

Abbey College Governing Body Activity Statement 2024-25

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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 2024, 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 is a Joint Scrutiny Group (JSG). Overleaf is a schematic that shows how the governing body will operate from 2024 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; 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 for Quality Assurance.

Governor Leadership Positions	Name
Chair of Governors	L Williamson
Vice Chair of Governors	Shared by Chairs of each sub-committee
Chair of Operations Committee	R Cox
Vice Chair of Operations Committee	E Kamau
Chair of Education Committee	M Womersley-Carter
Vice Chair of Education Committee	C Downing

Members

- Overall strategy and accountability
- Governance appointments
- 5 Members inc 1 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's Forum

Role of the Joint Scrutiny Group
 Joint Scrutiny Groups (JSGs) in conjunction 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 governors
- Up to 3 non-voting Associate members (succession & skills)

Joint Scrutiny Group

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

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

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.

Table A – Strategic Aims

The governing body’s strategic aims	2024-25 foci	Impact identified so far
Quality of education		
<ul style="list-style-type: none"> • To hold the school to account over its single school improvement aim of improving T&L so that it is engaging, inclusive, aspirational and challenging. 	<p>Strategy devised during 2024, requires embedding, with a specific focus on:</p> <ul style="list-style-type: none"> • Provision for Higher Prior Attainment pupils • Develop a routine for lessons that ensures: <ul style="list-style-type: none"> ○ Assessment for Learning is embedded; ○ Formative assessment is utilised where possible; ○ Staff are following the learning cycle of Retrieve, Receive, Retain. • Department Development Plans are live in response to T&L evaluations and student outcomes. • Equality, Diversity and Inclusion are threaded through curriculums. • There are a few instances in the curriculum where teachers do not have the full range of skills to deliver the curriculum as intended. When this happens, curriculum content is not taught as well as it should be. Sometimes, teachers miss opportunities to clarify, or further deepen, pupils’ understanding. 	<ul style="list-style-type: none"> • Quality of Education inspected in October 23 and evaluated as Good by Ofsted. • The school has prioritised reading. Pupils who are at the earliest stage of learning to read receive expert support that is precisely matched to their needs. Dedicated staff are well trained in a range of strategies, such as phonics teaching or paired reading to ensure that pupils quickly learn the skills they need to read fluently and with confidence. • There are clear processes to identify and support pupils with special educational needs and/or disabilities (SEND). Teachers have high expectations of what pupils should achieve. They are well trained to adapt their teaching to support pupils with SEND. Their adaptations are closely matched to pupils’ needs. Where required, pupils benefit from a calm learning environment outside of class called ‘The Bridge’. Here, they receive specific support which ensures they are ready to learn. As a result, pupils with SEND access the school’s ambitious curriculum, achieve well and keep up with their peers. • 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

	<ul style="list-style-type: none"> The school needs to ensure that all staff are sufficiently supported and trained to deliver lessons that enable all pupils to make good progress throughout the curriculum. <p>This will be reviewed at Education Committee meetings.</p> <p>JSG will conduct link visits as necessary, in relation to quality assurance across a variety of subjects after a data capture.</p>	<p>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.</p>
Leadership		
<ul style="list-style-type: none"> 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 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 Governors engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. 	<ul style="list-style-type: none"> Have a more formalised approach to governor monitoring and creating an annual Governor Monitoring Calendar/Programme. Ensure that there is a consistent format on all governor monitoring visit reports with the inclusion of a safeguarding question. 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. Ensure link visit actions are added to the relevant agendas and follow-up. Develop governors who have taken on leadership responsibilities, so they are effective in ensuring school improvement. For governors to continue to increase their knowledge by engaging in the range of training opportunities available, based upon evaluation from June 24 governor skills audits. For governors to embed the actions from the external governance review. To ensure that the impact that their work is is celebrated and included further in school communications. 	<p>See action plan at the end of this document for the impact. In addition, the governing body was shortlisted for the NGA's Outstanding Governance Awards 2024 based on evidence submitted.</p> <p>Governors fulfil their role and statutory duties with skill and dedication. They support and challenge leaders to ensure that all pupils are at the centre of their decisions and actions to improve the school, (Ofsted report Oct 23).</p>

<ul style="list-style-type: none"> Governors are upskilled on EDI so become more aware of how to challenge and support the school with its changing demographic. 	<ul style="list-style-type: none"> Externally evaluate governance in the Autumn 2024. <p>All the actions have been subsumed within our Governor Action Plan located here.</p>															
Finance and revenue																
<ul style="list-style-type: none"> To maintain a balanced budget 	<p>The school successfully achieved a balanced budget this year, despite some challenging estate issues.</p> <p>Keeping a balanced budget will be challenging owing to the lack of surplus, change of government, site redevelopment costs and the uncertainty of pay increases.</p> <p>SLT will be assigned financial goals to create revenue from providing external support.</p> <p>Growing the 6th Form is essential to ensure it works towards becoming viable for its size.</p> <p>LW – add in from VFM for discussion here.</p>			<ul style="list-style-type: none"> Total Income over budget by £340k noting that this variance represents additional income for CCF, LA funding for Ukraine (22/23 year), SEN funding, Post 16-19, carry forward for bursary funding, pupil premium, recovery premium, EOTAS and other DFES (teachers pay grant), catering and trip income. Total GAG Staff Costs – we are forecasting a £203k overspend which includes back pay for all Support staff with an estimated accrual of £33k for the next pay rise. Premises Costs – we are forecasting a £1k overspend but this could be more if not controlled. Total Other Expenditure – we are now forecasting a £161k overspend which is due to marketing, exams, catering, bursary, legal and professional fees due to the surrender of Abbey lease, fixtures and fittings, inclusions and exclusions and classroom furniture. Deficit – £26k to which we will do our best to eradicate. 												
Buildings and environment																
<ul style="list-style-type: none"> To develop the site with a new build classroom block and renovations to existing buildings, to consolidate the school on the south site 	<table border="1"> <thead> <tr> <th>Step</th> <th>Issue</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>B1</td> <td>Ensure continuity of education</td> <td>Longer term solution to Oswald block is required. It is hoped that B1 and B2 can work in tandem to achieve best outcome for education and VFM.</td> </tr> </tbody> </table>	Step	Issue	Progress	B1	Ensure continuity of education	Longer term solution to Oswald block is required. It is hoped that B1 and B2 can work in tandem to achieve best outcome for education and VFM.			<table border="1"> <tbody> <tr> <td>A 6/24</td> <td>Terminate Abbey Lease resolving dilapidation issues</td> <td rowspan="2">After considerable debate and discussion, a £400k sum was paid in lieu of all claims. The potential requirement to demolish buildings was also disposed of.</td> </tr> <tr> <td></td> <td>Demolish AC buildings on</td> </tr> </tbody> </table>	A 6/24	Terminate Abbey Lease resolving dilapidation issues	After considerable debate and discussion, a £400k sum was paid in lieu of all claims. The potential requirement to demolish buildings was also disposed of.		Demolish AC buildings on	
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	Demolish AC buildings on															

		Exploration of potential use of locality building (CCC) may soften some of loss of previously extensive and over-sized school.	North site on FT land	
			Ensure continuity of education (short)	Resolved for a 5 year period.
B2	Meet basic need in AC catchment:	12/23 LA shared timescale of need to move PAN to 8FE (from 7FE) imminently. A hurried, optimistic and unsuccessful CIL application was made to HDC's CIL fund to build the Sport block outlined in the Darwin Group plans. CCC collaborated and supported. Further rounds will follow and we are now firmly on the HDC's106 request list.		
C	Consolidate on South	Increasingly significant requirement to replace North Block accommodation CCC Locality Building. Alternative usage of North Site.		
D	Address shortfalls BB103	Particularly the extremely poor indoor sports facilities (and exam halls etc). Discussion with TRF (expectations of lease in light of their charitable objects) and One Leisure (HDC) to facilitate school		

			making better use of facilities.
	E	Refurbish south site	May be possible if the school were in a trust with access to SCA funds.

Staffing

- To replace existing staff only with those who improve the quality of what we have already when a colleague leaves us.
- To provide CPD that is valued and supportive.
- To ensure staff wellbeing is always considered as a feature of school improvement.

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.

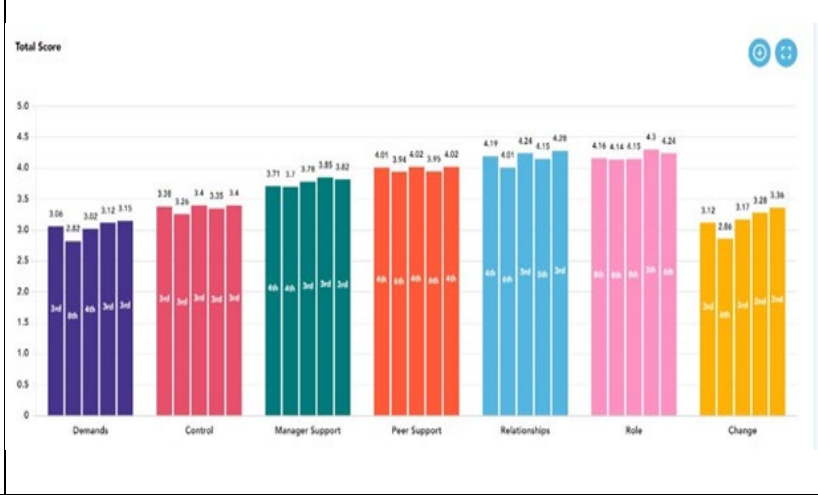
Early Careers Quality Mark achieved.

Wellbeing Charter in place and updated for 2024-25 now includes Flexible Working.

Governors to monitor the CPD provided to non-specialists through Education Committee monitoring outcomes.

- Fully staffed for 2024-25, however, owing to the budgetary constraints, several staff are being utilised across second subjects.

All indicators bar role above average, results are better than most HSE surveys undertaken.



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.

Table B – Governor SIP monitoring

<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 2024 minutes show impact and 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"> • Data Reports and SLT report to Governors • School self-evaluation document • School Review Week • Education Committee minutes and Extraordinary Education meetings following data captures • Scheduled link visits • All committee meetings all have pre-designated challenges linked to Ofsted framework • Annual planning meeting is a review of SIP with Governors • Governors take on observer/participant role in external reviews • Governors are used to collect first-hand information such as staff voice
<p>Governors provided with annual departmental position statements to challenge</p>	<ul style="list-style-type: none"> • Lead Learners meet Governors to share their priorities and curriculum. • Full list of monitoring undertaken by Governors are available upon request. • Lead Learners present priorities and Rapid Action Plans following data captures at committee meetings.

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 who meet 6 times per year:

Table C – Governor Committee Remit

Committee	Overview of work undertaken
Education	<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 Parental Engagement. 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 undertake duties which include:</p> <ul style="list-style-type: none"> • Monitoring health and safety, wellbeing, safeguarding, attendance, SEND and welfare • Single Central Record is reviewed half termly to ensure it is fully compliant • 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 • Standing item relating to funding to support disadvantaged pupils • Developing a school buildings strategy and contributing to asset management planning • Work with the Education committee on the provision of ICT • Contribute to the governing body and school's self-review • Monitor the effectiveness of communication with parents and the community • Acting as an audit and risk, committee

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:

Table D – Governor Engagement Examples

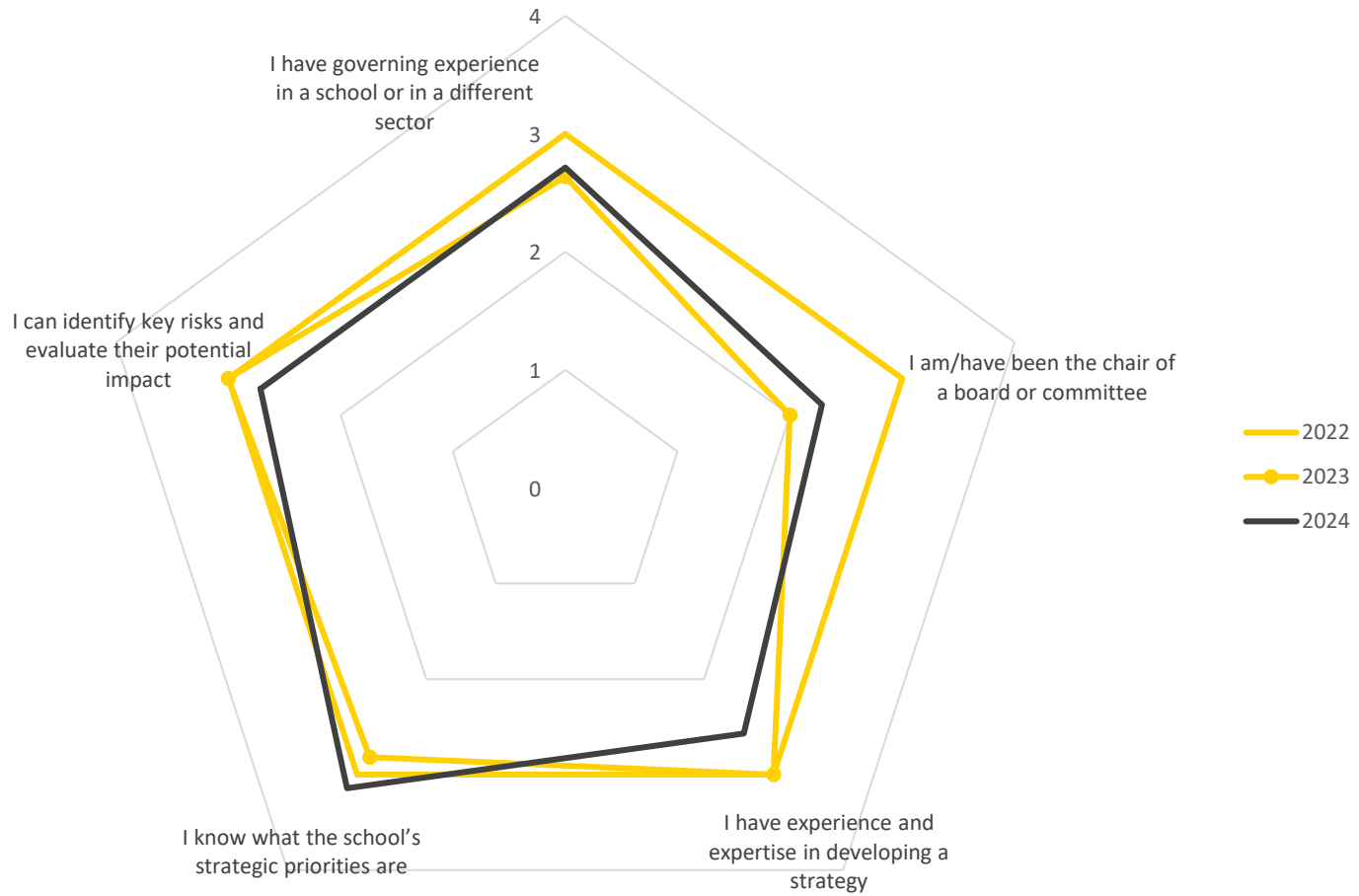
How the governing body have engaged with parents and the community	Impact of parent and community engagement
<p>Some examples of parental engagement are:</p> <ul style="list-style-type: none"> • Governor visits to Parents Evenings • Governor email/contact details on the website • Writing termly to parents with a Governor update • Parent Forum is chaired by a governor and there is a rotation of governors to attend at meetings • Governor mentor students via Careers Department activities • Attendance at services for Remembrance • Working with our two local churches to address road safety • Governor Meetings have a built-in reflective activity reviewing the impact of the meeting • Governors attend school leadership CPD with SLT • Meeting Lead Learners to discuss their department evaluations and curriculums • Governors have mentored students in Careers meetings, participated in student voice sessions and conducted learning walks • Acknowledgement of governors' involvement on other local committees • A termly newsletter including a summary of tasks undertaken by governors • Rotation of governors to attend Parent Forum meetings 	<p>See Parent Forum minutes on school website.</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 2024 compared to 2022/2023 and 2021/22.

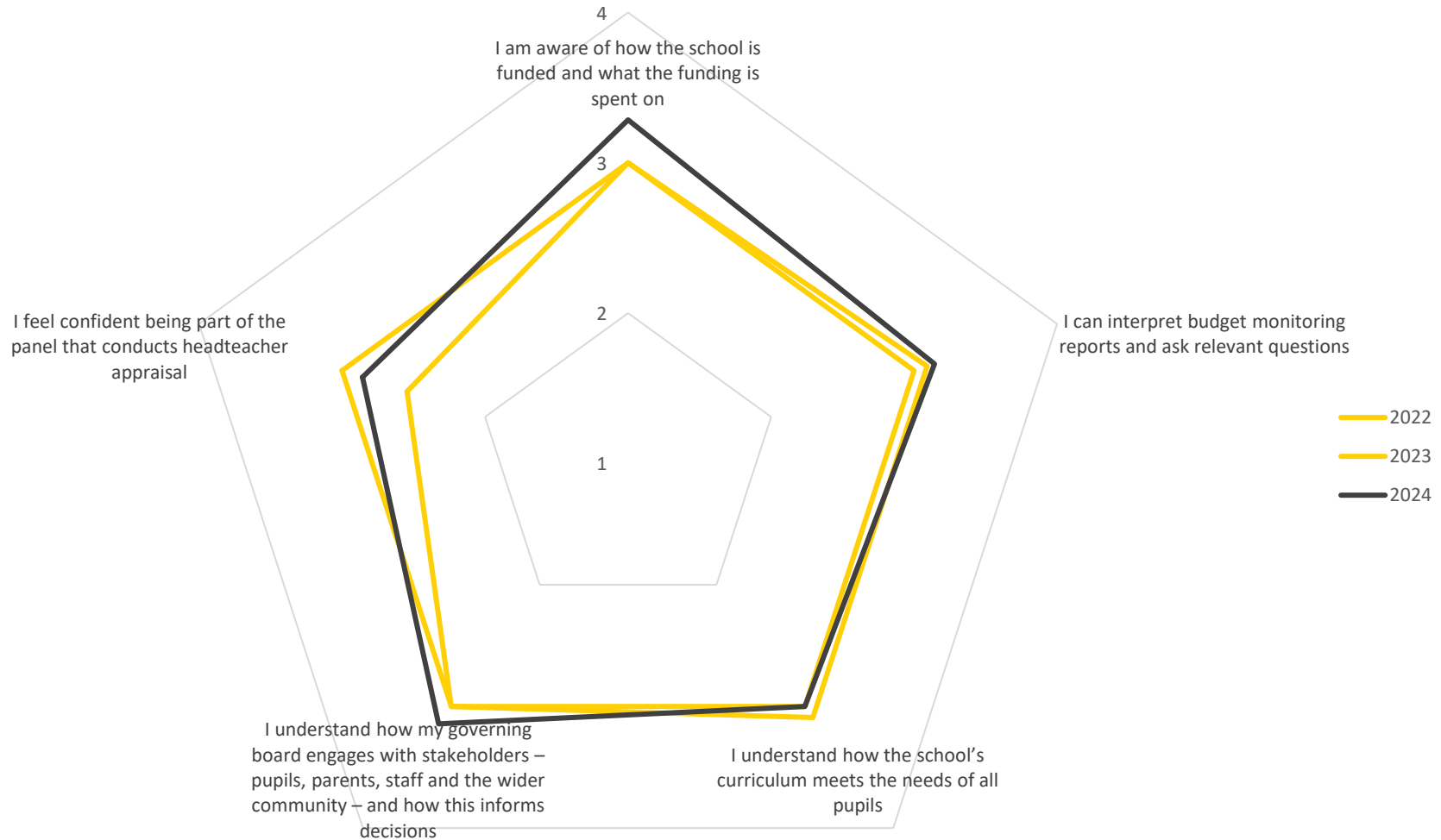
Strategic Leadership

Governing Body Self Evaluation - Strategic Leadership Overall Rating



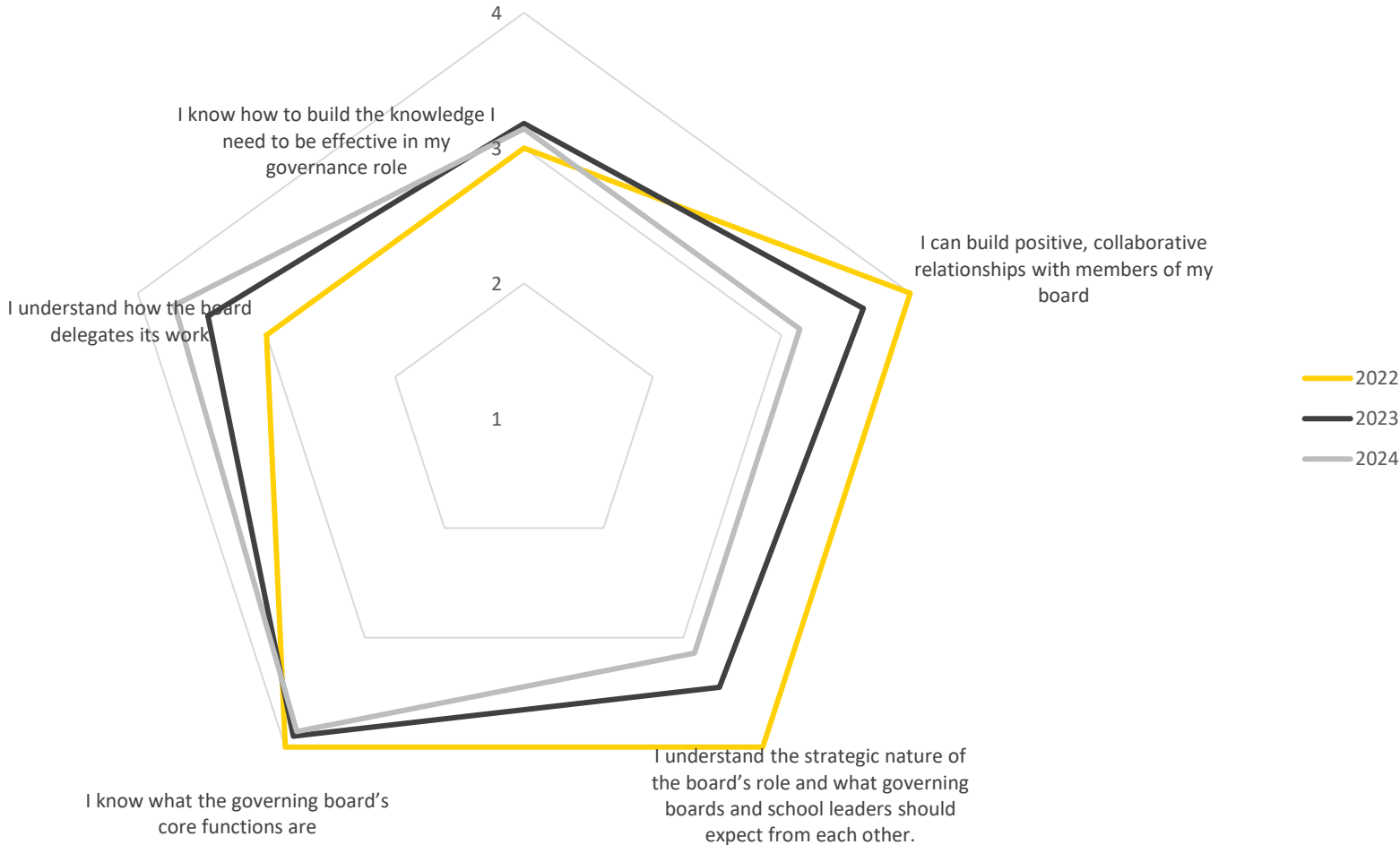
Accountability

Governing Body Self Evaluation - Accountability Overall Rating



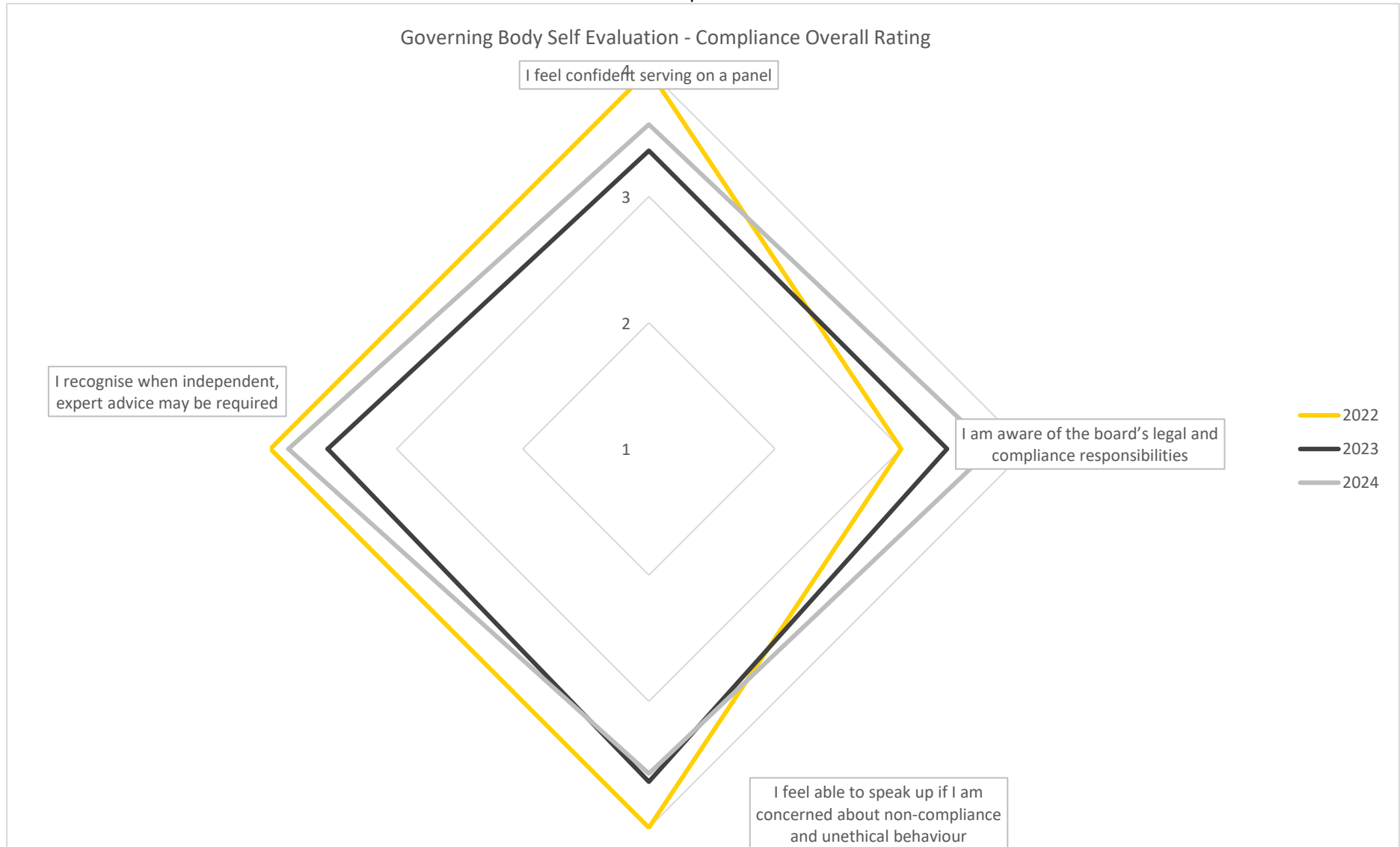
People and Structures

Governing Body Self Evaluation - People and Structures Overall Rating



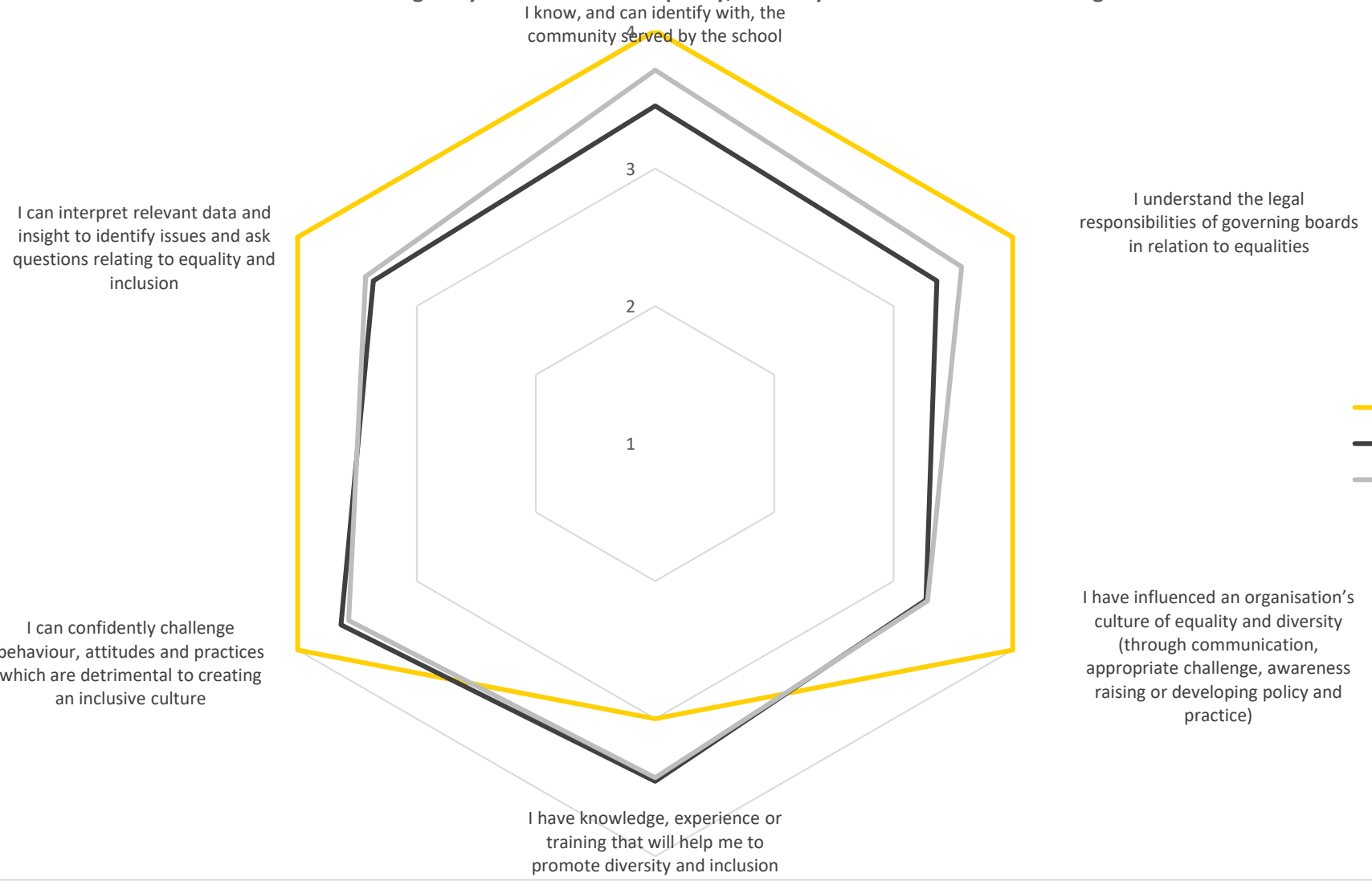
Compliance

Governing Body Self Evaluation - Compliance Overall Rating



Equality, Diversity and Inclusion

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



We are pleased with the following improvements:

Strategic leadership

- Attendance monitoring has continued to monitor improvements.
- Understanding the school's strategic priorities.

Accountability

- A Good with Outstanding features rating.
- A greater understanding of funding and compliance, and delegated powers.
- An increase in the proportion of children achieving the GCSEs in the Basics at 4+ and 5+, and the A*-A grades in Level 3 qualifications.

People and Structures

- Newer governors are stepping up following the departure of more experienced governors to ensure the success of the governing body continues and the board has a good understanding of how to work

Compliance

- A Local Authority Governance Review has been booked to ensure any changes to requirements are implemented. The GB understands the need to take external independent advice.

EDI

- A greater understanding of promoting equality and diversity for staff and students through training to ensure the school is appropriately challenged and all are aware of best practice.

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 2024/25:

Strategic leadership

- An increase in training for chairs and chairing experience, through ensuring Vice Chairs rotate leading meetings.
- Ensuring all governors are involved in creating strategy during the annual goal-setting meeting.

Accountability

- Challenging staff over the inclusiveness of the curriculum.
- Supporting and challenging the Sixth Form to increase numbers

People and Structures

- Attend online and in-house CPD to improve knowledge about school leadership and school improvement.

Compliance

- Gain experience of leading on a specialist panel, e.g. Exclusion, Personnel, etc

EDI

- Continue to improve knowledge of equality and diversity of all governors, especially in relation to challenging rates of exclusion and the curriculum offer.
- To understand the changing demographic within the local community, and to ensure this is reflected within and across the school, so that every member can see themselves within our school and curriculum.

Governor training and development 23-24

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.

Table E – Governor CPD 23-24

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 CLFP (Curriculum Lead Financial Planning) 6/12/22 SEND – EHCP Process webinar – 9/11/23 Meridian Ofsted Framework training 3/10/23	Compliant practices Link governor trained to support the SEND provision
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	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	Understand key metrics used for benchmarking VFM

	Termly Briefing 3/7/23 Getting Ofsted Ready 5/7/23 Meridian Ofsted Framework training 3/10/23	Questions provided to Governors for use in committee meetings
M Lynch	Safeguarding Update 12/9/23	Compliant practices
E Welsh	H&S training	
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 Avoidance Secondary February 2024	Understand key metrics used for benchmarking VFM, use of Government and DFE benchmarking website
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 18/12/23 Equality and diversity, a practical guide for governors and trustees December 23 Prevent training December 23	

Table F – Governor training and development 24-25 based on self-evaluation – ACH

Governor	Planned training or CPD to undertaken (Date / Title)	Impact
Committee Vice Chairs		
R Cox	Safeguarding Update 17/9/24	
L Gregory	Safeguarding Update 17/9/24	
R Hyman		

M Jackson	Safeguarding Update 17/9/24	
E Kamau	Safeguarding Update 17/9/24	
R McNee	Safeguarding Update 17/9/24	
C Sutton	Safeguarding Update 17/9/24	
E Welsh		
L Williamson	Safeguarding a governors role 18/9/24 Termly Briefing Oct 24 Safeguarding Update 17/9/24	
M Womersley-Carter	Safeguarding Update 17/9/24	
T Huggins	Safeguarding Update 17/9/24	
C Downing	Safeguarding Update 17/9/24	
Adam Watkins		
All Governors	Equality Diversity and Inclusion training	

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.

Table G – JSG and specialism

Joint Scrutiny Group	
Statutory roles	Name
SEND	R Cox
SEND	C Downing
Safeguarding	L Williamson

Safeguarding	C Sutton
Data	A Watkins, need another data
Data	M Womersley-Carter
H&S	E Kamau
Equality, Diversity and Inclusion	J Alden
Other	Lisa Gregory, Thomas Huggins, Ryan Hyman

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 2024/25. **The monitoring will take place either by the specialist governors or as a JSG visit.**

Table H – Governor & JSG monitoring activity 24-25 – ACH

Monitoring Area or Activity	SLT Lead	Specialist Governors		JSG	Activity Details	Monitoring dates 24-25	23/24 Impact
Disadvantaged students, Looked After Children	Janet Oswell, Kate Wibberley				Annual and monitored at both Education and Operation Committees		See impact statement on website .
Student performance data	Janet Oswell	Michael Womersley-Carter	Adam Watkins		Half termly via link Gov meeting and reported at Education Committee	04.10.24	Reported at Education Committee meetings, see minutes.
Ethos and Anti-bullying	Sarah Noble				Reported upon at the Education Committee and Governor Dashboard	Mid October	See Inspection Report S5 outcomes
Attendance	Kate Wibberley /Tina Davis (Attendance Lead)	L Williamson		✓	Operation Committee, Governor Dashboard, termly visits	December March June	Attendance is above schools regionally and nationally
New Horizons	Kate Wibberley	L Williamson		✓	Operation Committee, Governor Dashboard, termly visits	December March June	See Meridian Review 21/06/24
Careers / CEIAG	Sam Moore/ Lesley Pollard	C Downing	L Williamson		Annual visit, Education Committee	April 25	See Inspection Report Section 5, PD is graded Outstanding.
Child Protection and SCR and welfare	Kate Wibberley	Lisa Williamson	Claire Sutton		Half termly checks of SCR, standing items on all committees and link visit, reported in Governor Dashboard, termly visit.	Last week of each half term.	Safeguarding procedures are effective. Annual LA audit passed. Attendance at safeguarding assemblies. H&S review by

							LA showed very positive work on safeguarding.
SEND	Jessica Davey	Rachel Cox	Charlotte Downing		Standing items on Education Committees, reported in Governor Dashboard, termly visit.	13 th Dec 24 March 25 June 25	IQM review June 24 shows achievement of annual award. Meridian review conducted 2024.
T&L Quality Assurance	Gemma Craig / Siobhan Dowd / Elli Pinnock			✓	Annual visit to look at the DDP cycle and the successes and areas of support. Reported to Education Committee and Governor Dashboard	Late Jan / Early Feb	Review on Quality of Education shows positive progress against Ofsted criteria. More focus on formative assessment and Retrieval. See outcome of Ofsted Inspection Oct 23.
MFL (follow-up from visit 7/6/24)	S Stevenson			✓	Link visit required to check on uptake KS5, staffing and curriculum changes		
Health and Safety	Mel Hyde	Eve Kamau		✓	Operation Committee, Business Plan, annual visit	March 25	H&S dashboard shows all metrics are moving towards 100% compliance.
SEF and SIP	Kate Wibberley	All Governors			SEF to be reviewed and challenged by Education Committee annually. SIP reviewed via SLT report to Governors.		Governors have input into shaping SIP priorities.
Staff Wellbeing	Siobhan Dowd			✓	Annual visit to gather staff voice, HSE outcomes reported at Operations Committee	Jan 25	Reported to Operations, with HSE targets in place.
Parent Forum	Andy Christoforou	Charlotte Downing	Rotation of governors		Monthly meetings		See minutes from Parent Forum
Website Monitoring	Andy Christoforou	Ryan Hyman			Termly Review of compliance		Website compliant, inc one external review.

Equality Diversity and inclusion, IQM Student Leadership	Gabby Harris-Clements, Jess Davey	Charlotte Downing		✓	Reported to Education Committee and within Governor Dashboard	Feb 25	IQM achieved
Road Safety	Andy Christoforou	Madeleine Jackson (Associate Governor)			Reported to Operations Committee		
SMSC & Personal Development	Sarah Noble, Gabby Harris-Clements			✓		March	
6th Form (inc uptake)	Sam Moore			✓		15 th October 24 1.30-3pm February 25	
All subjects: curriculum and performance	Janet Oswell				Education Committee, reviewed after a data capture		

Table I –24-25 – Governor Suggested Agenda Items 2024-25 KATIE

Standing items	<ul style="list-style-type: none"> - Safeguarding - SEND - LPPA
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Autumn Term	Autumn 1	<ul style="list-style-type: none"> • Safeguarding training update, Safeguarding overview of previous year • Summer Results • Self-Evaluation • Student intake year 7 and year 12 • Plans for autumn and 23/24 24/25 exam series • Year 11 and 13 targets • Governor Report for Achievement • Governor Report for Safeguarding following QA • Risk Register and risk mitigation plan • Policies update including changes to Safeguarding & Child Protection • Governance Arrangements for the year and Governor Roles • AC strategic priorities • Scheme of delegation • Admissions Policy (to be agreed) • Committee terms of reference for adoption • Code of conduct and annual monitoring forms, including register of interests • Skills audit to be distributed • Governance training 23/24 • KCSIE and mandatory policies • Finalise Activity Statement
	Autumn 2	<ul style="list-style-type: none"> • Key Stage 3 Progress • Year 10, 11 & 13 data capture • School Development Planning • Pupil Premium Charter • Parent survey summary • Student destinations and NEET • Governor Report for SENDV following QA • Governor Report Personnel (including mental health update) • Governor Business Plan • Risk Register and risk mitigation plan • Governor Reports Action Plan • Policies update • Analysis of skills audit and identification of any further training needs

		<ul style="list-style-type: none"> • Quarterly review and update of register of interests • Equality and Diversity questionnaire to be completed anonymously • Website check by Governor
Spring Term	Spring 1	<ul style="list-style-type: none"> • SENDV action plan & updates • Year 11 predictions and associated actions (data drop 2) • Self-Evaluation update • School Development Plan update • Curriculum model 2024-24 • Report on meeting equality objectives to be agreed • Governor Report for Welfare & Support • Risk Register and risk mitigation plan • Governor Reports Action Plan • Policies update
	Spring 2	<ul style="list-style-type: none"> • Year 11/13 data capture 2 • Intake projections • Attendance following QA and Action Plan • Teaching and Learning summary • Governor Report for Personnel, including staffing update • Governor Report for Finance • Risk Register and risk mitigation plan • Governor Reports Action Plan • Policies update • Quarterly review and update of register of interests • Website check by Governor
Summer Term	Summer 1	<ul style="list-style-type: none"> • Curriculum Financial Plan and staffing updates • Final data capture for year 11 and 13 • Student voice presentation • Governor Report for Achievement, teaching & learning following QA • Risk Register • Governor Activity Statement update • Policies update • Provisional meeting schedule for 2024/25
	Summer 2	<ul style="list-style-type: none"> • Child Protection and Safeguarding summary for the year • Planned works for the summer holiday, site development • Staffing Structures & line management for 2024-2025

		<ul style="list-style-type: none"> • Governor roles review and succession plan • Governor Business Plan • Governor Report for Behaviour and AP • Governor Report for SENDV • Risk Register • Governor Reports Action Plan • Policies update • Self-assessment of meeting Academy Council improvement priorities • Quarterly review and update of register of interests • Website check by Governor
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Table J – SIP: Ambitious Targets 24-25

<i>Outcomes</i>	<i>Quality of education</i>	<i>Behaviour and PD</i>
1.1: Progress <ul style="list-style-type: none"> • Progress 8 > 0.25 (FFT50 = 0.03; FFT20 = 0.49) • Gender: Boys Progress 8 > 0.1 (FFT50 = -0.14; FFT20 = 0.32) • Low Band Progress 8 > -0.4 (FFT50 = -0.6; FFT20 = -0.2) • Middle Band Progress 8 > 0.3 (FFT50 = 0.16; FT20 = 0.65) • High Band Progress 8 > 0.6 (FFT50 = 0.5; FFT20 = 0.97) • DS Progress 8 > 0 (FFT50 = -0.19; FFT20 = 0.18) • HPA Progress 8 > 0.8 (FFT50 = 0.6; FFT20 = 1.07) 	2.1: Embed the learning cycle, to support consistent approaches to T&L <ul style="list-style-type: none"> • All staff can articulate the learning cycle. • The DDP shows clear actions to embed the learning cycle. • 90% of lessons observed evidence of the learning cycle. • Student voice shows that 75% of students understand the learning cycle. • 100% of teachers meet the teaching standards 	3.1: Ensure every child can make relevant links between their curriculum and industry <ul style="list-style-type: none"> • Careers Week activities expose students to a broad range of real-world applications for their curriculum subjects. All DDPs include a Careers objective. • Work experience is used as a springboard for Y11 to ensure all students achieve the grades they need for their aspirational Next Steps
1.2: Outcomes for DS <ul style="list-style-type: none"> • Outcomes measured against Progress 8 for disadvantaged learners are better than the national average in 2023 (-0.57) • The in-school attainment gap between DS and non-DS is narrow, i.e. less than -0.3. 	2.2: The consistency of T &L is driven by the Department Development Plan. <ul style="list-style-type: none"> • All T&L actions are developed from analysis of QA and data. • 100% of departments have QA evidence that shows the successful implementation of their DDP. • 100% of teachers meet the teaching standards. 	3.2: Work towards outstanding behaviour judgement <ul style="list-style-type: none"> • < 2 1 students per year group reach step 5 of the behaviour escalation process each half term. • <10 exclusions per year (<30% for Disadvantaged) • 0 suspensions for SEND pupils. <ul style="list-style-type: none"> • < 5% of Refocus students with SEND. Parentview<5% disagree that the school deals with bullying quickly and effectively
1.3: SEND Outcomes: <ul style="list-style-type: none"> • SEN students to achieve: 	2.3: Formative assessment is embedded throughout the T&L cycle.	3.3: Proactively safeguard children. <ul style="list-style-type: none"> • Follow E-safety calendar activities.

<ul style="list-style-type: none"> • K codes (#8) Attainment 8 > 37 • (FFT50 = 35, FFT20 = 39) • K code Progress 8 > 0.1 • EHCP #8 Attainment 8 > 35 • (FFT50 33, FFT20 36) • SEND attendance is above national average (94%) 	<ul style="list-style-type: none"> • Staff use formative assessment to identify students' start points. • Staff use a range of formative assessment techniques. • Student voice - Students can articulate their strengths and weaknesses 75% • 90% of assessment books show students closing their learning gaps. 	<ul style="list-style-type: none"> • Include regular mental health awareness information & signpost support. • Continue with weekly welfare Wednesday messages • Complete half termly student voice to identify & act on concerns 		
<p>1.4: Attainment</p> <ul style="list-style-type: none"> • Basics 4 > 70% • Basics 5 > 48% • 80% of subjects with +SPI • Teacher set targets with P8 at 0.5 in Year 11. • Science 44 > 80%: Science 55 > 55%: Science 77 > 25% • Reading: SAS 90 met/exceeded by 90+% of Year 7 and Year 8 students. 	<p>2.4: Increase the representation of diverse perspectives across the curriculum.</p> <ul style="list-style-type: none"> • Curriculum audit of the curriculum shows that all subjects have a diverse range of role models within the curriculum. • EDI quality kite mark achieved. 	<p>3.4: Wellbeing of staff is improving.</p> <ul style="list-style-type: none"> • HSE surveys show an upward trend over time, with 5 of 7 areas improving or remaining in the top deciles. • Implement actions so manager support and role on the Wellbeing survey move upwards. • Staff retention is above the national average of 82% in an academic year. 		
<p>1.5: Destinations: preparing students for Next Steps</p> <ul style="list-style-type: none"> • Renew Careers Quality Mark in 2024/5 • Develop Careers Curriculum to link objectives for each group tightly to the activities that students participate in. • Alumni group allows accurate destination tracking for 3 years 	<p>2.5: Ensure the academic curriculum is broad and balanced providing a fulling and rich experience.</p> <ul style="list-style-type: none"> • 10% increase in access to wider personal development which includes an enriched capital offer. • 97% of parents agree that the school informs them of what their child will learn 	<p>3.5: Attendance to be above target for each year group including PA & SA.</p> <ul style="list-style-type: none"> • Use new attendance codes to follow required changes detailed in working together to support attendance August 2024. 		
<p>1.6: Provide a guided curriculum that supports and challenges for the Most Able - AFI</p> <ul style="list-style-type: none"> • 80% of HPA students meet or exceed their TST in years 9-10. In 7/8 students move up by at least one level or maintain their Mastery or year above level. • Over the next three years, 85% of HPA students participate in an experience that builds academic capital. • Year 11 targets for HPA linked to FFT5: A8 > 80, P8 > 0.6, Basics 9-7 = 100%, Average grades per person 14 	<p>2.6: Provide an appropriate programme and support for all students accessing New Horizons or an external provider.</p> <ul style="list-style-type: none"> • 100% of year 11 students have post 16 provision planned. • Year 11 students complete a bespoke curriculum offer and achieve between 4-6 L2 qualifications that enables them to access their Post 16 provision. 	<p>3.6: Students leadership representation to reflect equality and diversity across the school:</p> <ul style="list-style-type: none"> • OOPs to have student leadership representation and student led OOPs initiatives • Increase OOP offers with enrichment and academic split with 75% of representation of the priority groups 		
<p>Ramsey Gatehouse Sixth Form</p>				
<p><i>Outcomes</i></p>	<p><i>Quality of Education</i></p>	<p><i>Behaviour and PD</i></p>	<p><i>Destinations</i></p>	<p><i>Leadership and Management</i></p>

<p>A.1 To continue to improve outcomes at KS5:</p> <ul style="list-style-type: none"> To move from an ALPS grade 5 to 4. Where U grade may occur, the Sixth Form will provide a strong narrative and robust evidence based on how support has been implemented. 	<p>B.1 To develop T&L in Sixth Form so that it becomes a beacon of excellence.</p> <ul style="list-style-type: none"> To ensure 90% of the learning walks show effective use of the framework or toolkit, with teachers meeting or exceeding expectations. <p>B.2 In line with the school pedagogical approach of ensuring challenge is embedded into KS5 teaching.</p> <ul style="list-style-type: none"> To ensure that >90% of HPA students meet or exceed their target grades. <p>B.3 To ensure 100% PP students entering the Sixth Form are identified and consistently supported throughout their programme of study.</p> <ul style="list-style-type: none"> To close the gap between Disadvantaged (-0.58) and non-disadvantaged students (-0.26) 	<p>C.1 To increase the range of opportunities and experiences students have in order to allow them to become well-rounded active citizens.</p> <ul style="list-style-type: none"> To increase Social Studies attendance from 89% to 95% in Year 12. To increase the number of students active in Student Leadership in Year 12 from 15% to 25%. To increase Sixth Form engagement in all Year groups. The Sixth Form journey and touchpoints The Sixth Form journey and touchpoints 	<p>D.1 The Sixth Form is effective in preparing students for their next steps post-18</p> <ul style="list-style-type: none"> 100% of Year 13 students have a destination post 18. 	<p>E.1 To increase numbers in the Sixth Form to ensure financial viability going forwards:</p> <ul style="list-style-type: none"> Expanding opportunities of students on different pathways Sixth Form Pathways Implementation Plan <p>E.2 The Sixth Form is effective in providing guidance during application and enrolment and supports individual needs throughout the programme of study.</p> <ul style="list-style-type: none"> To retain 95% of students from Year 12 – Year 13.
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Table K – Governing Body Action Plan 24-25

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"> Annual planning meeting in September 24 used to outline Governor expectations along with signing agreement Ensure that the governing body is focused on the strategic direction of the school by reviewing the school's vision and shaping the School Improvement Plan (SIP). All governors have a shared and clear view of the school's current performance/ priorities which they can concisely articulate. 	<p>September 2024</p> <p>Planning Meeting September 2024</p> <p>Planning Meeting September 2024</p>	<p>Headteacher/All Governors</p> <p>Headteacher/All Governors</p> <p>All Governors</p>	<p>Governors aware of roles and responsibilities</p> <p>Governors have had input into School Improvement Plan and ambitious targets for 24/25</p>	

<ul style="list-style-type: none"> • Governors to meet LL following data captures to review performance, hearing about curriculum priorities and T&L foci. 		All Governors	Achieve ambitious targets outlined in SIP
<ul style="list-style-type: none"> • For governors to continue engagement with stakeholders (particularly parent feedback) and embed the work already undertaken by the Parents Forum. 	PF meetings, Y7 Open Evening, Y8 Options evening, Prize giving	All Governors	Achieve Leading Parents Partnership Award during 24-25
<ul style="list-style-type: none"> • JSG or specialist governors sign up to attend a monitoring meeting via Activity Statement. 	See activity statement	JSG or specialist Governors	Achieve ambitious targets outlined in SIP
<ul style="list-style-type: none"> • All Governors to agree to annual level of commitment in the planning meeting. 	Annual planning meeting Sept 24	All Governors	Governors understand roles and responsibilities as identified through the annual skills audit.
<ul style="list-style-type: none"> • CoG to communicate with Parents via the Community Round-up per half term. 	Half termly	CoG	Communication with parents will be effective and the reputation of the school in the community will be positive.
<ul style="list-style-type: none"> • Record kept of number of sessions attended by each governor in the JSG to show parity. 	Review JSG and restructure in February 2025	All Governors	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.
<ul style="list-style-type: none"> • Organise one external annual SCR review 22/10/24 	22/10/24	Headteacher/All Governors	SCR is deemed effective as per Meridian Review
<ul style="list-style-type: none"> • Organise an external evaluation of Governors via LA 	24/10/24	All Governors	Action points subsumed within this plan. Governance deemed effective.
<ul style="list-style-type: none"> • Organise termly review of website: Headteacher, Governor and external 	Termly	Specialist Governor	Website is compliant
<ul style="list-style-type: none"> • Challenging staff over the inclusiveness of the curriculum. 	Termly	During Education Meetings	Produce a case study for NGA Award.

	<ul style="list-style-type: none"> Supporting and challenging the Sixth Form to increase numbers 		During Operation Meetings	5% increase on yr12 intake for 2025.	
Governing body recalibrate its work in order to best support the school's onward improvement.	<ul style="list-style-type: none"> Undertaking a Leading Parent Partnership Award LPPA Governors update case studies used in NGA (National Governance Association) award 24/25 Governors to be given access to data portals, e.g. FFT and SISRA data portals for data governors Attend online and in-house CPD to improve knowledge about school leadership and school improvement. Reviewing a broader variety of training and development opportunities e.g. attending CSH, Pixl Conference etc. Gain experience of leading on a specialist panel, eg. Exclusion, Personnel, etc 	<p>Spring 2025</p> <p>Autumn 1 2024-25</p> <p>Ongoing</p> <p>As the occur. Summer 2025 CSH Conference</p>	<p>Headteacher/All Governors/Clerk</p> <p>CoG</p> <p>Specialist Governors</p> <p>CoG</p>	<p>Achieve LPPA Award.</p> <p>Ready to apply for NGA's award once applications open. Also add in impact of Governing body into Activity statement and annual accounts VFM.</p> <p>Governors are not over reliant on SLT for information.</p> <p>Governors are aware of current developments</p>	
Produce 3 case studies that show Governor impact on school improvement.	<ul style="list-style-type: none"> Quantify the impact which can then be collated into an Annual Governance Impact Statement, i.e.. included within this action plan 	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"> 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 e.g. NGA Learning Link online training, as well as appropriate webinars. Train governors in Equality and Diversity (see audit outcomes) and appoint a Governor Champion for this area. To understand the changing demographic within the local community, and to ensure this is reflected within and across the school, so 	<p>Summer Term 2025</p> <p>Autumn 2024</p>	All Governors/Clerk	<p>Training is focused on understanding strategic role and responsibilities and in relation to specific and identified school development priorities.</p> <p>Training should also be intrinsically linked to outcomes of the Governor Skills Audit/associated training plan. Training feedback is shared with the</p>	

	that every member can see themselves within our school and curriculum.			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 to improve its effectiveness.	
	<ul style="list-style-type: none"> • Following annual governor audit, decide on CPD priorities for individual governors. Decide on collective priority for CPD delivered centrally to group. • An increase in training for chairs and chairing experience, through ensuring Vice Chairs rotate leading meetings. 	<p>Planning meeting September 2024-25</p> <p>2024-25</p>	<p>All Governors</p> <p>All Governors in leadership posts</p>	<p>Skills audit show and increase in self-evaluation metrics.</p> <p>Vice chairs are prepared to take on chair roles.</p>	