature of school improvement.</li> </ul>	<p>Early Careers Quality Mark achieved. Wellbeing Charter in place and updated for 2023.</p>	<ul style="list-style-type: none"> <li>Annual staff indicators show the increased.</li> </ul>	 <p>The dashboard for Abbey College Wellbeing HSE includes a progress chart at the top and several key indicators below:</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>4.24</td> </tr> <tr> <td>Teacher Report</td> <td>3.78</td> </tr> <tr> <td>Control</td> <td>3.40</td> </tr> <tr> <td>Engage</td> <td>3.17</td> </tr> <tr> <td>Participation</td> <td>4.02</td> </tr> <tr> <td>Respect</td> <td>3.02</td> </tr> <tr> <td>Use</td> <td>4.15</td> </tr> <tr> <td>History of study by school and year groups</td> <td>-</td> </tr> </tbody> </table>	Indicator	Value	Attendance	4.24	Teacher Report	3.78	Control	3.40	Engage	3.17	Participation	4.02	Respect	3.02	Use	4.15	History of study by school and year groups	-	<p>wellbeing HSE 5/7 indicators</p>
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## The School Improvement Plan (SIP)

The governing body work in partnership with the Headteacher and Senior Leadership Team (SLT) to set the priorities for the school's development each year. The governing body are responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the SIP. This can be achieved in several different ways. The following table provides an explanation of how the governing body has contributed to the SIP this academic year.

<p>Governing body contribution to developing the SIP</p>	<p>Members of the governing body collaborated with the Headteacher and SLT to review the SIP against existing Ofsted priority areas and pupil outcomes. Annual review of 5-year vision and school improvement priorities. September 2022 minutes are available upon request.</p>
<p>Governing body activity undertaken to monitor the progress of the SIP</p>	<p>The governing body monitor the SIP and its effectiveness through aligned committee meetings, undertaking reviews and other planned activities. Governors have been assigned specific monitoring tasks linked to the SIP. Governors complete a report following every monitoring activity and report back to the relevant committee. For full details of our monitoring activity please see the 'monitoring activity' section below.</p> <p>Governors monitor the SIP by the following means:</p> <ul style="list-style-type: none"> <li>• Headline sheet termly;</li> <li>• School self-evaluation document tabled at Education Meeting summer term 2023</li> <li>• School Review Week (Jan 23), minutes available;</li> <li>• Scheduled link visits</li> <li>• Committee meetings all have pre-designated challenges linked to Ofsted framework (available upon request);</li> <li>• Annual planning meeting is a review of SIP with Governors and any adjustments are recorded;</li> <li>• Governors take on observer/participant role in external reviews;</li> <li>• Governors are used to collect first-hand information such as staff voice.</li> </ul>
<p>Governors provided with annual departmental position statements to challenge</p>	<ul style="list-style-type: none"> <li>• Departmental position statements allow governors to identify priority areas for subjects individually against the school priorities.</li> <li>• Full list of monitoring undertaken by Governors are available upon request.</li> <li>• Lead Learners present curriculum intents at Education Meetings, see minutes and challenges within.</li> <li>• Extra-ordinary meeting in March 23 for select departments to present impact of rapid action plans on Yr 11 Trial Exam attainment and progress.</li> </ul>

## Committees

Delegating aspects of our governance responsibilities to committees enables the governing body to remain strategically focussed on the agreed key areas of school's development. It is decided which governors will join each committee by analysing governor skills and experiences through a nationally recognised skills-audit and assigning committee membership accordingly. Committee membership and structure is reviewed at the beginning of each academic year during an annual planning meeting which takes place in September.

We currently have the following committees in place:

Committee	Overview of work undertaken
Education (formerly Learner Progress and Engagement)	<p>The committee challenges the SLT to ensure data is accurate and interventions provide value for money. In addition, the committee conducts a series of link visits and themed reviews to ensure that actions within the school improvement plan are having an impact regarding all aspects relating to raising achievement, the student experience and curriculum. There are standing agenda items relating to Safeguarding and Welfare and SEND. Key staff are invited to share the outcomes of any departmental audit and actions to address areas of underperformance. Key student groups are also discussed to ensure gaps are closed between their performance and that of their peers. Standard selection of Ofsted style questions chosen by the Chair is posed at SLT to keep leaders' inspection-ready.</p>
Operations	<p>The committee meets at least six times a year and undertake duties which include:</p> <ul style="list-style-type: none"> <li>• Monitoring health and safety, wellbeing and welfare</li> <li>• Single Central Record is reviewed half termly to ensure it is fully compliant</li> <li>• Ensuring sound management and planning of the academy's finances and resources and making recommendations to the full governing body around these areas as required, including how funds are spent to support our disadvantaged students</li> <li>• Standing item relating to funding to support disadvantaged pupils</li> <li>• Developing a school buildings strategy and contributing to asset management planning</li> <li>• Work with the Education committee on the provision of ICT</li> <li>• Contribute to the governing body and schools self-review</li> <li>• Monitor the effectiveness of communication with parents and the community</li> <li>• Acting as an audit and risk, committee</li> </ul>

## Engagement with parents and the community

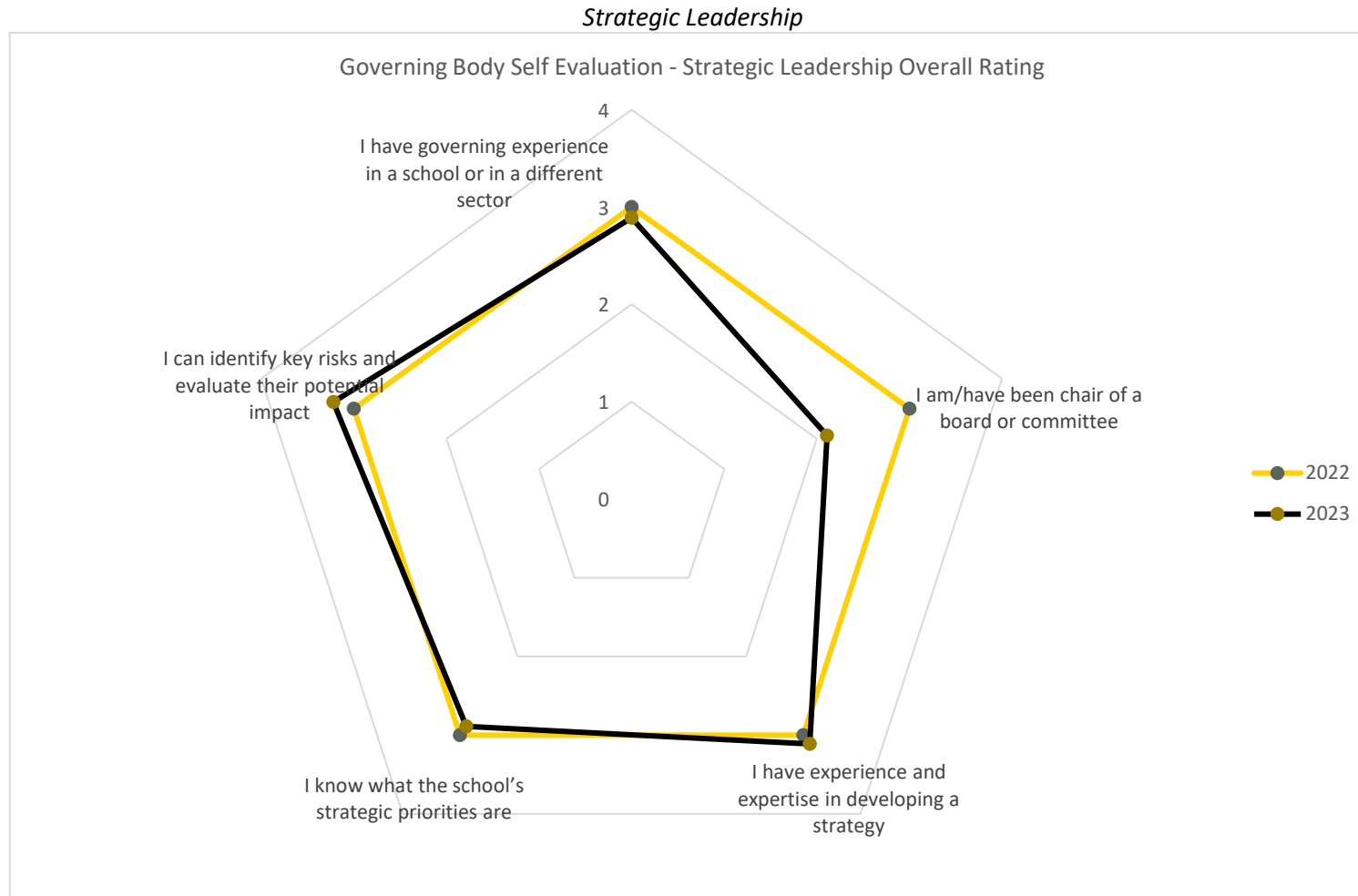
Listening to the views of parents and the school community is also an important aspect of the work of the governing body.

Below is a summary of how the governing body has engaged with parents and the community to hear their views and opinions and the impact of that activity:

How the governing body have engaged with parents and the community	Impact of parent and community engagement
<p>Some examples of parental engagement are:</p> <ul style="list-style-type: none"> <li>• Governor visits to Parents Evenings</li> <li>• Governor attendance on the Ramsey Community Heritage Group.</li> <li>• Governor email/contact details on the website</li> <li>• Writing termly to parents with a Governor update</li> <li>• Parent Forum is chaired by a governor and there is a rotation of governors to attend at meetings</li> <li>• Governor mentor students via Careers Department activities</li> <li>• Attendance at services for Remembrance</li> <li>• Working with our two local churches to address road safety</li> </ul> <p>Some suggestions to increase governors' engagement with parents are:</p> <ul style="list-style-type: none"> <li>• A governor board – with pen pictures on the webpage</li> <li>• This Activity Statement is updated termly to review progress made</li> <li>• Governor Meetings have a built-in reflective activity reviewing the impact of the meeting</li> <li>• Governors attend school leadership CPD with SLT</li> <li>• Meeting Lead Learners to discuss their department evaluations and curriculums</li> <li>• Governors have mentored students in Careers meetings, participated in student voice sessions and conducted learning walks</li> <li>• Acknowledgement of governors' involvement on other local committees</li> <li>• A termly newsletter including a summary of tasks undertaken by governors</li> <li>• Rotation of governors to attend Parent Forum meetings</li> </ul>	<p><a href="#">See Parent Forum minutes on school website.</a></p>

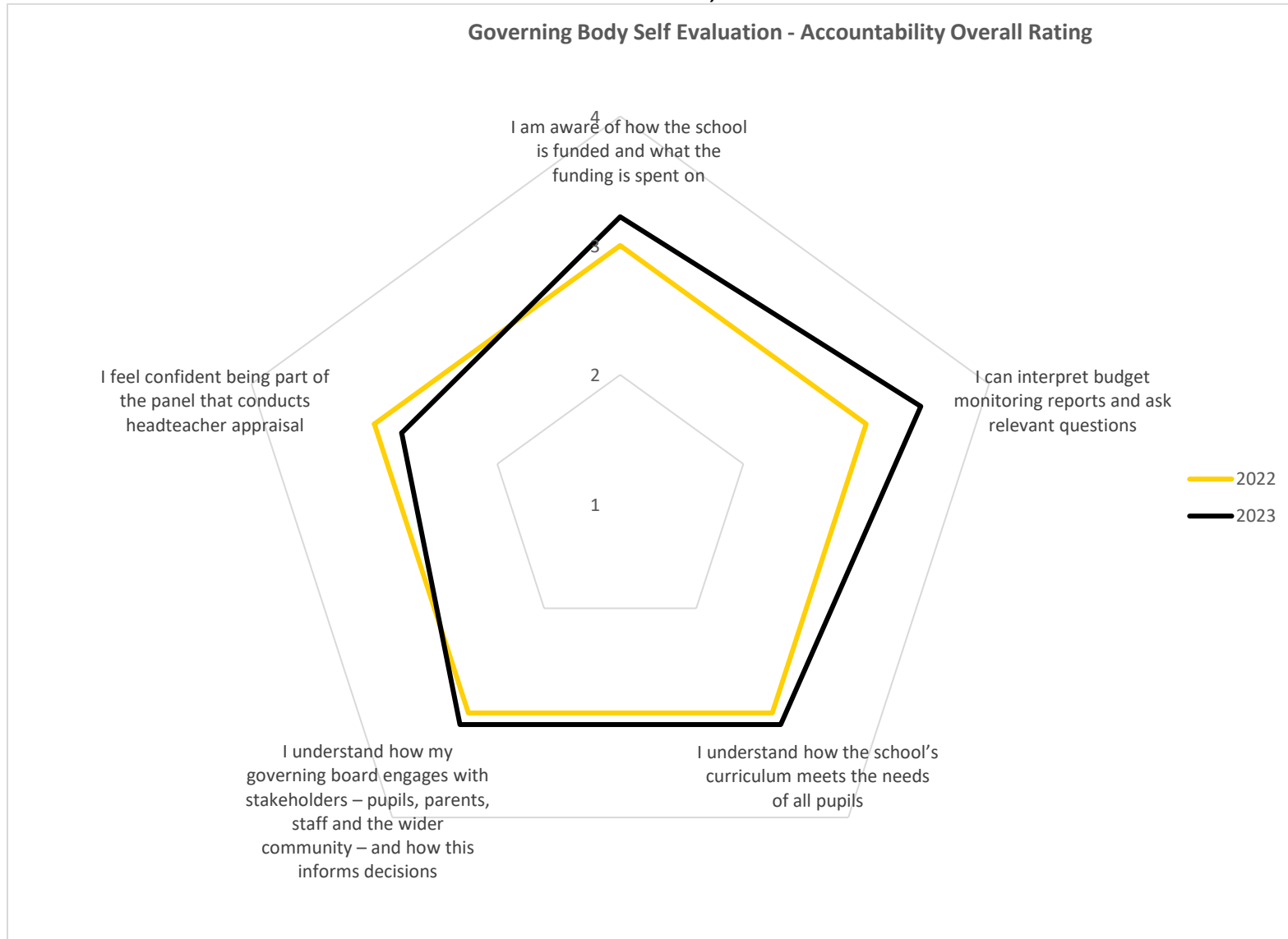
## Governing body self-evaluation

Self-evaluation is a key aspect of effective governance, and the governing body is committed to evaluating its own performance and the impact of this to enable the governing body to continue to develop and improve. Below are the results for audit undertaken for 2022/2023 compared to 2021/22.



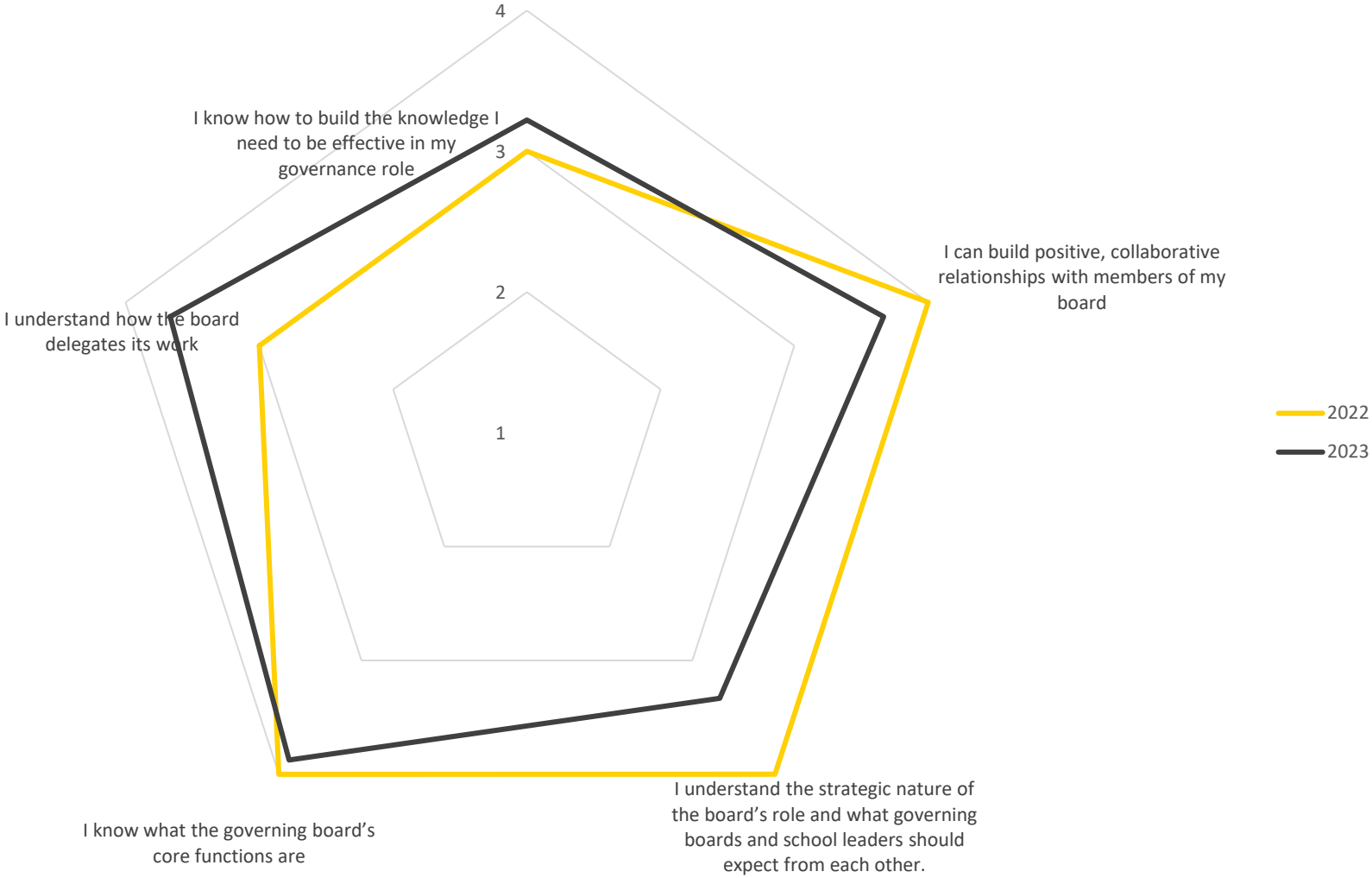
*Accountability*

**Governing Body Self Evaluation - Accountability Overall Rating**

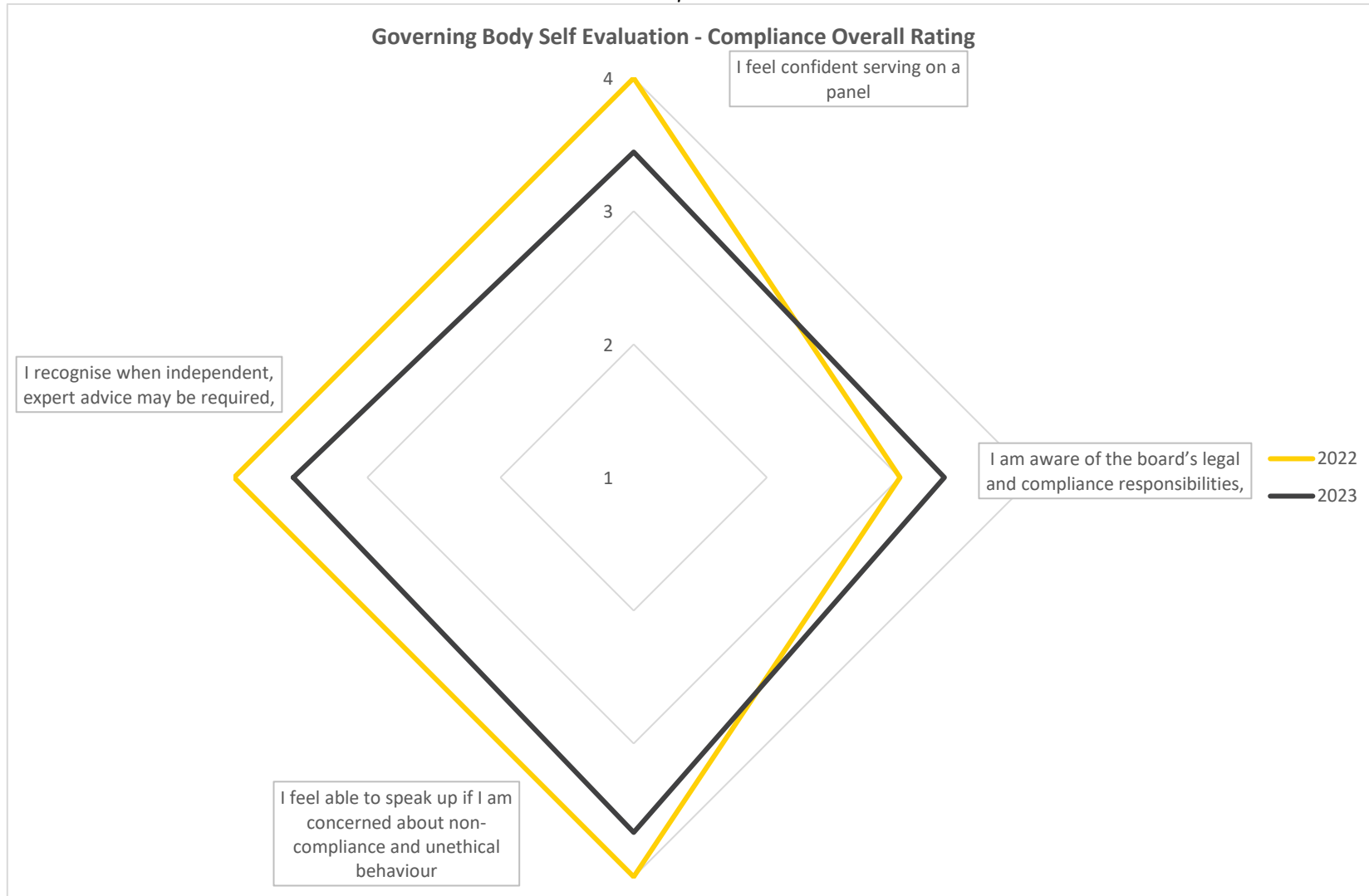


People and Structures

Governing Body Self Evaluation - People and Structures Overall Rating

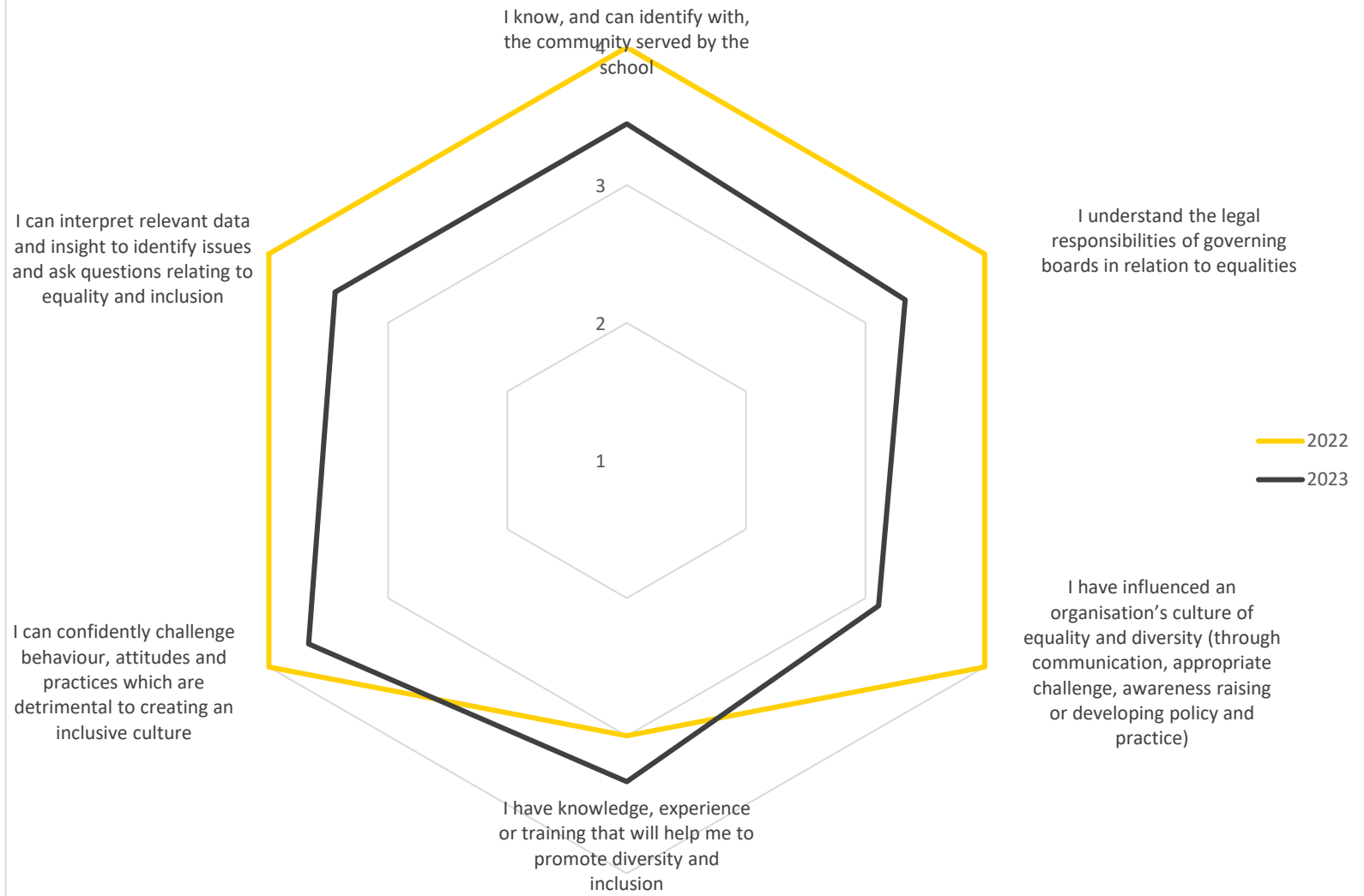


*Compliance*



## Equality, Diversity and Inclusion

### Governing Body Self Evaluation - Equality, Diversity and Inclusion Overall Rating



We are pleased with the following improvements:

- Attendance monitoring has increased to monitor improvements since Covid.
- Governors have received updates from staff at meetings about curriculum intents and sequencing the curriculum.
- There is a succession plan in place for the governing body and several new governors have joined the board.
- The Action Plan from the Local Authority Governance Review carried out in February 2022, has been regularly reviewed and can be found at the end of this document.
- Parent’s Forum is a beacon of good practice and have made a positive contribution to the school.
- GCSE results are in-line with 2019, the last set of unadjusted examinations.

Following the skills audit and Governance Review, the governing body identified that to continue the development of effective governance and to best support Abbey College, the following areas will be focussed on in 2023/24:

- Improving understanding of how the school’s curriculum meets the needs of all pupils
- Owing to the number of new governors, the understanding of equality and inclusion in school needs to be improved along with compliance and experience in chairing committees
- Learn from visits to other successful schools
- Being Ofsted ready

### Governor training and development

The governing body takes their responsibility to stay up-to-date seriously and places high importance on this. All Vice Chairs hold the responsibility for leading and designating training linked to the skills audit for the committee they serve. As governors undertake training, they are required to feedback to each committee on areas to consider that may improve the school and its leadership. The table below shows all the various training and continued professional development (CPD) the governing body has, or will, undertake this year. Governors regularly feedback on training at meetings to share their knowledge.

Governor	Planned training or CPD to undertaken (Date / Title)	Impact
Committee Vice Chairs	Shadowed and led chairing relevant committee	Newley restructured governor committees as a result of CPD
R Cox	Safeguarding Update 12/9/23 SEND: What a governor needs to know 6/10/22 Ofsted Inspection Process Webinar 30/11/22	Compliant practices Link governor trained to support the SEND provision

	CLFP (Curriculum Lead Financial Planning) 6/12/22 SEND – EHCP Process webinar – 9/11/23 Meridian Ofsted Framework training 3/10/23 Equality and diversity, a practical guide for governors and trustees – Part 1 2/7/24	
A Dods	Safeguarding Update 12/9/23 CLFP (Curriculum Lead Financial Planning) 6/12/22 Meridian Ofsted Framework training 3/10/23	Understand key metrics used for benchmarking vfm
L Gregory	New Governor Induction 7/11/22 Improving Outcomes for Disadvantaged Pupils 11/10/22 Equality and diversity, a practical guide for governors and trustees – Part 1 2/7/24	How to challenge leaders on outcomes for disadvantaged. Key questions included within Education Committee minutes
C Greyson	Safeguarding Update 12/9/23	Compliant practices
R Hyman		
M Jackson	Safeguarding Update 12/9/23 CLFP (Curriculum Lead Financial Planning) 6/12/22 Monitoring the impact of Pupil Premium 9/3/23 Termly Briefing 3/7/23 Getting Ofsted Ready 5/7/23 Meridian Ofsted Framework training 3/10/23 Equality and diversity, a practical guide for governors and trustees – Part 1 2/7/24	Understand key metrics used for benchmarking vfm Questions provided to Governors for use in committee meetings
M Lynch	Safeguarding Update 12/9/23	Compliant practices
E Welsh	Equality and diversity, a practical guide for governors and trustees – Part 1 2/7/24	
L Williamson	Safeguarding Update 12/9/23 CLFP (Curriculum Lead Financial Planning) 6/12/22 Equality and diversity, a practical guide for governors and trustees November 2023 Prevent training November 23 Cyber Response Training October 23 Key Functions of the Governing Board February 2024 Understanding and Managing Emotionally Based School	Understand key metrics used for benchmarking vfm, use of Government and DFE benchmarking website

	Avoidance   Secondary February 2024 Site Management June 2024	
M Womersley-Carter	Safeguarding Update 12/9/23 Statutory Processes Training - Governors 26/4/23 Cyber Response Training October 23	
T Huggins	Improving Outcomes for Disadvantaged Pupils 11/10/22 A governor's role in H&S 7/11/22	Safeguarding box highlighted within minutes and on agenda
C Downing	Safeguarding Update 12/9/23 Equality and diversity, a practical guide for governors and trustees October 2023 Cyber Response Training October 23 Prevent training November 23	
Adam Watkins	Safeguarding training Equality and diversity, a practical guide for governors and trustees December 23 Prevent training December 23	
C Sutton	Safeguarding 15/7/24	
E Kamau	Safeguarding 16/4/24 Equality and diversity, a practical guide for governors and trustees – Part 1 2/7/24	

### Governor links and specialisms

All monitoring of subjects will be undertaken by the Joint Scrutiny Group (JSG). In addition, within the JSG, some governors have a specialism linked to their skills, interests or experience and have been prioritised for use when undertaking any monitoring. During the annual school evaluation week in January 2024, the JSG meet Lead Learners to review position statements and priorities, and then decide on follow-up monitoring visits.

Additionally, following data captures and scrutiny by the Education Committee, the JSG will be commissioned to undertake focused reviews where necessary. The JSG members are listed below along with any statutory roles.

Joint Scrutiny Group	
Statutory roles	Name
SEND	R Cox

SEND	
Safeguarding	M Jackson
Safeguarding	L Williamson
Data	M Womersley-Carter
Data	A Watkins
H&S	E Kamau
Equality, Diversity and Inclusion	C Downing
Other	Lisa Gregory, Thomas Huggins, Ryan Hyman

Faculty/ specialism	SLT Lead	Lead	Departments	Specialist Governors		Joint Scrutiny Group (JSG)	23-24 QA visit date and foci	Outcomes
Science	Gemma Craig	Tanya Batchford	Science		Michael Womersley-Carter	✓		Strong teaching team and curriculum.
MFL	Andy Christoforou	Shiovonne Stevenson	MFL	Madeleine Jackson		✓		Strong teaching and curriculum supported by excellent assessment and resources. Newer ECTs require upskilling.
English	Andy Christoforou	Keira O'Connell	English, Literacy and Reading	Lisa Williamson		✓		A strong department. Focus on reading. Mentoring programme with Sixth Formers being developed.

Mathematics	Ellie Pinnock	Joshlynn Moodley	Maths and problem-solving pillar	Rachel Cox		✓		Problem solving embedded in all lessons seen. Curriculum leadership and sequencing is strong. Area for improvement: <ul style="list-style-type: none"> <li>• Involve external partners and appropriate techniques to aid the speed of improvement as necessary.</li> <li>• Review the use of the assessment booklets to ensure they are the correct means of feedback and review</li> </ul>
BITE	Andy Christoforou	Alex Thompson	Business studies & IT	Charlotte Downing				Consistently excellent results for Business Studies.
CCF	Caitriona Powell	Raff Tichanow		Charlotte Downing				Excellent uptake beyond expectations.
PE and PA	Andy Christoforou	Ben Pugh Jessica Davey	PE, Drama, Music, Dance	Michael Womersley-Carter	Ed Welsh			Curriculum intents are clear as is vision. Link visit report available. Area for improvement is to find a way for students to recall strength and weaknesses during a practical subject that is not always classroom based.
SMSC, Personal Development and MO	Caitriona Powell	Gabby Harris-Clements	Form time MO	Charlotte Downing	Lisa Gregory	✓	15/1/24	Robust programme in place based on school virtues.
Human Sciences	Siobhan Dowd		Sociology, Psychology, Criminology, H&S, Social Care and Child development	Tom Huggins	Charlotte Downing			Goods results and expert staff. Needs to be more links to British values/current affairs.

Political Science	Andy Christoforou	Simon Hedges	History, Geography, Politics, Law and EPQ			✓		New, more varied content in History to try and improve outcomes. There are regular QA/learning walks for regular monitoring.
6th Form	Caitriona Powell	Sam Moore	Achievement and personal development	Lisa Gregory	Charlotte Downing, Tom Huggins	✓	18/2/24	
Creative Arts/STEM	Andy Christoforou	Georgina Gerrard-Cook	Catering, 3D design, Engineering and Art/Textiles	Michael Womersley-Carter	Madeleine Jackson			Good results in engineering, catering and Art. Skills and knowledge based curriculum used.

### Focused monitoring activity by the JSG

One of the key functions of the governing body is to undertake strategic monitoring activity – the purpose of which is to triangulate information shared with governors by the SLT. In addition, where possible the governors aim to engage with external professional expertise which supports the governing body to hold the school leaders to account and to triangulate all the sources of information and evidence it receives and access as well as ensuring it fulfils its statutory responsibilities and maintains compliance.

The governing body undertakes a wide range of monitoring activities including:

- A. Monitoring visits to school to meet with subject leads
- B. Surveys/focus groups:
  - I. Pupils
  - II. Staff
  - III. Parents
- C. Independent reviews:
  - I. Scrutinising internal quality assurance processes
  - II. External (using consultants/Ofsted inspectors/school partners)
- D. First-hand data collection and analysis (data governors visit after data drops)
- E. Inviting members of the SLT or Middle Leaders to submit a report or attend governing body meetings to report on key areas
- F. Access to school external information: FFT Aspire, SISRA and VFM benchmarking websites.

To remain in line with the development of Abbey College, and to continue to drive improvement through our strategic work, the governing body has identified the following areas to be focussed on in 2023/24:

Monitoring Area or Activity	SLT Lead	Specialist Governors		JSG	Activity Details	Monitoring dates 23-24	22/23 Outcomes
Full Governors	All	Madeleine Jackson	L Williamson (Vice Chair)				See minutes
Education	All		M Womersley-Carter (Vice Chair) Meeting Chair Dates:				See minutes. Positive suite of reviews from Waverley and Meridian Trusts.
Operations	All	Lisa Williamson					See minutes. Achieved surplus budget.
Disadvantaged students, Looked After Children	Kate Wibberley/Gemma Craig	Madeleine Jackson		✓	Annual and monitored at both Education and Operation Committees	23/4/24	See <a href="#">impact statement on website</a> .
Student performance data	Janet Oswell	Michael Womersley-Carter	Adam Watkins		Half termly		Reported at Education Committee meetings.
Ethos (behaviour and rewards), punctuality and Anti-bullying	Sarah Noble	Rachel Cox		✓	Annual and reported upon at the Education Committee and Governor Dashboard		See <a href="#">Ofsted Section 8 outcomes on website</a> and Waveney Behaviour and PD review. Participated in Behaviour Hubs Programme and produced case study of impact (available upon request).

Attendance	Kate Wibberley /Tina Davis (EWO)	Madeleine Jackson	Lisa Williamson		Operation Committee, Governor Dashboard, termly visits		Attendance is in-line with schools regionally and FFT Aspire pooled data.
New Horizons	Kate Wibberley	Madeleine Jackson	Lisa Williamson Tom Huggins	✓	Operation Committee, Governor Dashboard, termly visits	7/2/24	See <a href="#">Ofsted Section 8 outcomes on website</a> . In addition, CMAT review 10/6 shows positive progress made against set targets.
Careers / CEIAG	Elli Pinnock/ Lesley Pollard	Lisa Williamson		✓	Annual visit, Education Committee	26/1/24	Personal development review by Waveney Trust stated Careers is a strength of the school. Working towards renewing Careers Quality Mark 2024.
Child Protection and SCR and welfare	Kate Wibberley/ Samantha Moore	Madeleine Jackson	Lisa Williamson	✓	Half termly checks of SCR, standing items on all committees and link visit, reported in Governor Dashboard, termly visit.	18/9/23 4/3/24	Safeguarding procedures are effective. Audit passed. Attendance at safeguarding assemblies. H&S review by LA showed very positive work on safeguarding.
SEND	Jessica Davey	Rachel Cox		✓	Standing items on Education Committees, reported in Governor Dashboard, termly visit.		CMAT review 21/6/22 shows positive progress made against set targets. This is a focus for the school in 23-24.

T&L Quality Assurance	Caitriona Powell	Lisa Williamson	Madeleine Jackson	✓	Annual visit and reported at Education Committee and Governor Dashboard	29/9/23 Jan and March 24 for Y11 trial analysis	Review on Quality of Education shows positive progress against Ofsted criteria. More focus in 22-23 on adaptive teaching and assessment for learning.
Health and Safety	Mel Hyde/Kate Wibberley	Eve Kamau		✓	Operation Committee, Business Plan, annual visit	26/1/24	H&S dashboard shows all metrics are moving towards 100% compliance.
Curriculum and Scholars Programme	Siobhan Dowd/Gemma Craig		Michael Womersley-Carter Tom Huggins		Annual visit		Postponed, in place next year.
SEF and SIP	Andy Christoforou/Caitriona Powell	All Governors			SEF to be reviewed and challenged by Education Committee annually in autumn/summer terms		
Staff Wellbeing and Student Leadership	Siobhan Dowd	Lisa Williamson		✓	Annual visit, HSE outcomes reported at Operations Committee	9/10/23	Reported to LP&E, with HSE targets in place.
Parent Forum	Andy Christoforou	Cheryl Greyson	Rotation of governors	✓	Monthly meetings		See minutes from Parent Forum
Website Monitoring	Andy Christoforou	Tom Huggins	Andy Christoforou		Termly Review of compliance		Website compliant.

CPD and appraisal	Siobhan Dowd/Caitriona Powell	VC EDUCATION	VC Ops		Reported to Operations Committee		Approved.
Governor Quality Mark	Andy Christoforou	Lisa Williamson	Chairs & Vice Chairs of Committees				Shortlisted June 23 for NGA's Outstanding Governance Award
Artsmark and cultural capital	Jessica Davey		LP&E		Reported to Education Committee and within Governor Dashboard		Gold Artsmark Achieved
Road Safety	Andy Christoforou	Michelle Lynch	Madeleine Jackson		Reported to Operations Committee		

In 2022/23, 21 monitoring visits were undertaken by 7 governors (plus the Lead Learner session):

- SCR/Safeguarding x4 – M Jackson and L Williamson
- Pupil Premium Review – M Jackson and A Dods
- New Horizons/Alternative Provision x2 - M Jackson and L Williamson
- Attendance x2 - M Jackson and L Williamson
- SEND – M Jackson
- Sixth Form - C Greyson and A Dods
- Careers - L Williamson and C Greyson
- H&S x2 – A McFarlane
- Subject visits x7– M Jackson, L Williamson, M Womersley-Carter and L Gregory

## Governor Suggested Agenda Items 2023-24

Standing items		
<ul style="list-style-type: none"> <li>- Safeguarding</li> <li>- SEND</li> </ul>		
Autumn Term	Autumn 1	<ul style="list-style-type: none"> <li>• Safeguarding training update</li> <li>• Summer Results</li> <li>• Self-Evaluation</li> <li>• Student intake year 7 and year 12</li> <li>• Plans for autumn and 23/24 exam series</li> <li>• Year 11 and 13 targets</li> <li>• Governor Report for Achievement</li> <li>• Governor Report for Safeguarding following QA</li> <li>• Risk Register and risk mitigation plan</li> <li>• Policies update including changes to Safeguarding &amp; Child Protection</li> <li>• Governance Arrangements for the year and Governor Roles</li> <li>• AC strategic priorities</li> <li>• Scheme of delegation</li> <li>• Committee terms of reference for adoption</li> <li>• Code of conduct and annual monitoring forms, including register of interests</li> <li>• Skills audit to be distributed</li> <li>• Governance training 23/24</li> <li>• KCSIE and mandatory policies</li> <li>• Finalise Activity Statement</li> </ul>
	Autumn 2	<ul style="list-style-type: none"> <li>• Key Stage 3 Progress</li> <li>• Year 10, 11 &amp; 13cdata capture</li> <li>• School Development Planning</li> <li>• Pupil Premium Charter</li> <li>• Parent survey summary</li> <li>• Student destinations and NEET</li> <li>• Governor Report for SENDV following QA</li> </ul>

		<ul style="list-style-type: none"> <li>• Governor Report Personnel (including mental health update)</li> <li>• Governor Business Plan</li> <li>• Risk Register and risk mitigation plan</li> <li>• Governor Reports Action Plan</li> <li>• Policies update</li> <li>• Analysis of skills audit and identification of any further training needs</li> <li>• Quarterly review and update of register of interests</li> <li>• Equality and Diversity questionnaire to be completed anonymously</li> <li>• Website check by Governor</li> </ul>
Spring Term	Spring 1	<ul style="list-style-type: none"> <li>• SENDV action plan &amp; updates</li> <li>• Year 11 predictions and associated actions (data drop 2)</li> <li>• Self-Evaluation update</li> <li>• School Development Plan up date</li> <li>• Curriculum model 2023-24</li> <li>• Report on meeting equality objectives to be agreed</li> <li>• Governor Report for Welfare &amp; Support</li> <li>• Risk Register and risk mitigation plan</li> <li>• Governor Reports Action Plan</li> <li>• Policies update</li> </ul>
	Spring 2	<ul style="list-style-type: none"> <li>• Year 11/13 data capture 2</li> <li>• Intake projections</li> <li>• Attendance following QA and Action Plan</li> <li>• Teaching and Learning summary</li> <li>• Governor Report for Personnel, including staffing update</li> <li>• Governor Report for Finance</li> <li>• Risk Register and risk mitigation plan</li> <li>• Governor Reports Action Plan</li> <li>• Policies update</li> <li>• Quarterly review and update of register of interests</li> <li>• Website check by Governor</li> </ul>
Summer Term	Summer 1	<ul style="list-style-type: none"> <li>• Curriculum Financial Plan and staffing updates</li> <li>• Final data capture for year 11 and 13</li> <li>• Student voice presentation</li> <li>• Governor Report for Achievement, teaching &amp; learning following QA</li> <li>• Risk Register</li> </ul>

		<ul style="list-style-type: none"> <li>• Governor Activity Statement update</li> <li>• Policies update</li> <li>• Provisional meeting schedule for 2024/25</li> </ul>
	Summer 2	<ul style="list-style-type: none"> <li>• Child Protection and Safeguarding summary for the year</li> <li>• Planned works for the summer holiday, site development</li> <li>• Staffing Structures &amp; line management for 2024-2025</li> <li>• Governor roles review and succession plan</li> <li>• Governor Business Plan</li> <li>• Governor Report for Behaviour and AP</li> <li>• Governor Report for SENDV</li> <li>• Risk Register</li> <li>• Governor Reports Action Plan</li> <li>• Policies update</li> <li>• Self-assessment of meeting Academy Council improvement priorities</li> <li>• Quarterly review and update of register of interests</li> <li>• Website check by Governor</li> </ul>

## Abbey College – Governing Body Action Plan 23-24

Priority for Improvement	Action Required	By When	By Whom	Success Criteria	Impact Evaluation	
All governors to understand their strategic roles and responsibilities by focusing on the core functions of setting strategic direction, holding the school to account and ensuring good use of resources	<ul style="list-style-type: none"> <li>Annual planning meeting in September 23 used to outline Governor expectations along with signing agreement</li> </ul>	September 2023	Headteacher/All Governors	Governors aware of roles and responsibilities	Head/Chair use meetings they review and RAG rate the Action Plan. The Action Plan has also been included as a standing item on FGB meeting agendas.	
	<ul style="list-style-type: none"> <li>Ensure that the governing body is focused on the strategic direction of the school by reviewing the school's vision and developing a 3-5-year strategic plan annually.</li> </ul>	Planning Meeting September 2023	Headteacher/All Governors	The school will have a clear vision which is shared by all, and a strategic plan that will outline how the vision will be achieved and share the vision with the community.	Governors have had input into School Improvement Plan and ambitious targets for 23/24	
	<ul style="list-style-type: none"> <li>All governors have a shared and clear view of the school's current performance/ priorities which they can concisely articulate.</li> </ul>			Governors met LLs to review RAPs on back of data capture 1 for Y11s		
	<ul style="list-style-type: none"> <li>Governors meet middle leaders to review departmental position statements during annual self-evaluation week January 2024</li> </ul>					
	<ul style="list-style-type: none"> <li>For governors to continue engagement with stakeholders (particularly parent feedback) and embed the work already undertaken by the Parents Forum.</li> </ul>	PF meetings, Y7 Open Evening, Y8 Options evening, Prize giving			Engagement with stakeholders has increased with presence at a number of school events and the Parent Forum work now embedded (parent governor chairs and wider governor participation) – minutes are available on the school website.	
	<ul style="list-style-type: none"> <li>Plan for Parent Forum Chair succession for Jan 24.</li> </ul>			All Governors	Communication with parents will be effective and the reputation of the school in the community will be positive.	
	<ul style="list-style-type: none"> <li>Governors sign up to attend a meeting via Activity Statement.</li> </ul>					
	<ul style="list-style-type: none"> <li>All Governors to agree to annual level of commitment in the planning meeting</li> <li>Level of commitment form signed as part of Induction process</li> </ul>					

	<ul style="list-style-type: none"> <li>• Embed new governance structure so that all governors are empowered to make an effective contribution</li> <li>• JSG undertake all required monitoring</li> <li>• Record kept of number of sessions attended by each governor in the JSG to show parity.</li> </ul> <ul style="list-style-type: none"> <li>• Highlight safeguarding items and actions within agendas and minutes</li> <li>• Develop succession planning of governors for the SCR monitoring</li> <li>• Organise one external annual SCR review</li> <li>• Head and DSL to work with governors on SCR review</li> </ul> <ul style="list-style-type: none"> <li>• Termly: ensure that the governing body continues to meet its statutory duty regarding school website compliance by a governor having responsibility for carrying out regular monitoring for compliance. Report back to Operations</li> </ul>	<p>Review JSG and restructure in February 2024</p> <p>Sept 2023</p> <p>Spring Term 2024</p>	<p>All Governors</p> <p>Headteacher/All Governors</p> <p>Ofsted</p> <p>Headteacher/All Governors/Clerk</p>	<p>All governors are making an effective contribution. Responsibilities and workload are distributed more widely and appropriately across the governing body in line with current SIP/Ofsted/strategic priorities. Safeguarding items are reported back to the full governing body understanding items as well as included in governor monitoring visits, discussed by all and captured in the minutes. All governors have a good understanding of how effective safeguarding is in the school.</p> <p>Full governing body minutes will clearly identify responsibilities for maintaining the information on the school website (including the governing body details), and the website will remain compliant. Annual LA review also used to show compliance.</p>	
	<p>The governing body recalibrate its work in order to best support the school's onward improvement journey by:</p> <ul style="list-style-type: none"> <li>• Undertaking a Leading Parent Partnership Award LPPA</li> <li>• Governors update case studies used in NGA award 24/25</li> </ul>	<p>Spring 2024</p>	<p>Headteacher/All Governors/Clerk</p>	<p>Governors will quality assure and refine their own systems and processes through sharing best practice with other successful schools and in doing so, adapt their approach to best meet the</p>	

	<ul style="list-style-type: none"> <li>• Staff CPD and appraisal to be added to Operations agenda</li> <li>• Governors to be given access to data portals FFT and SISRA data portals for data governors</li> <li>• Improved budget review at EDUCATION and Operations via business plan wrt SEF – included in business plan</li> <li>• Visits and learning from other successful schools via Activity Statement. Eg. Meridian</li> <li>• Reviewing a broader variety of training and development opportunities eg attending CSH, Pixl Conference etc</li> </ul>			<p>needs of the school's continued improvement journey.</p> <p>Governors are not reliant upon SLT for information</p> <p>Governors are aware of current developments</p>	
<p>The work of the governing body is driven by a clear focus on school improvement with sufficient, clear information and data provided at the appropriate time in order to monitor the performance of the school and to understand how well school priorities are being addressed, so they can hold senior leaders to account</p>	<p>Ensure the governing body is accessing and interrogating a range of information and data to measure progress and performance by:</p> <ul style="list-style-type: none"> <li>• Accessing a range of external information and validating external support. Data governors to access online portals, eg. FFT, Aspire, Benchmarking tools (VFM), SISRA.</li> <li>• Middle leaders present on curriculum updates on rotation, based on priorities and performance</li> </ul>	<p>Autumn Term 2023</p>	<p>Headteacher/All Governors</p>	<p>Reports provide sufficient information to enable governors to carry out their role effectively in order that they may properly scrutinise and validate the information they are given, so they can make appropriate judgments about the school, challenge where appropriate and hold the Headteacher to account. Robust challenge and questioning of the information and data in the Headteacher's reports, clearly captured in the minutes of meetings. Actions are identified to follow up at future meetings and governor monitoring visits. Minutes reflect that all committee meetings/monitoring visit reports are presented and recorded.</p>	

	<ul style="list-style-type: none"> <li>Quantify the impact which can then be collated into an Annual Governance Impact Statement, ie. included within this action plan</li> </ul>	Summer Term 2024	Headteacher/All Governors/Clerk	Governing body minutes capture and quantify the impact at meetings as evidenced in the Annual Governance Impact Statement.	
Governors/Clerk to undertake a comprehensive programme of training to increase their knowledge and skills through the relevant support, training and networking opportunities available	<ul style="list-style-type: none"> <li>All governors/clerk to participate in relevant and regular training to ensure they have sufficient breadth and depth of knowledge and continue to share their learning with the governing body eg NGA Learning Link online training, as well as appropriate webinars.</li> <li>Train governors in Equality and Diversity (see audit outcomes) and appoint a Governor Champion for this area.</li> </ul>	Summer Term 2023  Autumn 2023	All Governors/Clerk	Training is focused on understanding strategic role and responsibilities and in relation to specific and identified school development priorities. Training should also be intrinsically linked to outcomes of the Governor Skills Audit/associated training plan. Training feedback is shared with the rest of the governing body and will be reflected in the minutes. Update the central training folder to evidence the governing body's engagement and commitment to further develop in order to improve its effectiveness.	
	<ul style="list-style-type: none"> <li>To allocate a member of the governing body (committee Vice Chairs) as the Training Link Governor to oversee governor training engagement and impact.</li> <li>Following every training session, each Gov must feedback on one area to consider.</li> <li>Ensure succession planning is embedded and continue to undertake the annual governing body self-evaluation review. Appoint Committee Chairs/VC where vacancies exist.</li> <li>Alternate chairing of meetings.</li> </ul>	Planning meeting September 2023  Autumn 2023	All Governors  All Governors	The training link governor (s) will co-ordinate training records, identify training gaps and recommend training opportunities to counteract these. Successful succession planning is in place and the governing body is working effectively. Governing body contribution and effectiveness will be	

				evaluated and a clear focus on areas of strength and development to enhance the overall sustainability of the governing body will be in place. Vice chairs are prepared to take on chair roles.	
LPPA actions	To be added after initial audit in Autumn 2024	Spring Term 2024	All Governors		