

# Abbey College Governing Body Activity Statement 2025-26

## Table of Contents

Introduction.....	1
Governance structure.....	2
Joint Scrutiny Group (JSG) – Remit and Responsibilities.....	2
Governance Structure 25-26 .....	4
The governing body’s strategic objectives .....	5
The School Improvement Plan (SIP) .....	11
Committees .....	13
Engagement with parents and the community.....	14
Governing body self-evaluation .....	14
Historic governor training and development 24-25 .....	21
Governor monitoring undertaken during 24-25.....	23
Appendices .....	26
1. Governor monitoring training event calendar 25-26 (based on self-evaluation).....	26
2. Governor Agenda Items 2025-26.....	26
3. SIP: Ambitious Targets 2025-26.....	29
4. Governing Body Action Plan 2025-26 .....	32

### 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.

### Joint Scrutiny Group (JSG) – Remit and Responsibilities

The Joint Scrutiny Group (JSG) plays a vital role in the strategic monitoring of Abbey College's performance. Its primary purpose is to triangulate information provided by the Senior Leadership Team (SLT), ensuring that governors have a well-rounded and evidence-based understanding of the school's progress and challenges.

Where appropriate, the JSG also engages with external professionals to support the governing body in holding school leaders to account, fulfilling statutory responsibilities, and maintaining compliance.

### Core Monitoring Activities

The JSG undertakes a wide range of monitoring activities, including:

- **School Visits:** Meeting with subject leaders to discuss curriculum delivery and outcomes.
- **Surveys and Focus Groups:**
  - Pupil voice
  - Staff feedback
  - Parent/carer perspectives

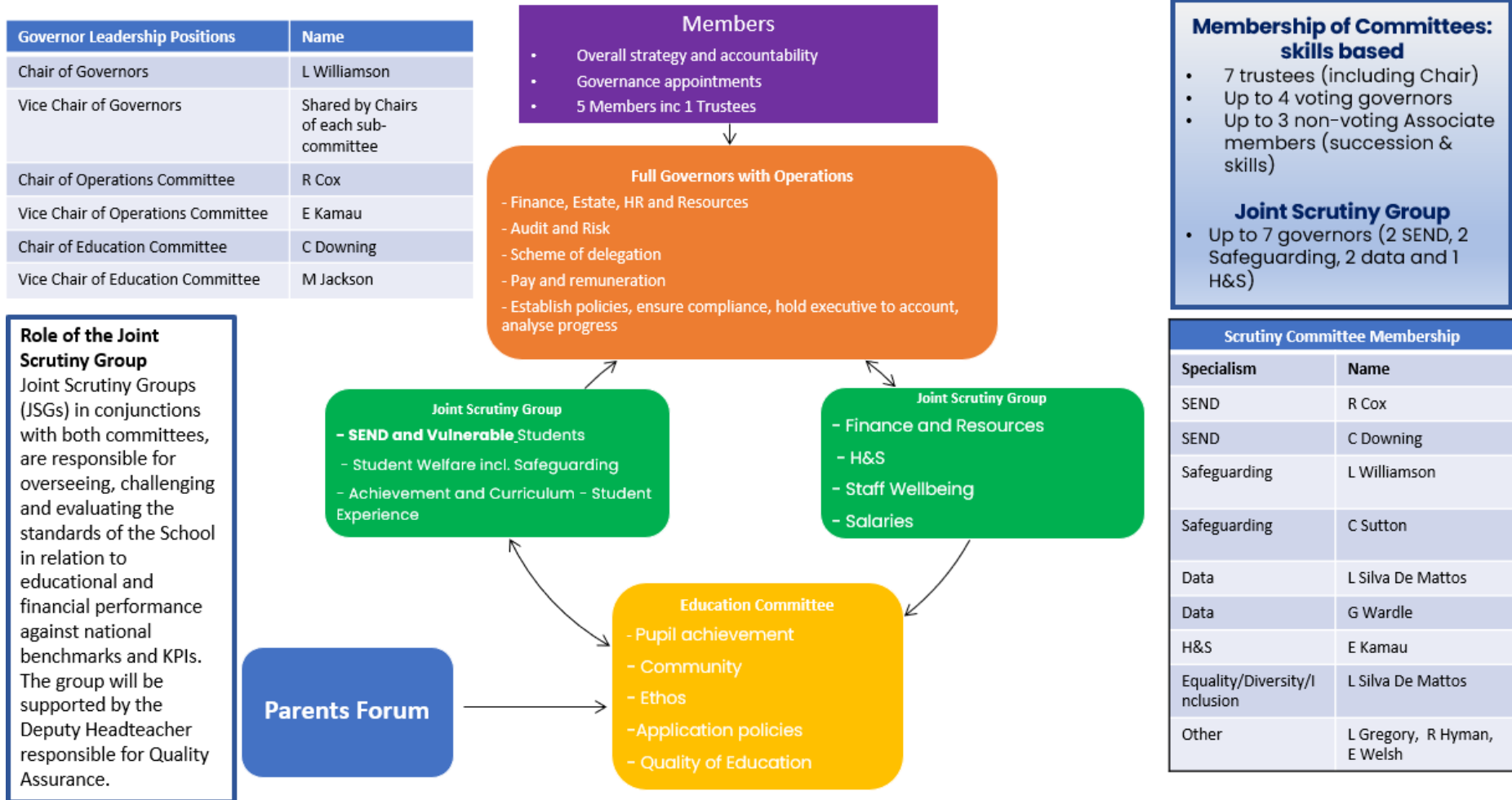
- **Independent Reviews:**
  - Scrutiny of internal quality assurance processes
  - Engagement with external consultants, Ofsted inspectors, or school improvement partners
- **Data Monitoring:**
  - First-hand analysis following data drops (data governor visits)
  - Use of external data platforms such as FFT Aspire, SISRA, and DfE Value for Money benchmarking tools
- **Leadership Engagement:**
  - Inviting SLT or middle leaders to submit reports or attend meetings to present on key areas
- **Link Governor Visits:**
  - Focused on subject performance, whole-school improvement priorities, and monitoring the School Improvement Plan (SIP)

The JSG is supported by the SLT for Quality Assurance, ensuring alignment with the school's internal evaluation processes.

### **Structure and Deployment**

- All subject monitoring is coordinated through the JSG.
- Within the group, some governors have been assigned specialist roles based on their skills, interests, or experience.
- During the Annual School Evaluation Week (January 2024), the JSG meets with Lead Learners to review position statements and priorities, which inform follow-up monitoring visits.
- Following data captures and analysis by the Education Committee, the JSG may be commissioned to carry out targeted reviews in specific areas.

## Governance Structure 25-26



### 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
- Estate redevelopment
- Staffing

#### Abbey College Governing Body: Driving Strategic Excellence

The Governing Body at Abbey College continues to play a vital role in shaping the school's strategic direction, ensuring accountability, and securing sustainable improvement. Through robust oversight and collaborative engagement, governors have delivered measurable impact across all areas of school life.

“As governors, our role is to serve the school community with integrity, insight, and ambition. This year, we’ve deepened our strategic impact, strengthened our governance model, and supported the school in delivering excellence for every learner. I’m grateful to my fellow governors for their dedication and professionalism, and I look forward to building on this momentum in the year ahead.”

#### Strategic Aims for 2025-26 and Governor Impact Statement

The governing body's strategic aims	2025-26 foci	Governor Impact Statement 24-25
<b>Quality of education</b>		
<ul style="list-style-type: none"> <li>• To hold the school to account over the Quality of Education</li> </ul>	Strategy devised during 2025, requires embedding, with a specific focus on: <ul style="list-style-type: none"> <li>• Develop routines for lessons that ensures:               <ul style="list-style-type: none"> <li>○ There are clear retrieval practices</li> <li>○ Calm and orderly start and ending</li> <li>○ Assessment for learning (AFL) is used in lessons</li> <li>○ AFL directs the course of lessons</li> </ul> </li> </ul>	<b>Quality of Education and Curriculum Oversight</b> <ul style="list-style-type: none"> <li>• Governors monitored the implementation of the whole-school learning cycle—Retrieve, Receive, Retain—ensuring consistent lesson routines and formative assessment practices.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Staff are following the learning cycle of Retrieve, Receive, Retain and the whole school approach to teaching.</li> <li>○ EEF framework is utilised to increase progress.</li> <li>• Develop the use of Ordinarily Available Provision (OAP) to improve adaptations in lessons to support SEND students.</li> <li>• Equality, Diversity and Inclusion (EDI) are threaded through curriculums.</li> <li>• 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.</li> <li>• The school needs to ensure that <i>all non-specialist</i> staff are sufficiently supported and trained to deliver lessons that enable all pupils to make good progress throughout the curriculum.</li> </ul> <p>This will be reviewed at Education Committee meetings. JSG will conduct link visits as necessary, in relation to quality assurance across a variety of subjects after a data capture.</p>	<ul style="list-style-type: none"> <li>• Quality assurance activities, including targeted link visits post-data capture, enabled subject- and year-specific scrutiny.</li> <li>• Non-specialist teachers received structured support to improve subject knowledge and pedagogy, resulting in improved questioning techniques and reduced disengagement.</li> <li>• SEND provision was reviewed, with governors identifying opportunities to broaden adaptive teaching strategies beyond existing APDRs.</li> <li>• All governors completed the NGA's EDI module, and the Education Committee hosted a curriculum-focused EDI workshop. These actions laid the foundation for pursuing an EDI Quality Mark in 2026.</li> <li>• Governors noted improved academic challenge and reduced opt-out behaviours, evidencing the impact of CPD and QA systems.</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 engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</li> <li>▪ Governors are upskilled on EDI so become more aware of how to challenge and support the school with its changing demographic.</li> </ul>	<p>The Governing Body is committed to strengthening its effectiveness and strategic contribution to school improvement. The following priorities guide our work for the coming year:</p> <ul style="list-style-type: none"> <li>▪ Enhance Quality Assurance of Link Visits: Governors will improve the quality and consistency of feedback to the school by refining the quality assurance process for link visits.</li> <li>▪ Implement a Consent Agenda: Introduce a Consent Agenda model to streamline meetings—allowing governors to focus more time on strategic priorities and less on routine approvals.</li> <li>▪ Launch and Monitor the New School Website: Following the website launch, the designated link governor will conduct termly reviews and report findings to the full governing body.</li> <li>▪ Ensure Follow-Up on Link Visit Actions: Actions arising from link visits will be systematically added to relevant committee agendas to ensure accountability and follow-through.</li> <li>▪ Develop Leadership Capacity Within the Governing Body: Support governors with leadership responsibilities through targeted development, enabling them to drive school improvement more effectively.</li> <li>▪ Strengthen Governor Knowledge Through Training: Governors will engage in a tailored programme of training based on the outcomes of the September 2025 skills audit.</li> <li>▪ Embed Recommendations from the External Governance Review: Governors will implement and embed the actions</li> </ul>	<p><b>Leadership, Governance Culture, and Strategic Accountability</b></p> <ul style="list-style-type: none"> <li>• The Governing Body embedded recommendations from the external governance review, enhancing reporting procedures and policy standardisation.</li> <li>• Link visit processes were refined, with governors providing more consistent and strategic feedback.</li> <li>• A consent agenda model was introduced to streamline meetings and focus on strategic priorities.</li> <li>• Governors contributed to the School Improvement Plan (SIP) and triangulated evidence from lesson visits, student voice, and performance data.</li> <li>• A strong partnership between the Chair and Headteacher enabled open dialogue and collaborative leadership.</li> <li>• Governor recruitment was targeted and skills-based, with structured onboarding and mentoring for new members.</li> <li>• Governors engaged in a tailored training programme, although attendance remains an area for continued improvement.</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>identified in the recent external review to enhance governance practice.</p> <ul style="list-style-type: none"> <li>▪ Celebrate and Communicate Governor Impact: Ensure that the positive impact of governor work is recognised and shared more widely through school communications.</li> <li>▪ Commission an External Governance Evaluation (Autumn 2026): Plan and prepare for a formal external evaluation of governance to assess progress and identify further areas for development.</li> <li>▪ Ensure Governors are aware of new Ofsted Framework Autumn 2025.</li> <li>▪ All the actions have been subsumed within our Governor Action Plan located here.</li> </ul>	
<b>Finance and revenue</b>		
<ul style="list-style-type: none"> <li>▪ To maintain a balanced budget</li> </ul>	<p>The school successfully achieved a balanced budget this year, despite some challenging estate issues.</p> <p>Develop a fund to facilitate the site redevelopment for IT, furniture, legal fees, surveys, etc.</p> <p>Move fixed aspects of the curriculum from the north site to the south, eg. Exams, CCF, etc.</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 6<sup>th</sup> Form is essential to ensure it works towards becoming viable for its size.</p>	<p><b>Financial Oversight and Revenue Strategy</b></p> <ul style="list-style-type: none"> <li>• Despite estate pressures and lack of growth funding, governors maintained financial oversight that resulted in a surplus outturn of £35k+.</li> <li>• Budget planning incorporated pay increases and contingency for site redevelopment costs.</li> <li>• SLT met 80% of financial goals set by governors to generate external revenue through service provision.</li> <li>• Governors supported the migration of fixed curriculum elements (e.g. Exams, CCF) to the south site, aligning financial planning with strategic estate goals.</li> <li>• Sixth Form viability was prioritised, with enrolment targets set to ensure long-term sustainability.</li> </ul>

***Buildings and environment***

▪ To develop the site with a new build classroom block and renovations to existing buildings, to consolidate the school on the south site

- Engage with Meridian, LA DfE and architects to ensure all surveys and designs are in place for planning permission for the new site redevelopment.
- Set out a timeline for the redevelopment of the south site to move from north, and away from the leased buildings.
- Create a plan for boundaries and security to remove the school from the safeguarding concerns the main road poses.

**Estate Redevelopment and Infrastructure Planning**

- Governors oversaw the strategic consolidation of the school onto the south site, engaging with Meridian, LA, DfE, and architects to secure planning and funding.
- CCC Cabinet approved an £8.58 million investment for site expansion, and successful CIF bids secured over £4 million for structural repairs and boiler replacement.
- Governance challenge led to prioritisation of boundary and security planning to mitigate safeguarding risks posed by the main road.
- Governors identified legacy space shortages and advocated for external partnerships to secure access to sports and hall facilities.
- CCC proposed a £2 million refurbishment of the vacated Community Building for Sixth Form use, with governors maintaining oversight despite financial constraints.

<b>Staffing</b>		
<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 supportive.</li> <li>▪ To ensure staff wellbeing is always considered as a feature of school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Robust induction of new staff to ensure that staff can implement policies and procedures effectively.</li> <li>▪ Succession plan for staff who are transitioning into Middle Leadership roles</li> <li>▪ HSE survey updated.</li> </ul>	<p><b>Staffing, Wellbeing, and Inclusion</b></p> <ul style="list-style-type: none"> <li>• The school was fully staffed for 2024–25 though budget constraints required cross-subject deployment of some staff, and the use of non-specialists.</li> <li>• Governors supported the development of the Support Staff Wellbeing Committee and charter, ensuring goals were clearly communicated.</li> <li>• HSE survey indicators showed year-on-year improvement, with staff wellbeing embedded as a feature of school improvement.</li> <li>• Induction processes for new staff were strengthened, and succession planning supported transitions into middle leadership roles.</li> <li>• All indicators bar role above average, results are increasing year on year since the HSE surveys were undertaken.</li> </ul>

## 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.

### 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 2025 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 plays an active and strategic role in monitoring the School Improvement Plan (SIP) and evaluating its impact. This is achieved through a structured programme of committee meetings, focused reviews, and planned monitoring activities. Each governor is assigned specific responsibilities aligned with SIP priorities, ensuring comprehensive oversight.</p> <p>Following every monitoring activity, governors complete a detailed report and present their findings to the relevant committee. This ensures transparency, accountability, and continuous improvement. For a full overview of our monitoring work, please refer to the ‘Monitoring Activity’ section below.</p> <p>Governors monitor the SIP through the following activities:</p> <ul style="list-style-type: none"> <li>• Reviewing data reports and receiving updates from the Senior Leadership Team (SLT)</li> <li>• Scrutinising the school’s self-evaluation document (SEF)</li> <li>• Participating in School Review Week activities</li> <li>• Attending Education Committee meetings and Extraordinary Education meetings post-data captures</li> <li>• Conducting scheduled link governor visits with a clear focus on SIP priorities</li> <li>• Challenging school leaders through pre-designated questions at all committee meetings, aligned with the Ofsted framework</li> <li>• Engaging in the annual planning meeting to review and evaluate the SIP’s progress</li> <li>• Observing and participating in external reviews to gain independent insights</li> <li>• Gathering first-hand evidence through staff voice and other stakeholder engagement</li> </ul> <p>This proactive approach ensures that governors are not only informed but are also instrumental in driving school improvement.</p>

Lead Learners present at the  
Education Committee

- 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

To ensure the Governing Body remains strategically focused on the school's key development priorities, we delegate specific aspects of our responsibilities to a number of dedicated committees. This structure allows for more detailed scrutiny, informed decision-making, and efficient use of governors' time and expertise. Committee membership is determined through a nationally recognised Governor Skills Audit, which helps match governors' skills and experience to the appropriate areas of governance. This ensures each committee is well-equipped to provide effective oversight and challenge.

The committee structure and membership are reviewed annually during the Governing Body's Planning Meeting in September, ensuring alignment with the school's evolving priorities and the strengths of the governing team.

### Governor Committee Remit

Committee	Overview of work undertaken
Education	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.
Operations	The committee undertake duties which include: <ul style="list-style-type: none"> <li>• Monitoring health and safety, wellbeing, safeguarding, attendance, SEND 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 school's 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

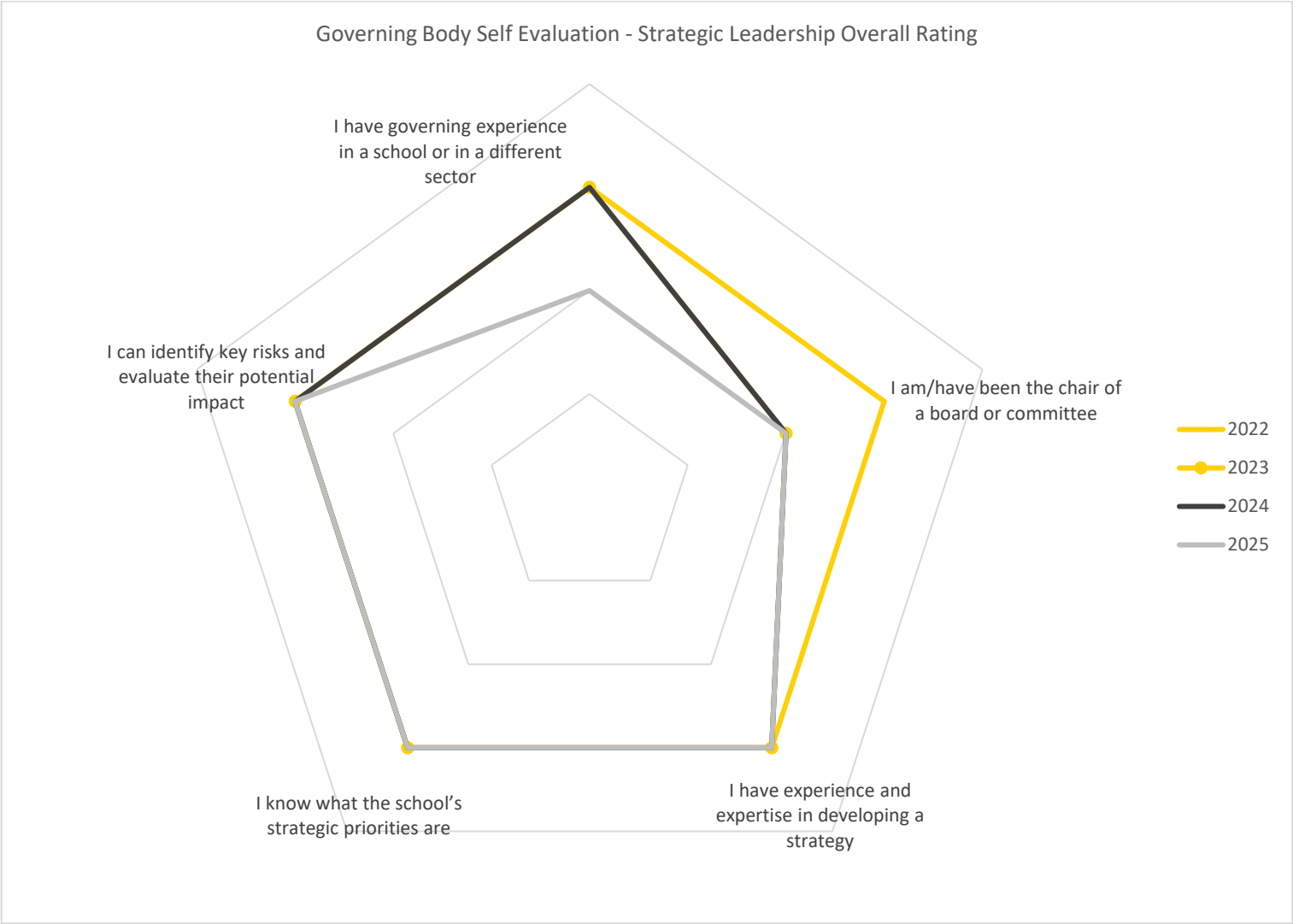
Listening to the views of parents and the school community is also an important aspect of the work of the governing body. Below is a summary of how the governing body has engaged with parents and the community to hear their views and opinions and the impact of that activity:

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 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 community events such as Remembrance</li> <li>• Established Road Safety Group</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 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 2025 compared to 2024/25, 2023/24 and 2022/2023.

Strategic Leadership



**Accountability**

I am aware of how the school is funded and what the funding is spent on 3/5

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

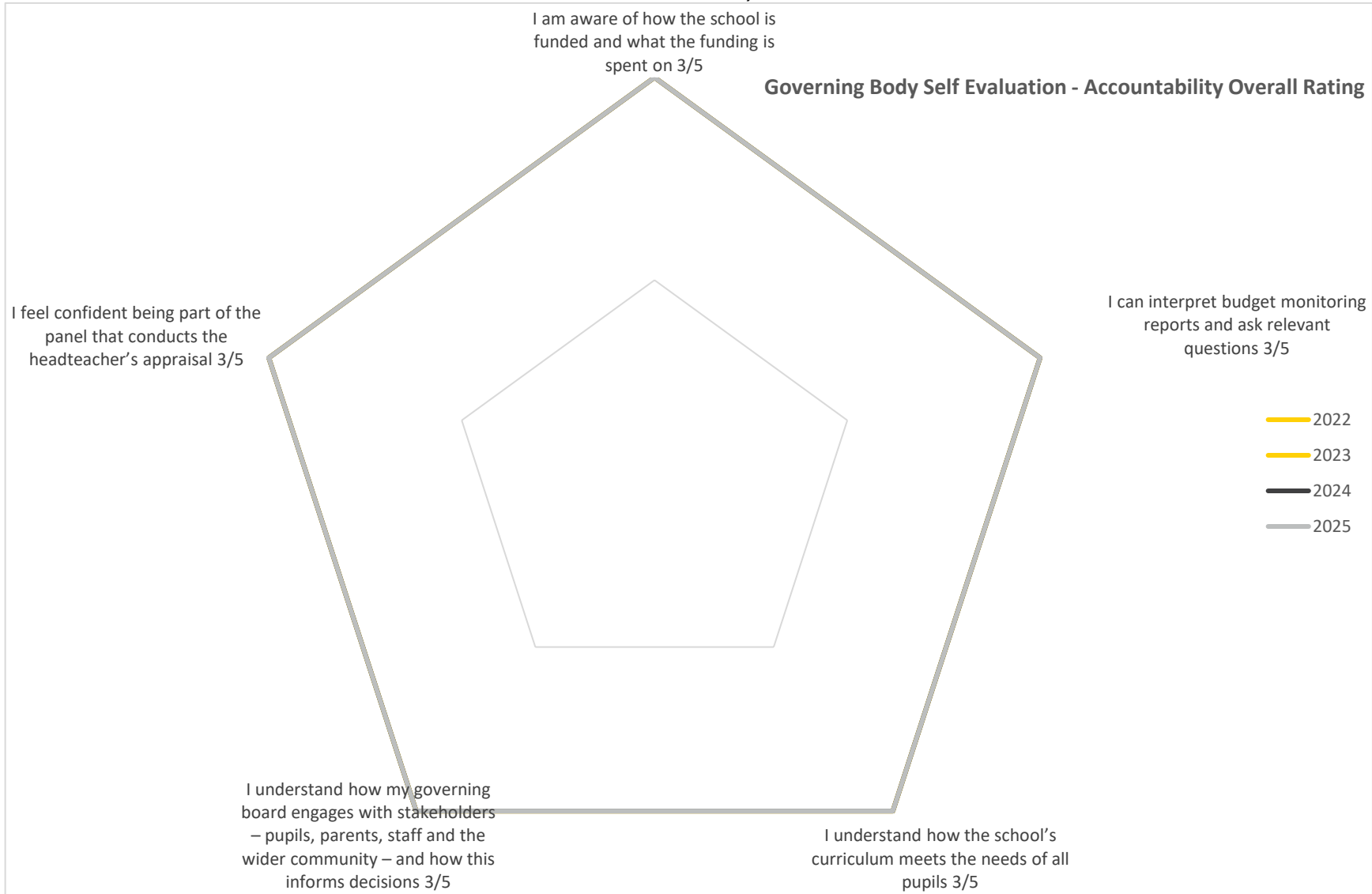
I feel confident being part of the panel that conducts the headteacher's appraisal 3/5

I can interpret budget monitoring reports and ask relevant questions 3/5

I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions 3/5

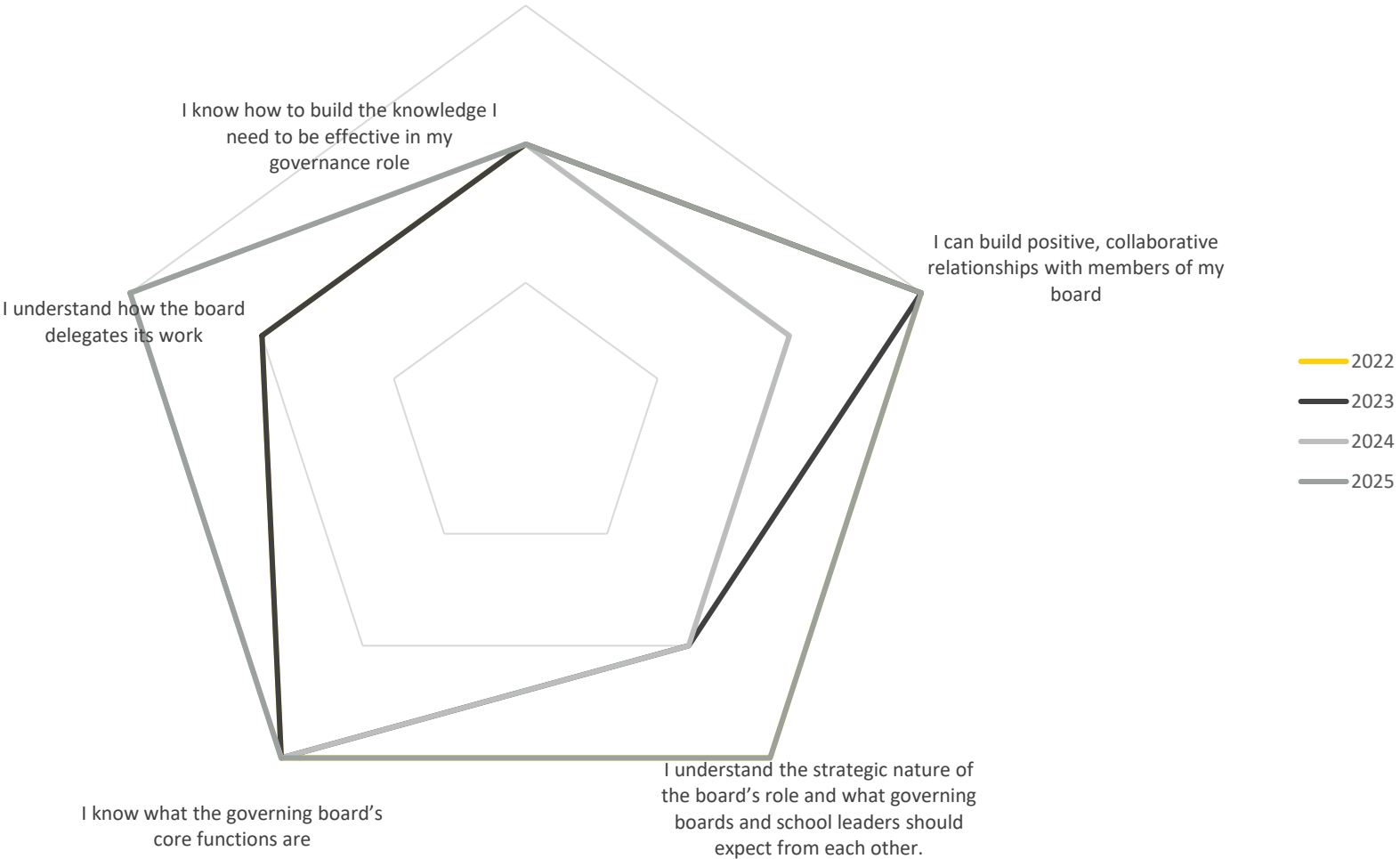
I understand how the school's curriculum meets the needs of all pupils 3/5

- 2022
- 2023
- 2024
- 2025



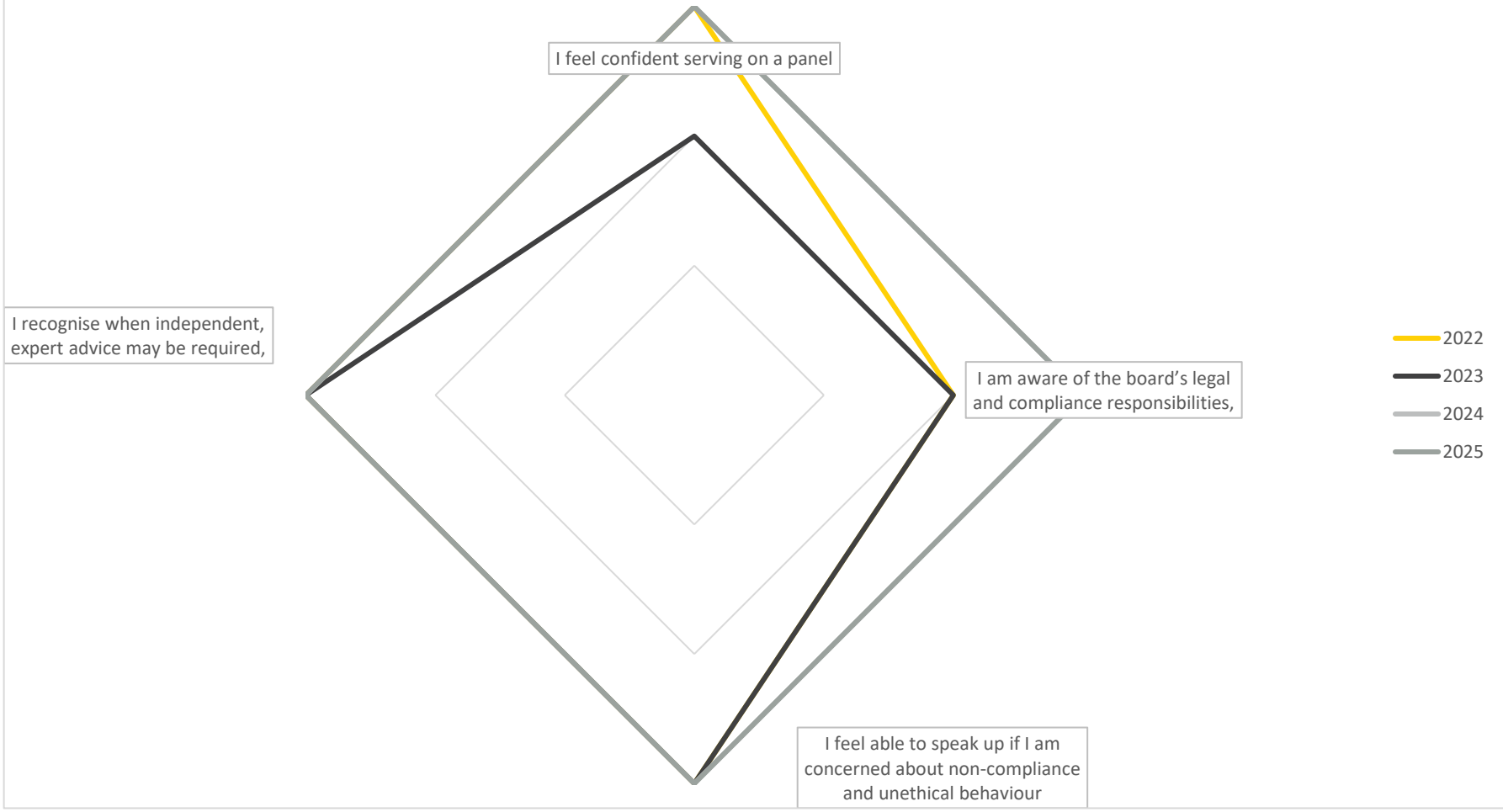
People and Structures

Governing Body Self Evaluation - People and Structures Overall Rating

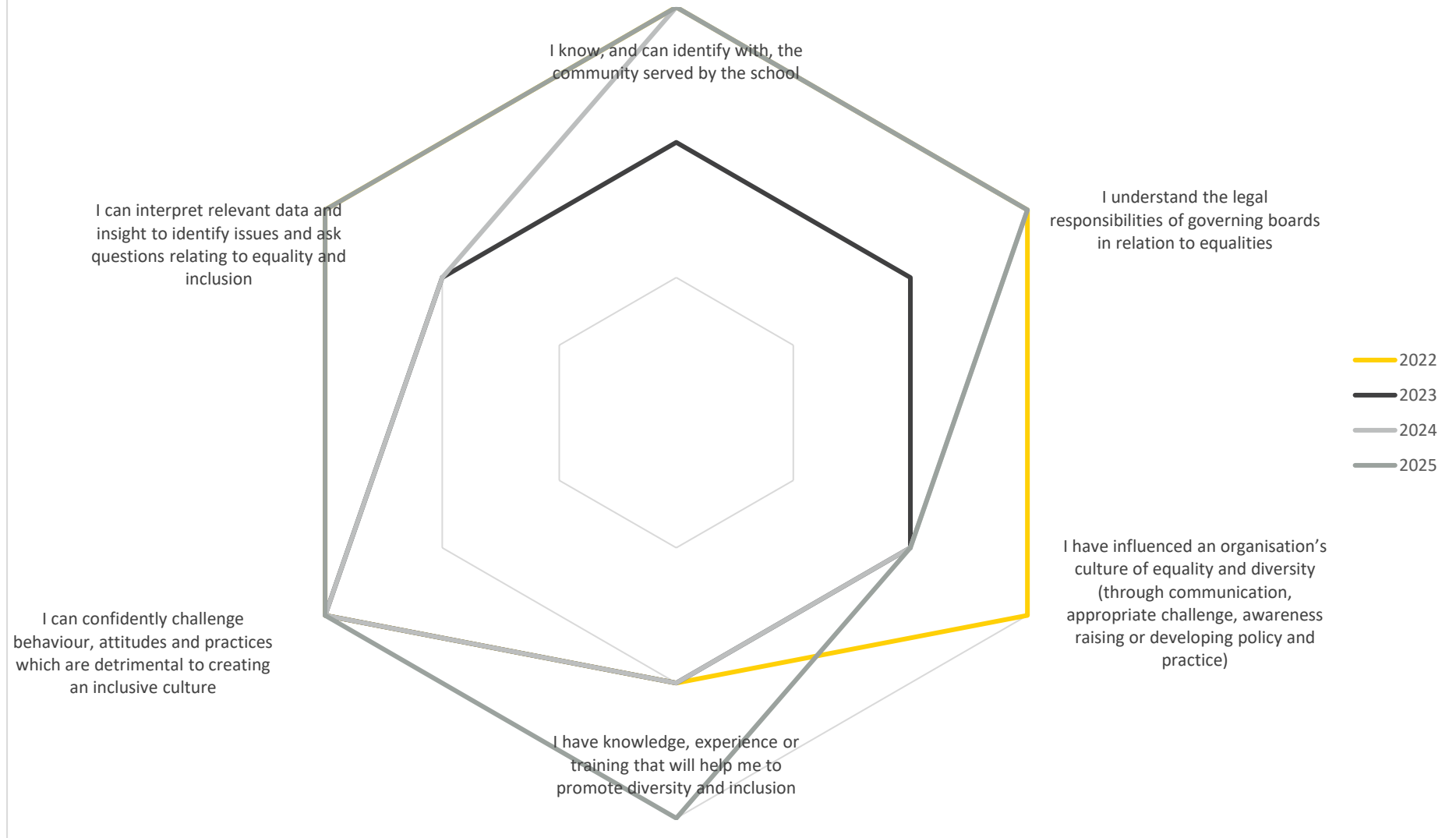


*Compliance*

Governing Body Self Evaluation - Compliance Overall Rating



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



We are pleased with the following improvements:

Strategic leadership

- The number of new governors on the board (3) shows that recruitment and succession planning is working both in terms of additional trustees but also through the strengths they bring. The new governors have varying levels of experience of being on a board.

Accountability:

- Maintained levels across all areas.
- A Good with Outstanding features rating.
- A greater understanding of funding and compliance, and delegated powers.
- An increase in progress overall for the school in GCSE results.

People and Structures

- Governors have a greater understanding of how the board delegates its work.
- Governors understand the strategic nature of the board's role and what governing boards and school leaders should expect from each other.

Compliance

- A greater understanding of the board's legal and compliance responsibilities.
- Governors have gained experience and now feel more confident serving on a panel.

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.
- Governors can interpret relevant data to identify issues and ask questions relating to equality and inclusion.

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 2025/26:

Strategic leadership

- Improving experience of governance at other schools
- Ensuring all governors are involved in creating strategy during the annual goal-setting meeting.
- Recruit Vice Chair of the Education Committee

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

- Continue to gain experience on a specialist panels, e.g. Exclusion, Personnel, etc
- Undertake training on HTPM and Safer Recruitment

### EDI

- Continue to improve knowledge of equality and diversity of all governors, especially in relation to challenging rates of exclusion and the curriculum offer.
- Increase challenge to the school on its culture of equality and diversity (through communication, appropriate challenge, awareness raising or developing policy and practice)

### **Collective CPD foci for Governors for 25-26 from NGA modules**

- Pupil Premium
- Governance of SEND
- Holding to account

### **Historic governor training and development 24-25**

The Governing Body at Abbey College places a high priority on staying informed and up to date. Governors recognise that ongoing training and development are essential to fulfilling their strategic and statutory responsibilities effectively.

Vice Chairs are responsible for leading and coordinating training within their respective committees. This includes identifying training needs based on the annual Governor Skills Audit and ensuring governors are matched to appropriate CPD opportunities.

As governors complete training, they are expected to:

- Report back to their committee on key learning points
- Share insights that may support school improvement or leadership development
- Recommend actions or considerations based on their training experience

A summary of all CPD undertaken or planned for the current academic year is presented in the table below. Governors regularly share feedback at committee meetings, contributing to a culture of continuous learning and improvement.

The impact of CPD is evidenced in governing body minutes, where training outcomes often lead to:

- Strategic actions
- Advice or guidance for SLT
- Enhanced scrutiny and challenge

Governor	Training undertaken 24/25 (Date / Title)
R Cox	Safeguarding Update 17/9/24
L Gregory	Safeguarding Update 17/9/24 <i>Balancing School Improvement and Wellbeing course on 19/6/25</i>
R Hyman	Completed statutory training with Meridian
M Jackson	Safeguarding Update 17/9/24
E Kamau	Safeguarding Update 17/9/24 Getting Ofsted Ready 27/11/24 Prevent training 12/12/24 Balancing School Improvement and Well-Being 12/3/25 Safeguarding - A Governors Role 11/3/25 Analysing and Using Data 4/3/25 Handling Allegations Against Headteachers (and other Adults in School) 27/2/25 Termly Governance Briefing 26/2/25
R McNee	Safeguarding Update 17/9/24 Suspensions and Exclusions Training 9/10/24 Prevent Training October 24 New to governance Induction 20/3/25 Termly Briefing 26/2/25
C Sutton	Safeguarding Update 17/9/24 Prevent Training 11/11/24 Governor Induction 7/11/24 Being an Effective Safeguarding Governor 3/12/24 Schools Funding, budgeting and Financial Monitoring 20/1/25 Booked on SCR Training 9/12/24 Safer Recruitment in Schools June 2025
E Welsh	Completed statutory training 3/9/2024
L Williamson	Safeguarding a governor's role 18/9/24 Termly Briefing 1/10/24 Safeguarding Update 17/9/24 Termly Chairs Networking Session 7/11/24 NGA - Being Effective as a Link Governor Feb 25

	NGA – Effective Governance – Feb 25 Safer Recruitment Refresher 3/3/25 Governor Conference 19/6/25
T Huggins	Safeguarding Update 17/9/24
C Downing	Safeguarding Update 17/9/24
L Silva De Mattos	Safeguarding 17/6/25 Improving outcomes for disadvantaged pupils 3/7/25 Analysing and using data 4/6/25
G Wardle	Governor Conference 19/6/25 Analysing and Using Data 4/6/25
Jess Alden	Safeguarding Update 17/9/24 Prevent training – 8/11/24
All Governors	<a href="#">Equality Diversity and Inclusion training</a>

### Governor monitoring undertaken during 24-25

Monitoring Area or Activity	SLT Lead	Specialist Governors	JSG	Activity Details	Monitoring dates 24-25
Disadvantaged students, Looked After Children	Janet Oswell, Kate Wibberley	Lisa Williamson		Annual and monitored at both Education and Operation Committees	22/11/24
Student performance data	Janet Oswell	Leonor Silva de Mattos		Half termly via link Gov meeting and reported at Education Committee	11.10.24 4/3/25 Pre-May meeting
Ethos and Anti-bullying	Sarah Noble	L Williamson		Reported upon at the Education Committee and Governor Dashboard	22/11/24 23/6/25
Attendance	Kate Wibberley /Tina Davis	L Williamson	✓	Operation Committee, Governor Dashboard, termly visits	4/12/24 20/6/25

	(Attendance Lead)					
New Horizons	Kate Wibberley	L Williamson		✓	Operation Committee, Governor Dashboard, termly visits	4/12/24 7/5/25
Careers / CEIAG	Sam Moore/ Lesley Pollard	C Downing	L Williamson		Annual visit, Education Committee	13/12/24 4/6/25
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.	28/3/25 23/5/25 27/6/25
SEND	Jessica Davey	Rachel Cox	Charlotte Downing		Standing items on Education Committees, reported in Governor Dashboard, termly visit.	13 <sup>th</sup> Dec 24 18 <sup>th</sup> June 25
T&L Quality Assurance	Gemma Craig / Elli Pinnock	L Williamson	L Gregory	✓	Termly visit to look at the DDP cycle and the successes and areas of support. Reported to Education Committee and Governor Dashboard	27/2/25
MFL (follow-up from visit 7/6/24)	S Stevenson	Education Committee		✓	Link visit required to check on uptake KS5, staffing and curriculum changes	Feb 25
Health and Safety	Mel Hyde	Eve Kamau		✓	Operation Committee, Business Plan, annual visit	12& 25/2/25
SEF and SIP	Kate Wibberley	All Governors			SEF to be reviewed and challenged by Education Committee annually. SIP reviewed via SLT report to Governors.	
Staff Wellbeing	Siobhan Dowd	Lisa Gregory		✓	Annual visit to gather staff voice, HSE outcomes reported at Operations Committee	23 Jun 25
Parent Forum	Andy Christoforo	Charlotte Downing	Rotation of governors		Half Termly meetings	

Website Monitoring	Andy Christoforou	Ryan Hyman			Termly Review of compliance	Autumn Spring Summer (new website implementation)
Equality Diversity and inclusion, IQM Student Leadership	Jessica Davey	Leonor Silva De Mattos		✓	Reported to Education Committee and within Governor Dashboard	Feb 25 Summer 25
Road Safety	Andy Christoforou	Lisa Williamson	Madeleine Jackson Michelle Lynch (Associate Governors)		Reported to Operations Committee	
SMSC & Personal Development	Sarah Noble, Gabby Harris-Clements			✓		March
6th Form (inc uptake)	Sam Moore	Charlotte Downing, L Silva De Mattos	Madeleine Jackson (Associate Governor)	✓		19/11/24 25/2/25 23/5/25
All subjects: curriculum and performance	Janet Oswell				Education Committee, reviewed after a data capture	Meeting prior to each Education Committee meeting

# Appendices

## 1. Governor monitoring training event calendar 25-26 (based on self-evaluation)

[Governor monitoring training event calendar 25-26 \(based on self-evaluation\) .xlsx](#)

## 2. Governor Agenda Items 2025-26

Standing items

- Safeguarding
- SEND
- LPPA

Autumn Term	Autumn 1	<ul style="list-style-type: none"> <li>• Safeguarding training update &amp; quiz, Cyber Security training, Prevent training every 2 years, code of conduct, personnel forms, KCSIE, pecuniary interest form</li> <li>• Summer Results</li> <li>• SEF</li> <li>• Student intake year 7 and year 12</li> <li>• Plans for autumn and 25/26 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>• AC strategic priorities</li> <li>• Scheme of delegation</li> <li>• Committee terms of reference for adoption</li> <li>• Governance training 25/26</li> <li>• KCSIE and mandatory policies</li> <li>• Finalise Activity Statement</li> <li>• Analysis of skills audit and identification of any further training needs</li> </ul>
	Autumn 2	<ul style="list-style-type: none"> <li>• Key Stage 3 Progress</li> <li>• Year 10, 11 &amp; 13 data capture</li> <li>• School Development Planning</li> <li>• Pupil Premium</li> <li>• Parent survey summary</li> <li>• Student destinations and NEET</li> <li>• Governor Report for SENDV following QA</li> <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>• 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> </ul>

		<ul style="list-style-type: none"> <li>• Self-Evaluation update</li> <li>• School Development Plan update</li> <li>• Curriculum model 25/26</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> <li>• Admissions Policy (to be agreed)</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>• 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> <li>• Governor Activity Statement update</li> <li>• Policies update</li> <li>• Provisional meeting schedule for 2026/27</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 2026-2027</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> </ul>

		<ul style="list-style-type: none"> <li>• Risk Register</li> <li>• Governor Reports Action Plan</li> <li>• Policies update</li> <li>• Skills audit completed to feed into activity statement</li> <li>• Website check by Governor</li> <li>• Governance Arrangements for the following year and Governor Roles</li> <li>• Equality and Diversity questionnaire to be completed anonymously</li> </ul>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 3. SIP: Ambitious Targets 25-26

Overarching School Priority: Teaching and learning intentionally:					
1) Includes all learners		2) Builds on and adapts to prior knowledge		3) Uses feedback to actively develop independence	
Attendance	Inclusion	Safeguarding	Quality of Education (curriculum, developing teaching, and achievement)	Behaviour & attitudes	Personal Development & wellbeing
1.1 – To support year 11 attendance, implement new year 11 catch-up form time programme for any students absent. 2024-25; Year 10 attendance 91.9%, 2025-26; Year 11 attendance target 93% (2024-25; year	2.1 - Year 11 NH students complete a bespoke curriculum offer and achieve between 4-6 L2 qualifications that enables them to	3.1 - Staff training; annual training and all new staff to complete a thorough induction Annual safeguarding quiz	4.1- Develop a strong Quality Assurance (QA) framework that uses Department Development Plans (DDPs) to promote ongoing improvement in teaching	5.1 <ul style="list-style-type: none"> <li>• &lt; 20 suspensions across the year</li> <li>• &lt; 1 student per year group to reach step 4 of the behaviour</li> </ul>	6.1 Student Leadership - Provide ongoing mentorship and training sessions for student leaders, focusing on developing

<p>11 attendance (up to study leave) 90.5%)</p>	<p>access their Post 16 provision. Curriculum provision to be accessed via NH. In 2024-25 75% of year 11 students accessing NH achieved 4 or more L2 qualifications. 100% have gone onto Post 16 provision.</p>	<p>&amp; new staff induction quiz, pass rate of 80%.</p>	<p>and learning outcomes and informs CPD. Impact measure KPIs (one focus group per department, selected from department historical outcomes trends) tracked over the year to show DDP actions are impacting student learning.</p>	<p>system each half term</p>	<p>skills such as public speaking, teamwork, and problem-solving and raising the profile of our Leadership. Measured by diversity in student leadership, representation targets aligned with the school profile.</p>
<p>1.2 – Reduce numbers of students accessing offsite curriculum to reduce C code absence. Target 1% reduction in C code absence.</p>	<p>2.2 - SEND - Enhance inclusive education by improving outcomes for pupils with SEND through collaborative practices, targeted interventions, with a focus on reading.</p> <p>60% of SEND pupils meeting or exceeding expected progress in reading</p>	<p>3.2 - Termly Student Voice to identify &amp; address concerns. 'I feel safe at school' positive response to be at least 90%</p>	<p>4.2 Enhance the curriculum by incorporating feedback to ensure it meets the diverse needs of all learners. Impact measures use triangulation of student voice / book look and curriculum adaptations.</p>	<p>5.2 Increase sense of belonging and reduce incidents of bullying by developing break time areas into community areas with activities to develop social interaction. 50%+ say they belong at school.</p> <p>To support student's wellbeing using the HuSH pouches with a decrease in the number of mobile phones confiscated from 56 per term (AUT 2024) to 10.</p>	<p>6.2 Careers To align with the latest Gatsby Benchmarks, we will provide a Careers programme which ensures all students receive 10 days of experience of the workplace during KS3 and KS4, in addition to receiving one group and one individual interview. 100% Year 8 to undertake a range of activities in their experience of the working world week in February. 100% Year 10 to undertake a week-long work experience placement.</p>

<p>1.3 –Achieving the Inclusive Attendance Quality Mark at Bronze</p>	<p>2.3 - Foster an inclusive school environment that promotes equality, celebrates diversity, and ensures equitable outcomes for all students, particularly those from underrepresented or disadvantaged backgrounds. Student voice surveys and IQM framework to underpin this.</p>	<p>3.3 - Safeguarding team to attend training across all safeguarding areas so that the DSL/DDSL can support all students. Case study impacts to demonstrate impact.</p>	<p>4.3 Achievement measured through:</p> <ul style="list-style-type: none"> <li>• An average point score of 70 for HB; 50 for MB and 35 for LB.</li> <li>• PP gap is less than 0.5 of a grade.</li> </ul>	<p>5.3 Discrete Ethos curriculum for Years 7-8 in place for all to teach routines, ethos and gratitude. Fewer than 1 student per half term in each group to reach step 4.</p>	<p>6.3 Engaging effectively with parents. To achieve the Parent Participation Quality mark to demonstrate effective engagement with all stakeholders.</p> <p>6.3a Staff Wellbeing: To improve staff understanding of ‘Role’ and move it from the 5<sup>th</sup> school decile.</p>																		
<p>1.4 P16 Use of feedback/reward which promotes high attendance, focus on disadvantaged, with SEND or historically low attendance.</p> <table border="1" data-bbox="206 898 616 1150"> <thead> <tr> <th></th> <th>Year 12</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>94.12</td> <td>97.0</td> </tr> <tr> <td>Male</td> <td>96.15</td> <td>97.0</td> </tr> <tr> <td>Female</td> <td>92.71</td> <td>97.0</td> </tr> <tr> <td>PP</td> <td>94.6</td> <td>97.0</td> </tr> <tr> <td>SEND (K)</td> <td>99.0</td> <td>97.0</td> </tr> </tbody> </table>		Year 12	Target	All	94.12	97.0	Male	96.15	97.0	Female	92.71	97.0	PP	94.6	97.0	SEND (K)	99.0	97.0	<p>2.4 P16 To continue to develop a broad and balanced curriculum offer that meets the needs of the school community, allowing students to achieve in line with their target grades. Target ALPS 5.</p>	<p>3.4 P16 To upskill Sixth Form students to support safeguarding of school site. Student voice quiz/questionnaire to be given prior to and after session delivered by KAW to assess impact/increase in knowledge.</p>	<p>4.4 P16 To identify and implement supportive intervention for students below target in more than one subject and/or with low attendance (&lt;90%) to achieve A*-E of 100%</p>	<p>5.4 P16 To embed Ramsey Gatehouse Sixth Form as the first-choice destination for post 16 education for Abbey College students, by celebrating continuity, with a focus on converting applications to enrolment. 2024 46% 2025 51% 2026 target 55%</p>	<p>6.4 P16 To provide a broad and varied Post 16 Social Studies curriculum and Careers guidance programme to prepare students for post 18 destinations. NEET figures 2024 5.9% (3) 2025</p>
	Year 12	Target																					
All	94.12	97.0																					
Male	96.15	97.0																					
Female	92.71	97.0																					
PP	94.6	97.0																					
SEND (K)	99.0	97.0																					

#### 4. Governing Body Action Plan 25-26

Priority for Improvement	Action Required	By When	By Whom	Success Criteria	Impact Evaluation
Financial Oversight and Accountability	<i>Current Board actions are successful – no further actions identified</i>				
School Monitoring and Accountability	Consider expanding delegation of the data scrutiny processes to a trio/panel.	January 2026	Chair, committee chairs, Head	A decision taken on the best format for data scrutiny and implemented by at least the start of summer term.	Two new governors appointed and booked to attend training – skillset will enhance GB. Data presentation has been provided to governors.
	Consider a system of quality assurance or standardised expectations for visit reports, including some guidance or training for governors. This should help to ensure governors remain strategic not operational on visits. If the QA is taken on by the Chair, they should consider passing on other responsibilities.	Spring 2026	Chair	Consistency of reporting, focussing on strategic priorities and clear reasons for each visit.  Visits and reports avoid operational tasks and any personal judgements on teaching and learning.	Visit form has been reviewed and updated (includes Edi and wellbeing questions). Head/ Chair led on training session on improving governance reporting. QA completed by Head/Chair. Positive reports produced by new governors (Chair provides modelling support). To be further discussed at the 1/7/25 FGB meeting.
	Further develop robust challenge and expertise of governors to strategically hold leaders to account.	Summer 1 review	Governors, guided by Head, Chairs, clerks.	Consistent, clear strategic challenge evidenced in at least 4 sets of minutes. Governors will remain strategic in their discussions (also evidenced in minutes).	Agendas have been reviewed to include purpose item, streamlined process. Guidance provided to governors on 'how to challenge'. This will improve with further experience of newer governors.

Governor Documentation and Website	Consider capturing staff reports/action plans and documents shared at visits, along with report from governors.	Summer 1 review	All governors	Reports or information will be saved/stored alongside visit reports	Actions from visits are included on meeting agendas, so effectively being monitored and followed up.
Governor Training and Development	Ensure continued uptake of training: LA programme (including Learning link), SLA	Ongoing	All Governors, supported by Clerks and Chairs.	Governors demonstrate a positive and pro-active attitude to training and development	Training providers have been reviewed. Training has improved for some governors, work required to review training

Priority for Improvement	Action Required	By When	By Whom	Success Criteria	Impact Evaluation
	(Meridian) offer, and National College/School Bus.  Governors should plan their own development, but the Clerk is also keen to support by booking new courses for new governors.			with minimum expectations being met and exceeded.	opportunities to include SGT and NGA LL take up – clerk to provide guidance/support with how to access and book on training.
	Ensure the Training Log on the Activity Statement captures all training undertaken, including Prevent training from last 2 years.	January 2026	Clerk/s	Complete list of training each year, also covering previous years where training may be bi-annual/ less frequent.	Clerk has taken ownership of training log. Prevent Training is now up to date.
Strategic Leadership and Organisation	Continue to embed the new structure ensuring newer governors are quickly upskilled.	Ongoing	Chairs, Head, Clerks	All governors are able to take an active role in the work of the Board and feel confident in their development and impact.	New governors are taking on link roles and being upskilled.

	Ensure the Assistant Clerk arrangement finds successful ways of working and clear designation of roles and responsibilities.	Summer 1 review	Chair, Head, Clerk, Assistant Clerk	Roles and responsibilities will be clearly delegated and managed. Areas of collaboration or mentoring will be defined. Feedback from those involved will show any areas for further development or that are working well.	Assistant Clerk has attended a clerk's induction training session. A mid-term review meeting held to review roles, responsibilities and progress. Assistant Clerk is more confident and progressing in the role, this will develop further.
	Continue to explore creative ways to maximise volunteer time. Leaders are already planning visits and meetings in advance and exploring opportunities for people to meet online (rather than in school). Consider how governor visits could be planned out across the year to minimise the follow-up/reminders required of the Clerk.	Proposals by Summer 1 for consideration during summer term and implementation 25/26 academic year	Chairs, Head	A clear and agreed plan for 25/26 will be ready to implement.	Clerk supporting with governor visit planning across the year, will support with monitoring plan for 25/26. Monitoring visits have increased.
<b>Priority for Improvement</b>	<b>Action Required</b>	<b>By When</b>	<b>By Whom</b>	<b>Success Criteria</b>	<b>Impact Evaluation</b>
	Recruit to the governor vacancies. (On hold – due to Articles of Associate review)	As soon as possible	Chair, Head	Vacant roles will be filled and succession planning in evidence for upcoming vacancies.	2 new governors recruited; 1 foundation governor vacancy remains. Articles have been sent to the DfE to review – awaiting response.