

Abbey College Governing board activity statement 2020-21

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 the contribution to and impact on school improvement and development.

Governance structure

The governing body has 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.

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.

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 four sections:

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

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

The governing body's strategic aims	Current progress towards achieving strategic aim
Quality of education	
<ul style="list-style-type: none"> <li data-bbox="197 328 779 903">• Quality of education is both engaging and challenging, leaving no room for passivity <li data-bbox="197 909 779 973">• The best outcomes for students, including those with remote learning <li data-bbox="197 1043 779 1107">• Excellent communication and welfare are paramount 	<p data-bbox="788 328 1928 424">The quality of teaching, learning and assessment is good at Key Stage 4. However, not all teachers consistently provide the highest levels of challenge. In addition, some students display passive attitudes towards learning, which a focus this year, especially between Year 8 and 9.</p> <p data-bbox="788 462 1928 558">The main barrier to learning is the poor attitudes shown by a small minority of pupils in Key Stage 3. When learning is well planned, pupils engage fully and show interest in their work. However, when learning fails to capture and retain their interest, some pupils ease off and become passive.</p> <p data-bbox="788 596 1928 660">Our new integrated KS3 curriculum has been developed to provide greater coherence and challenge for students, building on the requirements at KS2.</p> <p data-bbox="788 699 1928 865">Students enjoy personal development programme, which forms the foundation of the Abbey College Spirit. There is more to do here with embedding the award owing to the interruption of Covid-19. There is a culture of respect in the school. Pupils have opportunities to debate and learn about moral and social issues in discrete lessons and through planned opportunities in other lessons. They are confident to give their opinions and listen respectfully to the ideas of others.</p> <p data-bbox="788 903 1928 999">Outcomes are improving with both attainment and progress increasing year on year. However, owing to Covid-19, there will be significant areas for staff to develop with students to prepare them for their destinations.</p> <p data-bbox="788 1037 1928 1101">Although bullying is rare, students need to know how to report bullying, develop their resilience towards unkindness and feel comfortable in sharing concerns with an adult in school.</p> <p data-bbox="788 1139 1928 1203">Parental communication needs to be more consistent in format and intonation, and responses more are quicker, not allowing parents to feel their concerns are taken seriously.</p> <p data-bbox="788 1241 1928 1305">There is a new alternative curriculum pathway with a flexible provision for those needing additional SENCO, wellbeing or welfare support. This is called New Horizons.</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. Cost savings have been identified through benchmarking activity and managing the curriculum and recruitment. Without any definitive changes to absorb teachers' pension uplift, the process of cost-saving is ongoing.</p> <p>Our 6th form numbers have stabilised and we are reviewing the curriculum offer to broaden the availability of courses on offer to attract a wider cohort of students.</p>
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 	<p>The school has successfully agreed to develop a 3G pitch with One Leisure. This should be completed in the Autumn Term 2020.</p> <p>Governors are in the planning phase with CCC, and the Ramsey Foundation for a new build block A feasibility study has been conducted and reviewed by architects. CMAT are supporting the venture and governors are currently considering plans and funding to ensure a project commences.</p> <p>Work has begun on resolving the Abbey Building lease with the owners. This will be a lengthy process as the lease is complex.</p>
Staffing	
<ul style="list-style-type: none"> To replace existing staff only with those who improve the quality of what we have already when a colleague leaves. 	<p>Currently, we are one FTE short in Maths.</p>

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 a number of different ways. The following table provides an explanation of how the governing body has contributed to the SIP this academic year.

Governing body contribution to developing the SIP	Members of the governing body collaborated with the headteacher and SLT to review the SIP against existing Ofsted priority areas and pupil outcomes.
Governing body activity undertaken to monitor the progress of the SIP	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.

Committees

Delegating aspects of our governance responsibilities to committees enables the governing body to remain strategically focussed on the agreed key areas of school development and work in an efficient way. It is decided which governors will join each committee by analysing governors’ skills and experiences through a skills audit and assigning committee membership accordingly. Committee membership and the committee structure is reviewed at the beginning of each academic year.

We currently have the following committees in place:

Committee	Overview of work undertaken
Learner Progress and Engagement	The committee has undertaken whole-school data analysis after each termly assessment window. This anonymised data has been broken down into year groups and specific groups of children, e.g. boys and girls.

Operations	<p>The committee meets at least six times a year and undertake duties which include:</p> <ul style="list-style-type: none"> • Monitoring health and safety • 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 • Developing a school buildings strategy and contributing to asset management planning • Work with the LPE committee on the provision of ICT • Contribute to the governing body and schools self-review • Monitor the effectiveness of communication with parents and the community • Acting as an audit committee
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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 during 2019/20 and the impact of that activity:

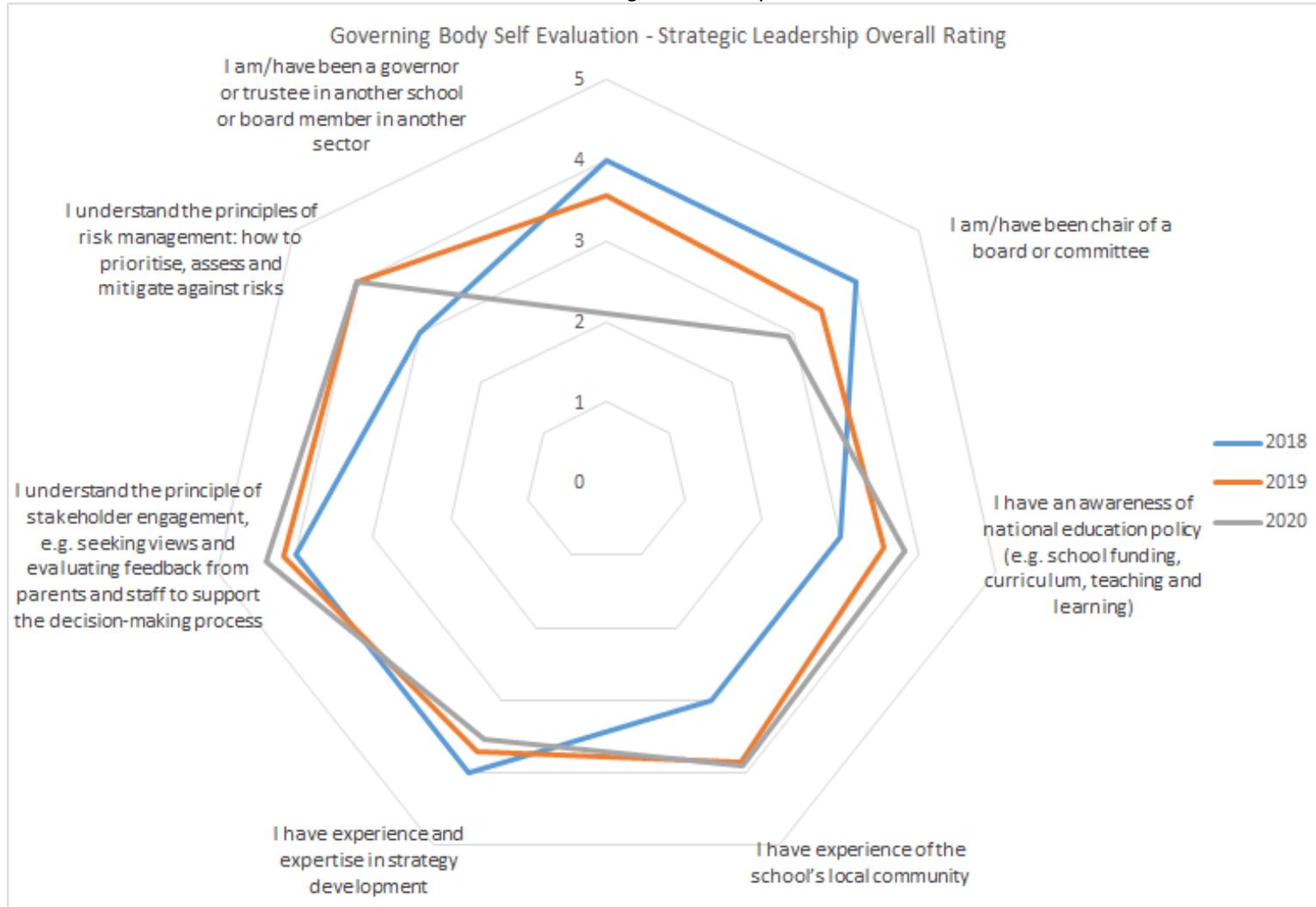
How the governing body have engaged with parents and the community	Impact of parent and community engagement
<p>Some examples of parental engagement are:</p> <ul style="list-style-type: none"> • Governor attendance at graduation ceremonies • Governor visits to Parents Evenings • Governor attendance at parental surgeries and at Complaints Hearings • Governor attendance on the Ramsey Community Heritage Group. • Governor email/contact details on the website • Associate Governor recruitment • Use of remote technology to improve governor attendance <p>Some suggestions to increase governors engagement with parents are:</p>	<p>In August 2020, 203 responses on Parent View, 93% of parents say that the school lets them know how their child is doing.</p>

<ul style="list-style-type: none">• A governor board• This Activity Statement, updated termly.• Interactive web forum for governors to answer strategic questions• Governors to listen to Y7 students read• Acknowledgement of governors involvement on other local committees• A termly or annual newsletter including a summary of tasks undertaken by governors or a list of activities with a covering letter.	
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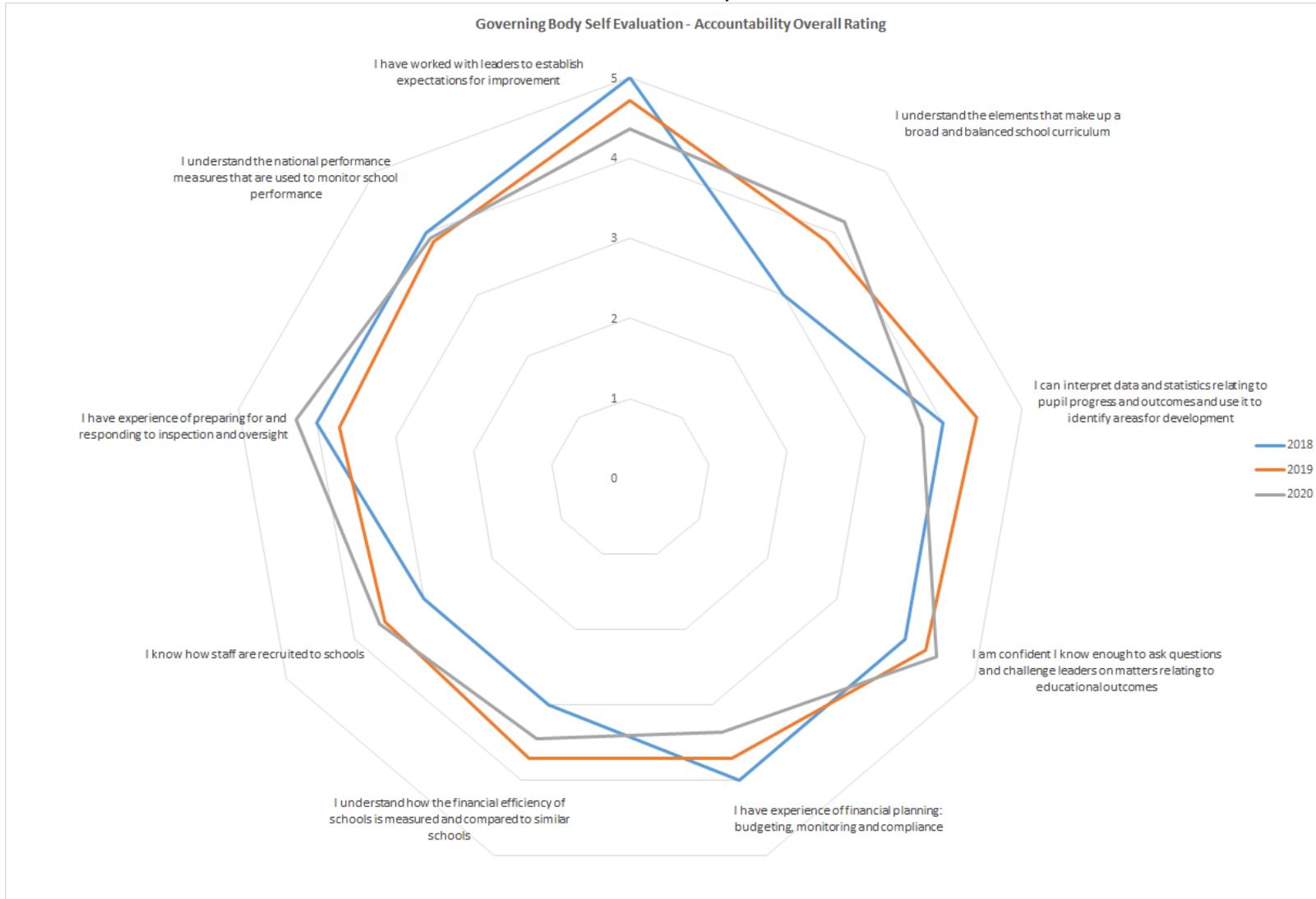
Governing body self-evaluation

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 2017/18, 2018/19 and 2019/20:

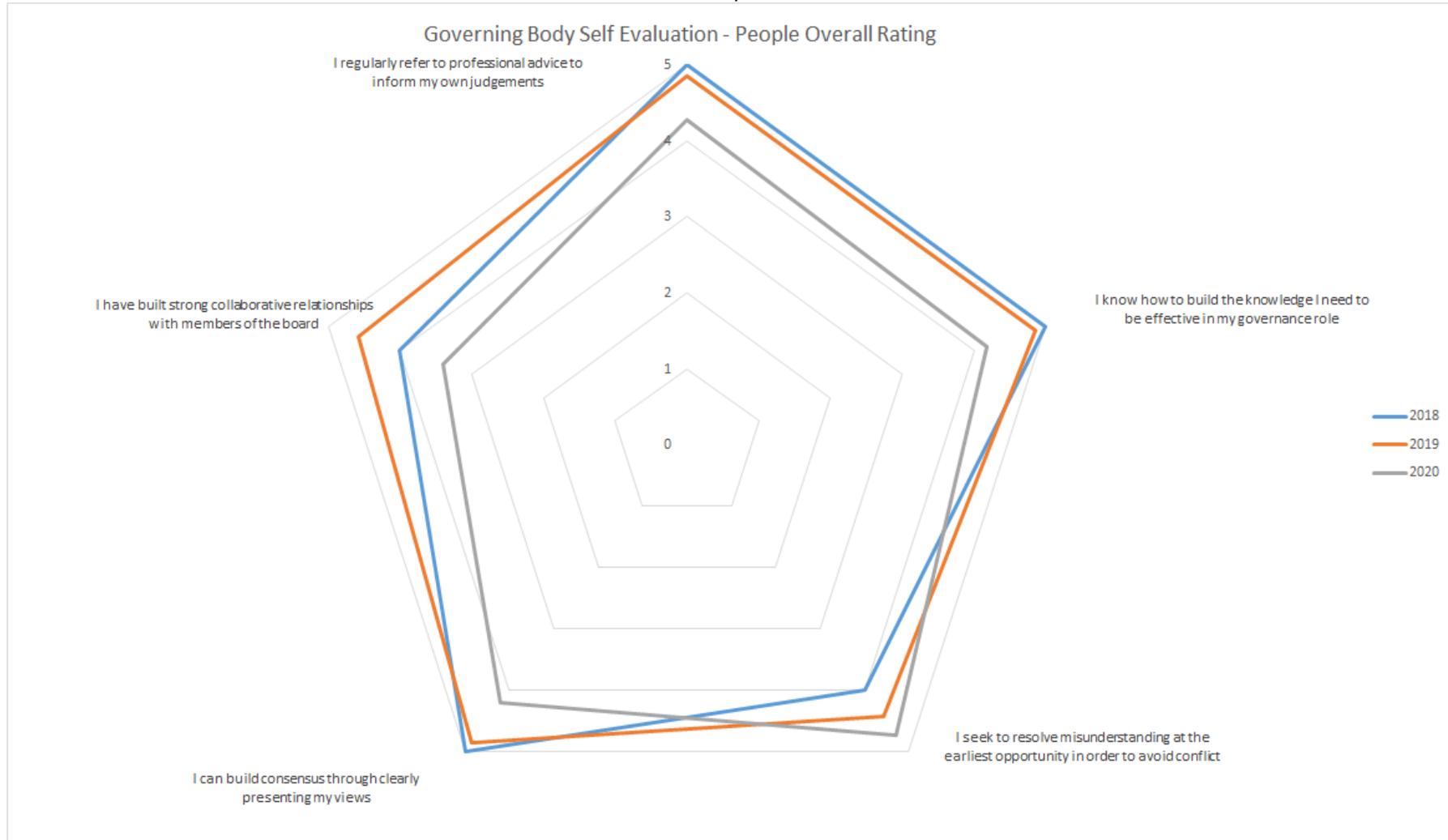
Strategic Leadership



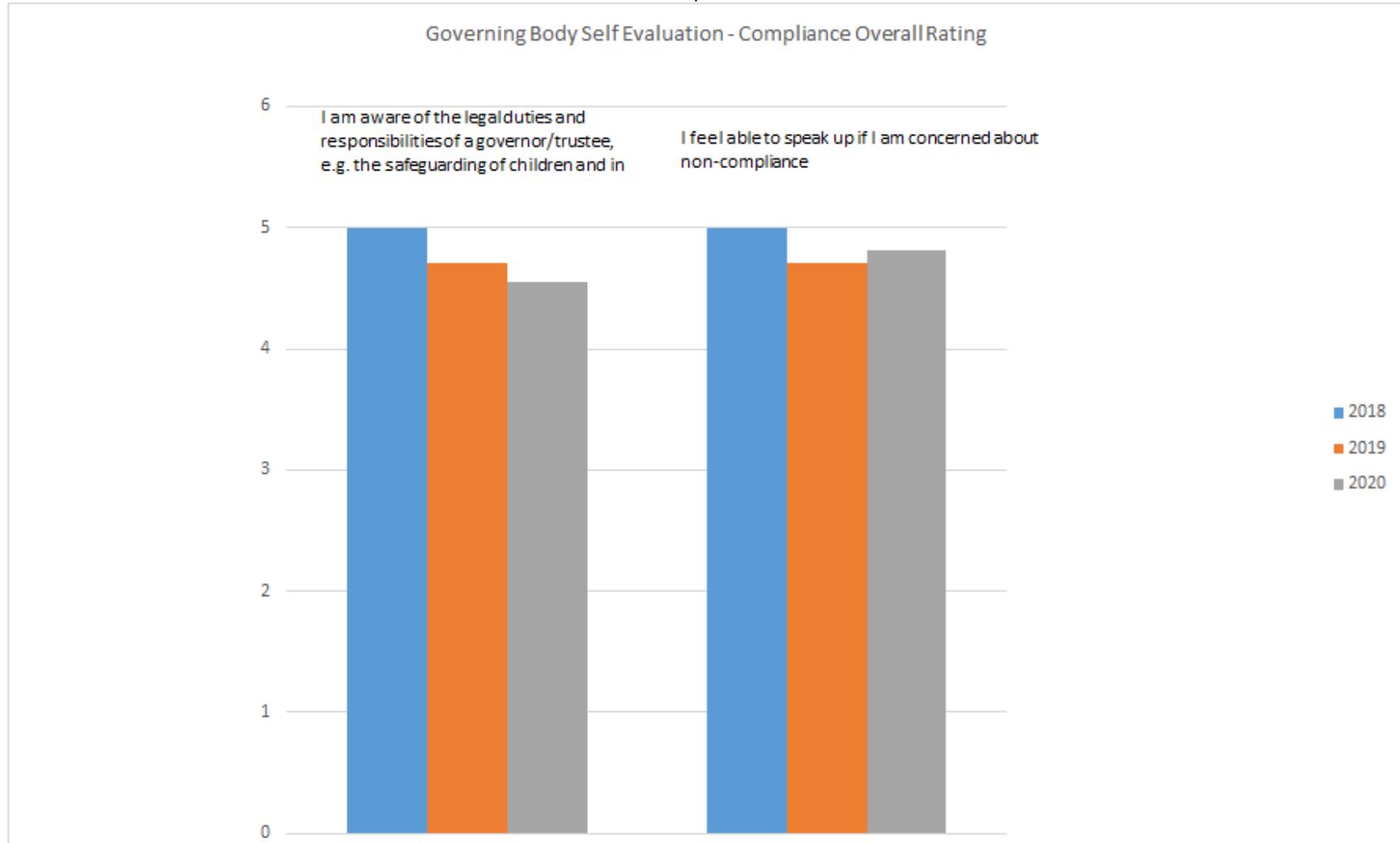
Accountability



People

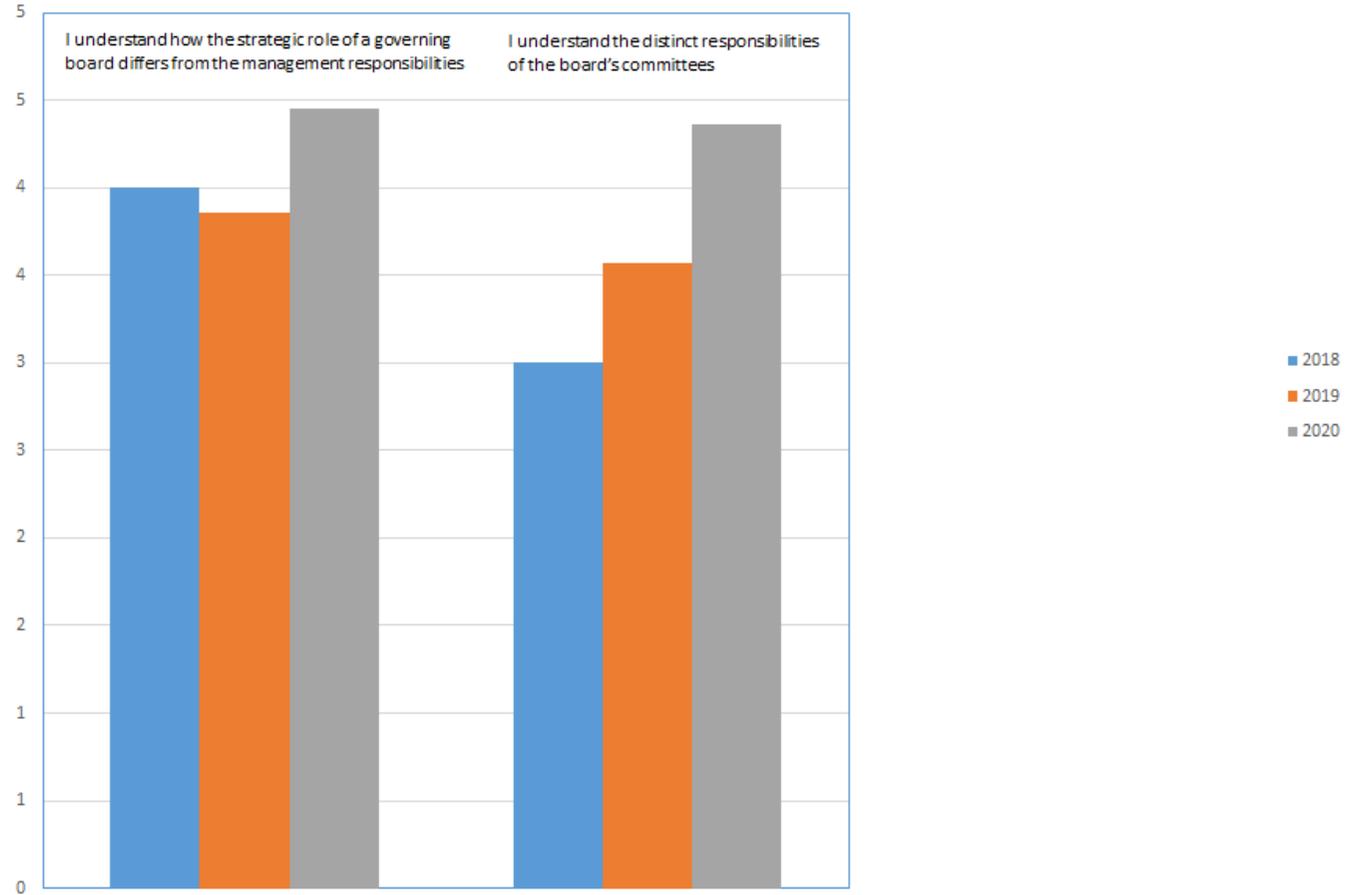


Compliance



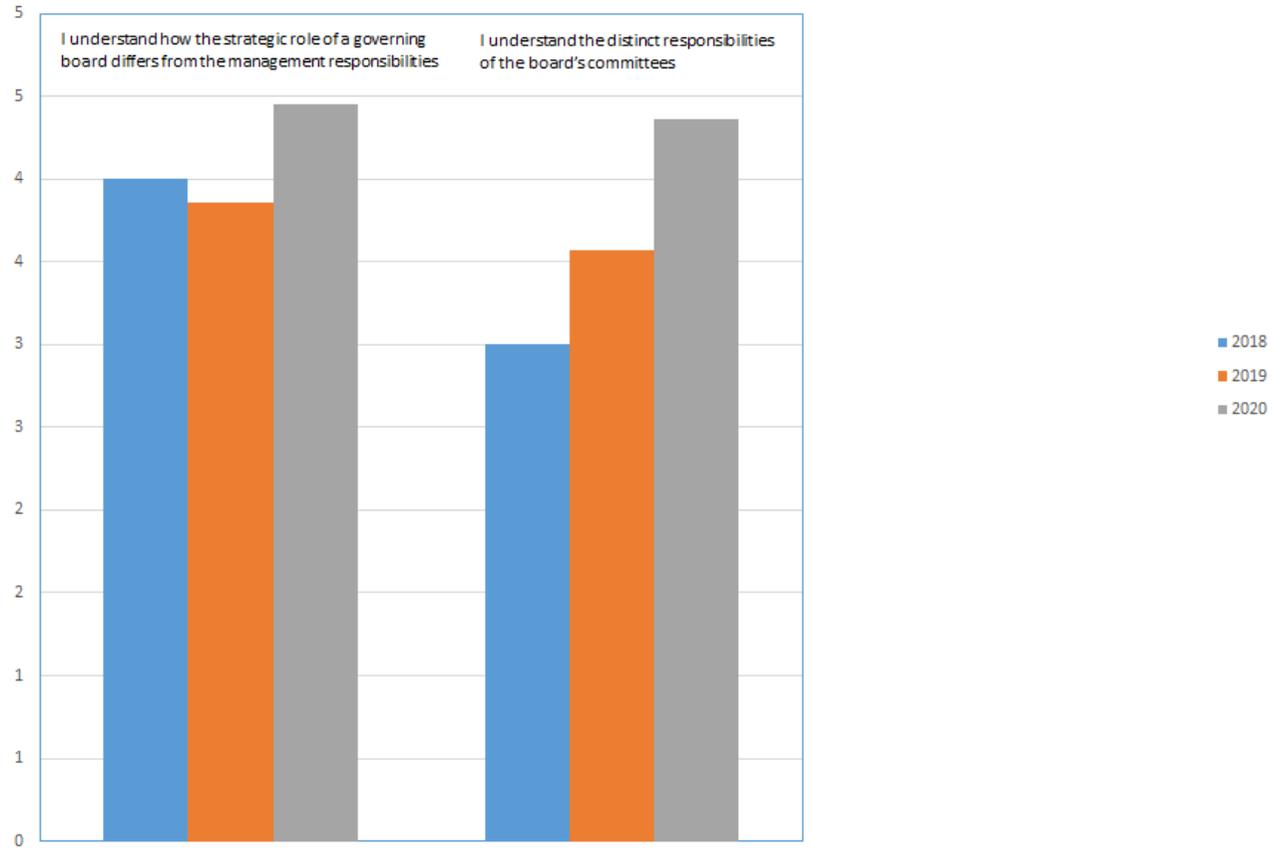
Structures

Governing Body Self Evaluation - Structures Overall Rating



Evaluation

Governing Body Self Evaluation - Structures Overall Rating



We are pleased with the following improvements:

- Through link visits and quality assurance reviews (QA), governors feel more confident with regard to promoting community cohesion and providing feedback and challenges to staff;
- Through the training provided on the latest SEND Code of Practice, governors feel more informed in this area;
- Governors have been deeply involved in a number of HR processes and feel more assured with the school's practices.
- Successful recruitment campaign and succession planning to ensure all required skills are reflected on the governing body. There are now additional parent governors and associate members who have been recruited. In addition, one Associate Governor has project management and property management skills and is supporting with building works.
- Governors have carried out QA reviews to assess subject areas and received updates from staff at meetings.
- There is a succession plan in place for the governing body.
- There is a Local Authority governance review scheduled for Spring 2021 for an external view of governance.

Following the skills audit, 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 2020/21:

- Data
- Financial management

Governor links and specialisms

Last year, subject areas were monitored by a termly quality assurance review with the autumn term reviews being held on 28th November (M Jackson and G Jones) and 4th December (A Dods and N Robinson). Governors attended each session to review how the quality assurance process contributed to improving teaching and learning, attainment and staff wellbeing, identified targets and the impact of CPD. Governors also reviewed how departmental needs and the wellbeing and workload needs of the staff are being met. Spring term and summer term reviews did not take place due to Covid-19.

The quality assurance review process for 20/21 was presented to governors on 8th December and governors will be regularly updated on key aspects and progress. During the Covid-19 pandemic whilst the school is closed under lockdown conditions, blended learning and online lessons will be quality assessed. Governor reviews are included in the monitoring schedule and will be dependent on Covid-19 restrictions.

Faculty/ specialism	SLT Lead	Lead	Departments	Governors	Additional Governor(s)	QA review/visit date	19-20 Outcomes	20-21 Outcomes
STEM	Jane Warne	David Hodges, Tanya Batchford	Science, Art & DT	Alan Dods	Gareth Jones		Teaching in the science department is stable and CPD is a priority. Starting points are identified to improve attainment. There has been an improvement in the PE theory programme and assessment and an improvement in KS4 results.	
MFL	Caitriona Powell	Shivonne Stevenson	MFL	Madeleine Jackson	Lisa Williamson			
English and PA	Carl Deighton	Jessica Davies, Keira O'Connell, Kathryn Lane	English, Drama and Music	John Chrisp	Michelle Lynch		In English the QA process helped identify students to support to make further progress and identify patterns. Strengths and areas for development have been identified to improve results further in performing arts.	
Applied Mathematics	Janet Oswell	Claire Grainge, Joshlynn Moodley	Maths Business studies & IT	Lisa Williamson	Neil Robinson		Students are able to identify any gaps in the learning in maths and will know when the gaps are closing. Sharing practices from other departments has improved processes in BITE. In the art department there has been a big improvement on the use of time and staff strengths have been identified. There has	

							been an improvement in boys' attainment.	
Global Humanities , CCF and SMSC, Personal Development	Sarah Noble	Linda Blood Gordon Mather Sarah Noble	History, Geography, Sociology, Psychology, Politics, Faith and Ethics, Child Development and Social Care, Form Time	Esmond Edwards	John Stevens, Michelle Lynch		There is greater consistency within the History department. There is a better understanding and shared vision for Faith and Ethics.	
6th Form	Roy Askoolum		Personal development	John Chrisp	Alan Dods	3/3/21	Student Progress is being reviewed and interventions put in place where required.	
PE	Andy Christoforu	Ben Pugh	PE	Neil Robinson	Gareth Jones			

Governor training

The governing body takes their responsibility to stay up-to-date seriously and places high importance on this. The table below shows all of the various training and continued professional development (CPD) the governing body has undertaken since 2018:

Governor	Planned training or CPD to be undertaken (Date / Title)	Success criteria
L Williamson K Johnston C Greyson	New Governor Induction - 2018 New Governor Induction – 29/10/19 New Governor Induction – 29/02/20	Know essential aspects of a governing board's responsibilities and how to approach their role.

S Carter	New Governor Induction – 29/02/20	
M Jackson, J Chrisp, L Williamson, E Edwards	Annual Safeguarding and Child Protection training update 20/11/18 Annual Safeguarding and CP Update 24/9/19	Requirements are met
All governors	Child Protection Update and ‘MyConcern’ raising safeguarding concerns training – 3 rd December and 29 th January 2019	Requirements are met
G Jones	Governors Annual Conference 2018	Update on governance received
J Chrisp, M Jackson, A Dods, L Williamson	Safer Recruitment (September 2019)	Requirements are met
E Edwards, A Christoforou, J Chrisp, A Dods, M Jackson, G Jones and J Stevens.	GDPR update by DPO 6/11/18	Requirements are met
L Williamson	Termly briefing 22/1/19 Termly briefing 2/10/19	Updates provided to governors
All governors	Changes to Ofsted Framework update 12/3/19	Good school
G Jones	Health and Safety – 23/1/20	Knowledge to ensure school is managed in accordance with good health and safety practice.
J Chrisp, M Jackson	Conducting Headteacher Appraisal & Monitoring Staff Performance 15/10/19	Processes and role understood
M Jackson	Improving Outcomes for Disadvantaged Pupils – 21/5/19	Challenge SLT to accelerate pupil progress and ensure effective monitoring
L Williamson	Taking the Chair – 28/2/20	Knowledge for being a chair
T Farrant	CPSE Site Health and Safety 2020	H&S knowledge
J Chrisp	Duke of Edinburgh scheme training 2019	
C Greyson	Specialist teacher training on autism Summer 2020	
L Williamson	Cambridgeshire 2021/22 Budget Consultation Briefing, October 2020	Awareness of local funding
J Chrisp	SEND – November 2020	Up to date with SEND assessment procedures and terminology

L Williamson	Schools Funding, Budgeting & Financial Monitoring – November 2020	
Full Governing Body	Data training November 2020	Understanding of school data
Full Governing Body	Annual Safeguarding update – January 2021	Requirements are met
R Cox	Termly Briefing January 2021	Updates provided to governors
R Cox	A Governors Role in H&S – January 2021	Understanding of H&S
R Cox	SEND – February 2021	Overview of national and local context obtained
J Chrisp	Career-related learning in secondary settings Webinar	Overview of role of link governor for careers
L Williamson	Annual Governor Conference – March 2021	Up to date with information and requirements
L Williamson	Reducing avoidable school exclusions: a panel exploring the strategic role of governors – Webinar March 2021	Understanding of the governors role
L Williamson	Termly Briefing – April 2021	Updates provided to governors
L Williamson	Getting Ofsted Ready – April 2021	Understanding of the governors role
L Williamson and M Jackson	Single Central Record training – May 2021	Know how to ensure compliance.
L Williamson	Schools Financial Benchmarking – March 2021	Understanding of governors role in benchmarking and to know how to achieve assurances from the school.
C Greyson	Governors for Schools introductory seminar – April 2021	Joined network to receive support to maximise role of governor
J Chrisp	ASCL Grading 2021: Briefing for Governors and Trustees – May 2021	Understanding of grading process and its implications for results days and the appeals process.

Monitoring activity

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 of 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 governing body and committee meetings to report on key areas.

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 2020/21:

Monitoring Area or Activity	SLT Lead	Governors	Succession Governor	Activity Dates	19/20 Outcomes	20/21 Outcomes
Full Governors		Madeleine Jackson	A Dods is Vice Chair		New governors recruited	
LPE		John Chrisp	C Greyson Vice Chair from January 2020		Committee membership was reviewed to balance skills	
Operations		Lisa Williamson			Committee membership was reviewed to balance skills	
Disadvantaged students Plan, Looked After Children, Review the	Kate Wibberley	Madeleine Jackson	Alan Dods	22/4/21	Postponed due to Covid-19	

impact of PP Strategy against pupil achievement						
Student performance data	Janet Oswell	Alan Dods	Neil Robinson	After every data capture	Data regularly reviewed and challenged by data governors and at LP&E meetings	
Attendance and punctuality	Roy Askoolum	Madeleine Jackson	Lisa Williamson	12/1/21 - 9am 23/2/21 – 9am	There is demonstrable improvement in the attendance of pupils who have particular needs. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate and effective action.	Attendance is online to achieve SIP Target by May '21 and is also in line with blended learning due to the current lockdown. School is following regulations.
Low Level Disruption and Inclusion Facilities	Roy Askoolum	Cheryl Greyson	Gareth Jones	2/3/21 - 9am	Arrangements were reviewed and challenged by the LPE Committee and the school is consistent with actions	
Careers / CEIAG	Jane Warne/Lesley Pollard	John Chrisp	Cheryl Greyson	3/12/20 10am	Gatsby and school development	Programme confirmed as on

					targets are being met	target. Quality Mark achieved.
Child Protection and SCR, Anti-bullying and welfare	Kate Wibberley	Madeleine Jackson	Lisa Williamson	SCR Check 7/10/20, 9/12/21, 3/2/21, 17/3/21, 26/5/21 Safeguarding 18/11/20, 14/6/21 Anti-bullying 26/4/21	Safeguarding procedures are effective and students at risk are identified	Safeguarding procedures are effective. Audit passed.
SEND	Debbie Neal, Kate Wibberley	John Chrisp	Gareth Jones	25/6/21	Strategies for improvement have been reviewed and implemented and the Waves system is functional	
Attitudes to learning and passivity	Caitriona Powell	Lisa Williamson	John Chrisp	5/5/21	Strategic Plan for T&L being implemented and reviewed. Progress will be visible by Term 3	Challenged on the future development of the new Integrated KS3 Curriculum and Vocabulary learning.
Health and Safety	Mel Hyde/Matthew Gunter	Gareth Jones	Neil Robinson	14/10/20 H&S meeting	Regular reports and challenges to Operations Committee and FGB to ensure procedures are followed	
Quality of education, KS3 Integrated	Carl Deighton,	Alan Dods	John Chrisp	9/3/21		

Curriculum and Vocabulary	Caitriona Powell					
SEF and SIP	Andy Christoforou	All Governors		SEF to be reviewed and challenged by LPE annually in autumn term	Targets reviewed and robustly challenged	
Staff Wellbeing	Sarah Noble	Neil Robinson	Lisa Williamson		Termly reports to LP&E and feedback to staff	
School communications	Andy Christoforou	ongoing and regular updates from AC			Ongoing updates provided to FGB	

Governor Suggested Agenda Items 2020-21

Autumn Term	Autumn 1	<ul style="list-style-type: none"> • Safeguarding training update • Summer Results • Self-Evaluation* • Student intake year 7 and year 12 • Plans for autumn and 20/21 exam series • Covid catch-up impact and strategy • Year 11 and 13 targets • Governor Report for Achievement • Governor Report for Safeguarding following QA • Risk Register and risk mitigation plan • Governor Dashboard • Policies update including changes to Safeguarding & Child Protection • Governance Arrangements for the year and Governor Roles • AC strategic priorities • Scheme of delegation • Committee terms of reference for adoption • Code of conduct and annual monitoring forms, including register of interests • Skills audit to be distributed • Governance Activity Statement • Governance training 20/21 • KCSIE and mandatory policies
	Autumn 2	<ul style="list-style-type: none"> • Key Stage 3 Progress • Year 11 data capture • Year 13 data capture • School Development Planning • Pupil Premium Charter • Parent survey summary • Student destinations and NEET

		<ul style="list-style-type: none"> • 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 • Quarterly review and update of register of interests • Equality and Diversity questionnaire to be completed anonymously
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 up date • Curriculum model 2020-21 • 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
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 • PASS summary • Governor Report for Achievement, teaching & learning following QA • Risk Register

		<ul style="list-style-type: none"> • Governor Activity Statement update • Policies update • Provisional meeting schedule for 2021/22
	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 2020-2021 • 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