

Abbey College Governing Body Activity Statement 2021-22

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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 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 five sections:

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

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

| The governing body's strategic aims | Current progress towards achieving strategic aim |
|--|---|
| 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. | Strategy devised during 2021, ready to be launched for the start of the academic year with input from all stakeholders. This will be reviewed at LP&E Committee meetings. |
| Leadership | |

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| <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/Clerk to undertake a comprehensive programme of training to increase their knowledge and skills through the relevant support, training and networking opportunities available | <p>Following the Governance Review in May 2021, there is a detailed action plan that will be used to monitor progress against these aims. The work on these aims will begin June 2021.</p> |
| <p>Finance and revenue</p> | |
| <ul style="list-style-type: none"> ▪ To maintain a balanced budget | <p>The school successfully achieved a surplus 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> |
| <p>Buildings and environment</p> | |

| | |
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| <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>Plans/designs in place to develop our outdoors spaces that support pride and wellbeing, linked to Abbey College Spirit, with a focus on the Quad on the south part of the campus.</p> <p>Governors are in the planning phase with CCC, and the Ramsey Foundation for a new build block. A feasibility study has been conducted and reviewed by architects. CMAT are supporting the venture and governors are currently considering plans and funding to ensure a project commences.</p> <p>Work has begun on resolving the Abbey Building lease with the owners. This will be a lengthy process as the lease is complex and is currently in place for another 13 years.</p> |
| <p>Staffing</p> | |
| <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. ▪ To provide CPD that is valued and supportive. ▪ To ensure staff wellbeing is always considered as a feature of school improvement. | <p>We have piloted our provision for the ECF (Early Careers Framework) teachers leading to the recruitment of staff through this route. In addition, the DFEs retention programme has led to 98% of staff in Year 1-4 remaining at AC.</p> <p>Early Careers Quality Mark achieved.</p> <p>Wellbeing/workload Charter in place.</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. Annual review of 5 year vision and school improvement priorities for 21-22. |
| 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. |
| Governors provided with bi-annual departmental position statements to challenge | Departmental position statements allow governors to identify priority areas for subjects individually against the school priorities. |

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 | <p>The committee challenges the SLT to ensure data is accurate and interventions provide value for money. In addition, the committee conducts a series of link visits and themed reviews to ensure that actions within the school improvement plan are having an impact regarding all aspects relating to raising achievement, the student experience and curriculum. There are standing agenda items relating to Safeguarding and Welfare. Key staff are invited to share the outcomes of any departmental audit and actions to address areas of underperformance. Key student groups are also discussed to ensure gaps are closed between their performance and that of their peers. Standard selection of Ofsted style questions chosen by the Chair is posed at SLT to keep leaders inspection ready.</p> |
| Operations | <p>The committee meets at least six times a year and undertake duties which include:</p> <ul style="list-style-type: none"> • Monitoring health and safety including Covid related aspects • 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 and those affected by Covid • 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 |

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.

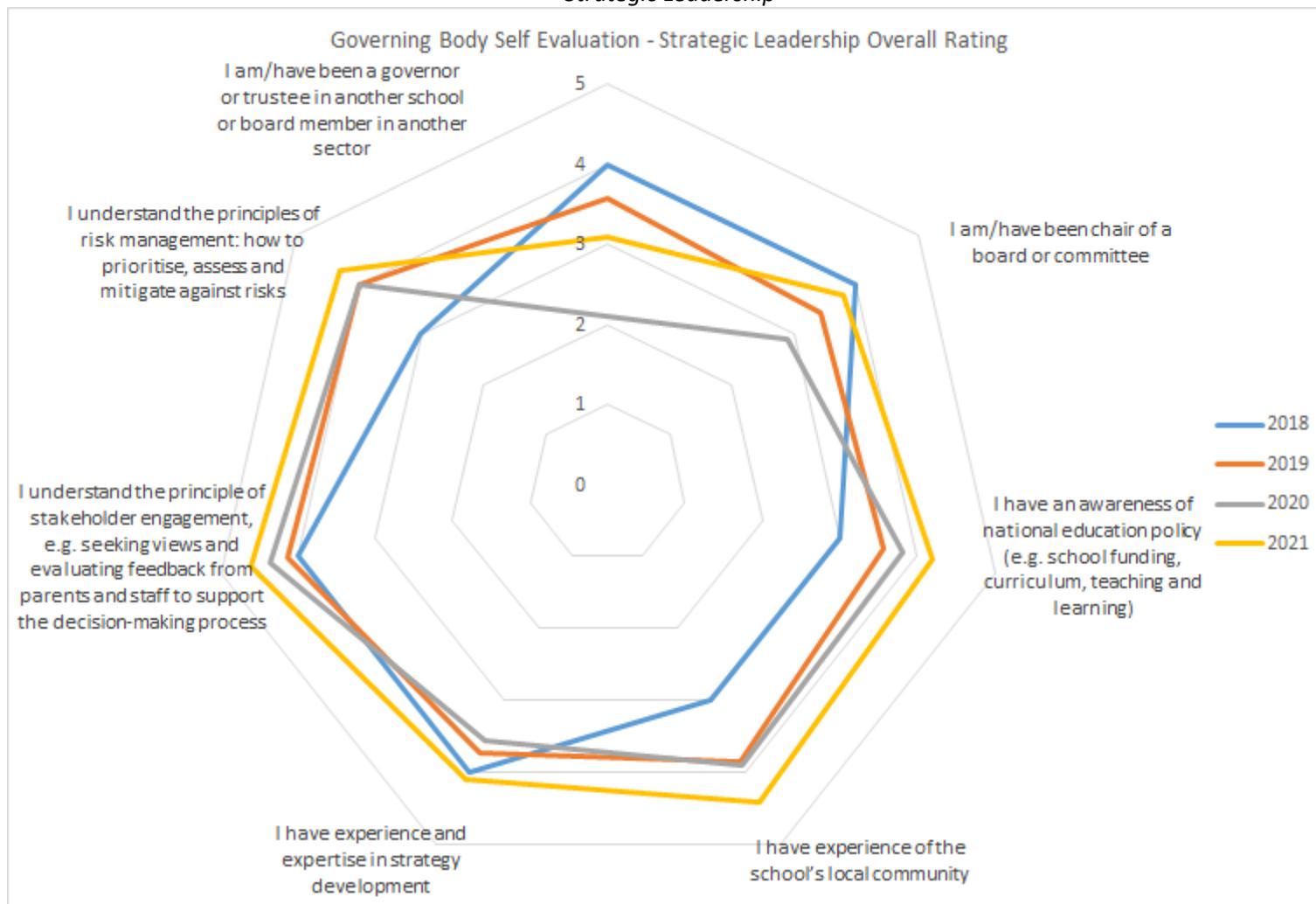
Below is a summary of how the governing body has engaged with parents and the community to hear their views and opinions and the impact of that activity:

| 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"> • Governor visits to Parents Evenings • Governor attendance on the Ramsey Community Heritage Group. • Governor email/contact details on the website • Use of remote technology to improve governor attendance • 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 <p>Some suggestions to increase governors' engagement with parents are:</p> <ul style="list-style-type: none"> • A governor board – with pen pictures on the webpage • This Activity Statement is updated termly to review progress made • Governor Meetings have a built-in reflective activity reviewing the impact of the meeting • Governors attend school leadership CPD with SLT • 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. • Rotation of governors to attend Parent Forum meetings | <p>See Parent Forum minutes on school website.</p> |

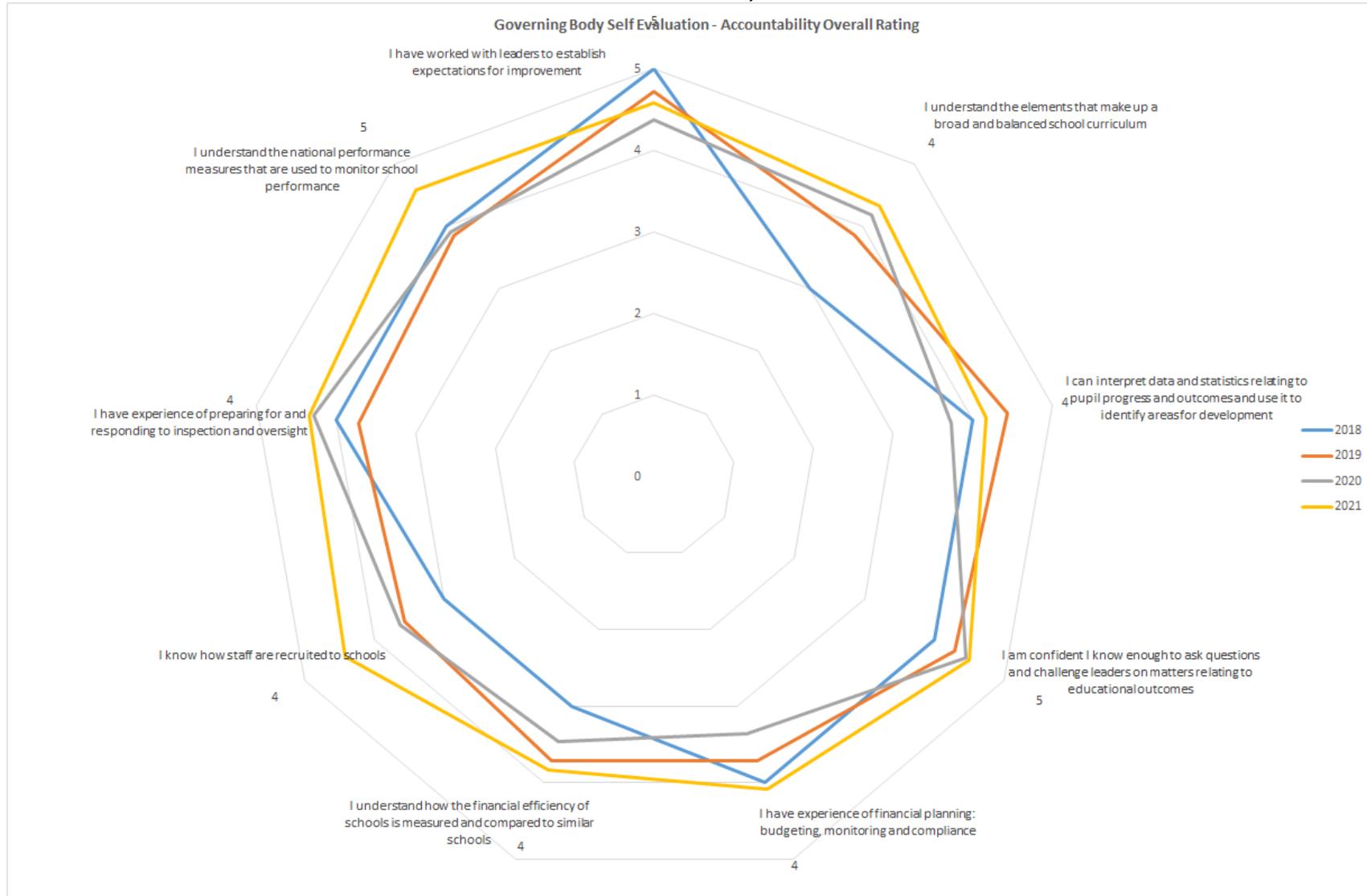
Governing body self-evaluation

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 2017/18, 2018/19, 2019/20 and 2020/21:

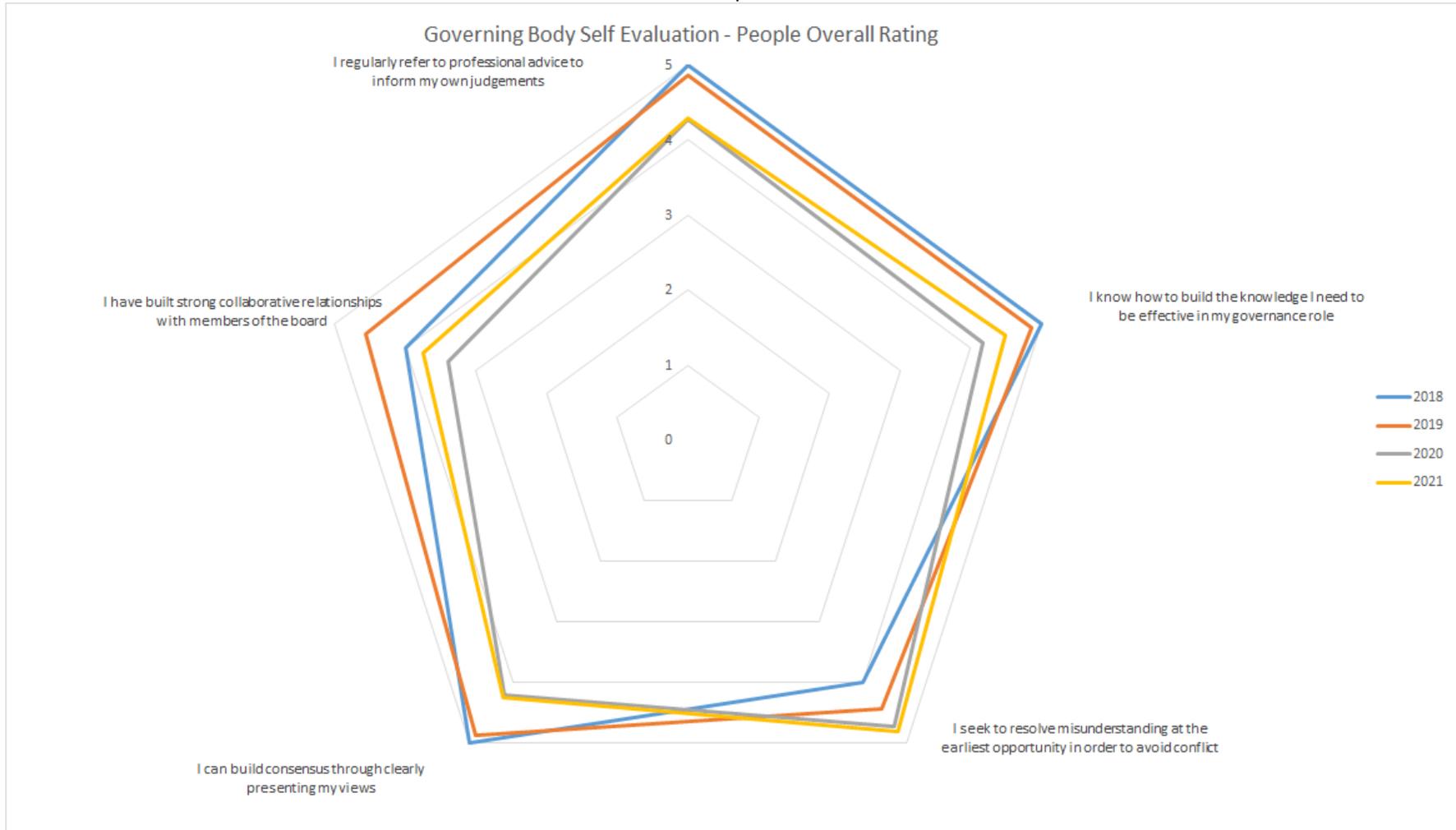
Strategic Leadership



Accountability

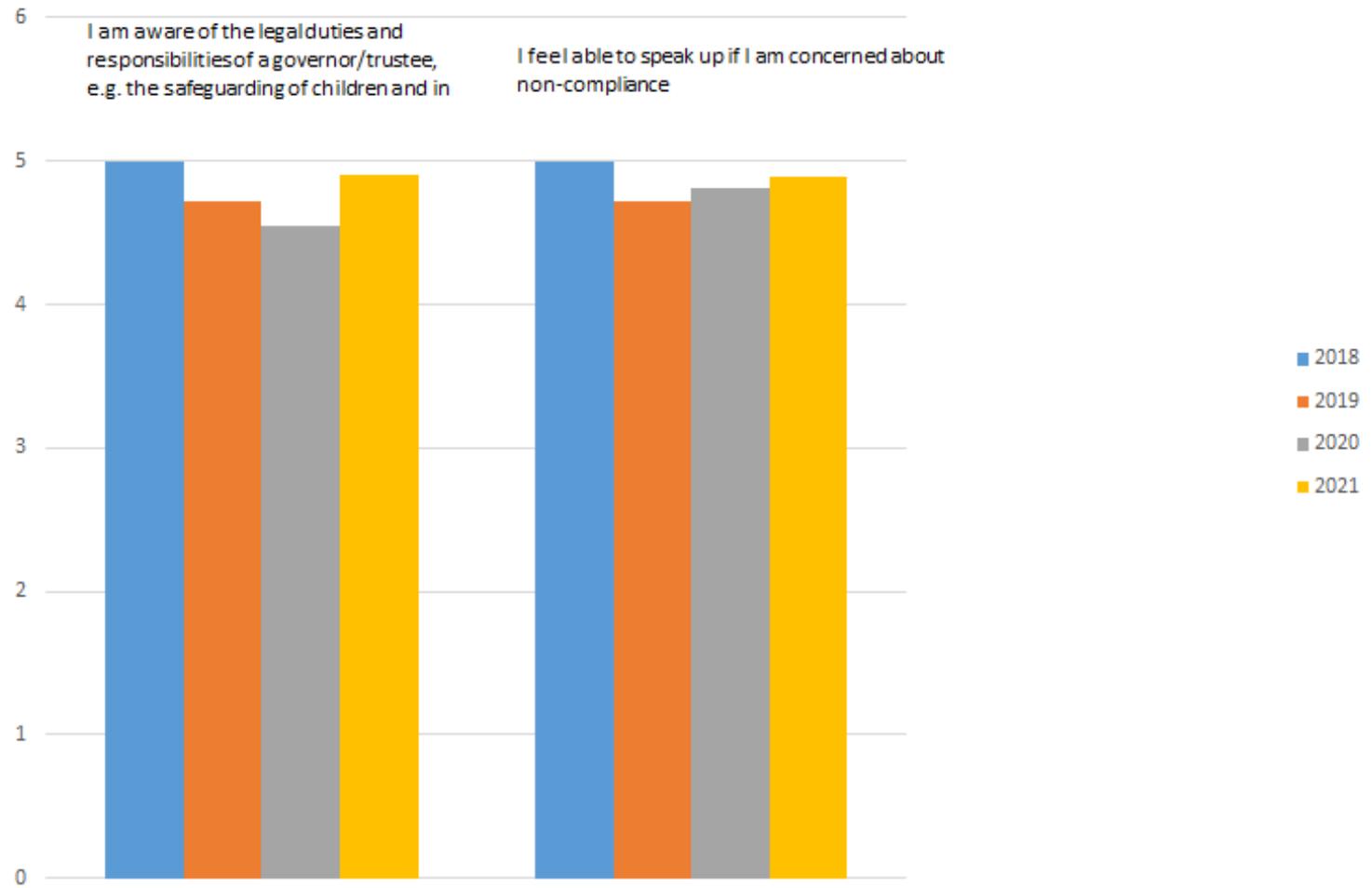


People

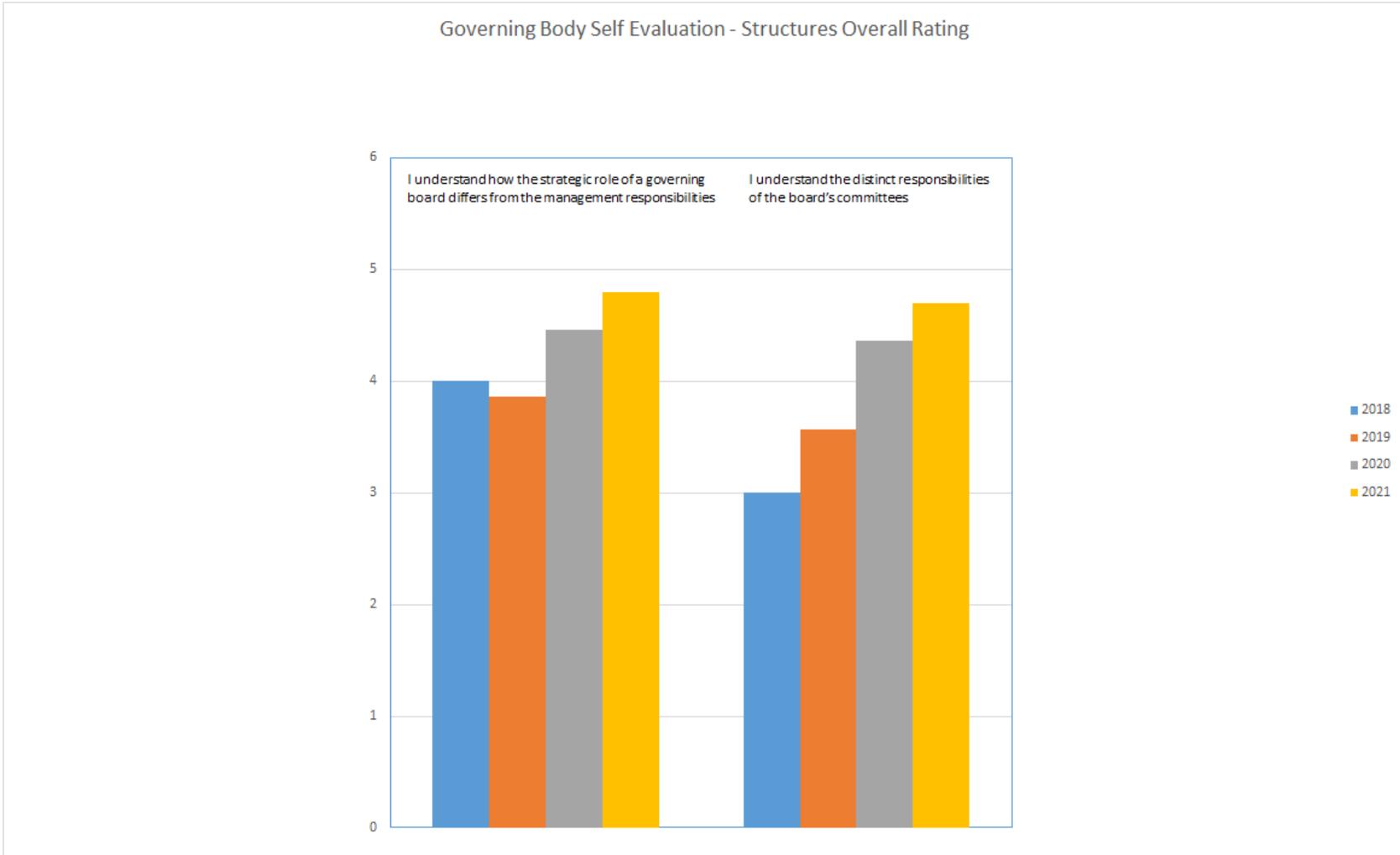


Compliance

Governing Body Self Evaluation - Compliance Overall Rating

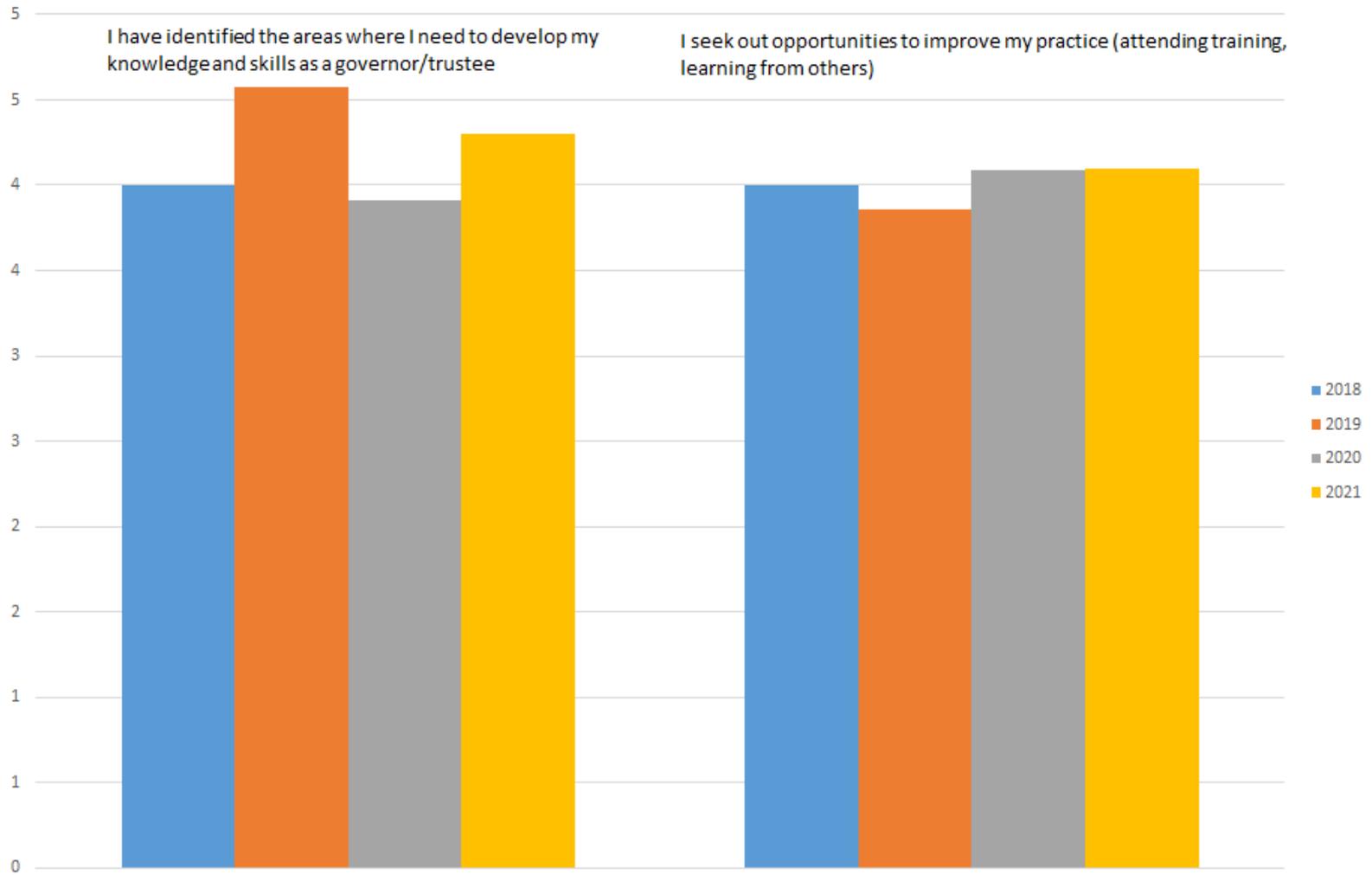


Structures



Evaluation

Governing Body Self Evaluation - Evaluation 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.
- In spite of the challenges faced last year with regard to Covid, key aspect of monitoring such as Safeguarding and the Single Central Record, were all carried out half termly face-to-face.
- A successful recruitment campaign and succession planning will ensure all required skills are reflected on the governing body. There are now additional parent and community governors who have been recruited. In addition, one Associate Governor has project management and property management skills and is supporting with building works. Two new Parent Governors have experience in Finance and HR.
- Governors have received updates from staff at meetings.
- There is a succession plan in place for the governing body.
- A Local Authority Governance Review was carried out in May 2021 and the Action Plan can be found at the end of this document/Annex.

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 2021/22:

- Engaging governors directly with school benchmarking sites
- Learn from visits to other successful schools
- Governance quality accreditation
- Reviewing the effectiveness of governing body meetings
- Being Ofsted ready

Governor links and specialisms

| Faculty/specialism | SLT Lead | Lead | Departments | Governors | Additional Governor(s) | QA review/visit date | 21-22 Outcomes | Notes |
|--------------------|-------------------|-------------------------------|---------------|-------------------|------------------------|----------------------|--------------------------------------|-------|
| STEM/Science | Jane Warne | Gareth Austin/Tanya Batchford | Science, STEM | Alan Dods | | 17/1/22 | Strong teaching team and curriculum. | |
| MFL | Andy Christoforou | Shivonne Stevenson | MFL | Madeleine Jackson | Rachel Cox | 17/1/22 | | |

| | | | | | | | | |
|----------------------------|-------------------|----------------------------------|--|-----------------|----------------|---------|---|--|
| English | Alex Waldron | Keira O'Connell, Kathryn Lane | English, Literacy and Reading | John Chrisp | Michelle Lynch | 17/1/22 | A strong department. Focus on reading. Mentoring programme with Sixth Formers being developed. Loss of learning from Covid being addressed. | |
| Mathematics | Ellie Pinnock | Claire Grainge, Joshlynn Moodley | Maths and problem solving pillar | Lisa Williamson | John Stevens | 17/1/22 | | |
| BITE and CCF | Gemma Craig | Alex Thompson Raff Tichanow | Business studies & IT | Lisa Williamson | | 17/1/22 | | |
| PE and PA | Andy Christoforou | Ben Pugh Jessica Davey | PE, Drama, Music, Dance | John Stevens | Kirk Johnston | 17/1/22 | | |
| SMSC, Personal Development | Sarah Noble | | Form time | Michelle Lynch | | 17/1/22 | Robust programme in place. Developing opportunities following Covid. | |
| Human Sciences | Gemma Craig | Tom Genillard | Sociology, Psychology, Criminology, H&S, MO, Social Care and Child development | Rachel Cox | | 17/1/22 | Goods results and expert staff. Needs to be more links to British values/current affairs | |

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|-------------------|-------------------|-----------------------|---|----------------|----------------|---------|---|---|
| Political Science | Andy Christoforou | Simon Hedges | History, Geography, Politics, Law and EPQ | Esmond Edwards | Michelle Lynch | 17/1/22 | New, more varied content in History to try and improve outcomes. There are regular QA/learning walks for regular monitoring | |
| 6th Form | Kate Wibberley | Sam Moore | Achievement and personal development | John Chrisp | Alan Dods | 7/3/22 | | |
| Art/DT | Andy Christoforou | Georgina Gerrard-Cook | Catering, 3D design, Engineering and Art | Esmond Edwards | | 17/1/22 | Good results in engineering, catering and Art. Skills and knowledge based curriculum used. | JC and AD attended a Y13 Product Design Review meeting on 25/2/22 |

Governor training and development

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

| Governor | Planned training or CPD to be undertaken (Date / Title) | Impact |
|-----------------------|--|---|
| Committee Vice Chairs | Alternate chairing meetings | Gain valuable experience of being a chair |
| L Williamson | Termly Briefing – October 2021, January 2022, April 2022 | Updates provided to governors |
| M Jackson | Peer-on-peer sexual abuse in school – what governors need to know. Webinar June 2021 | Up to date on topical Ofsted issues |

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|-----------------------|--|---|
| M Jackson | Termly Briefing. September 2021 Termly Briefing. April 2022 | Up to date on topical education issues |
| M Jackson R Cox | The Governance of Safeguarding in 2021 – Webinar October 2021 | Changes to KCSIE identified |
| M Jackson | Safer recruitment June 2022 | Up to date with laws, practices and procedures |
| M Jackson | Improving outcomes for disadvantaged students – December 2021 | |
| L Williamson | Schools Funding, Budgeting & Financial Monitoring – November 2021 | Understanding of a governors role in monitoring, budgeting and links to school improvement |
| L Williamson | Managing Complaints, Allegations and Grievances – March 2022 | |
| L Williamson | Balancing School Improvement and Wellbeing - March 2022 | |
| L Williamson | Headteachers Performance Management Review – October 2021 | Understanding of role in the Headteacher performance review process |
| L Williamson | Taking the Chair Programme – to be completed June 2022 | Identify what is a good chair, how to lead a team, how to secure improvement |
| M Lynch | Fischer Family Trust (FFT) Aspire Updates – November 2021 | Understanding of FFT data to look back at prior performance, support target setting for improvements , track pupil progress and evaluating school outcomes against national data sets |
| M Lynch | Analysing and Using Data – November 2021 | Able to review evidence to challenge the school |
| R Cox Edward Welsh | New Governor Induction – December 2021 May 2022 | Governors made aware of the essential aspects of a governing body's role and responsibilities |
| K Johnston | ASCL Resuming Ofsted Inspections - a briefing for governing boards and trustees – October 21 | how Ofsted will inspect schools following Covid, changes to the Ofsted handbook, key messages about curriculum and educational recovery |
| J Chrisp | School Property Maintenance & Estate Management November 2021 | Understanding of governors role in monitoring and compliance |
| K Johnston | How can governors ensure that schools support all pupils to meet their potential? Webinar, November 2021 | Impacts of COVID-19 in the classroom identified and what schools can do to ensure that no pupil faces long-term educational disadvantage. |

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| J Chrisp, R Cox, A Dods, C Greyson, M Jackson, M Lynch, J Stevens, L Williamson | Annual Safeguarding Update – December 2021 | Governors are up to date |
| J Chrisp M Jackson | Understanding T Levels – December 2021 | Understanding of the changing nature of vocational education in the sixth form |
| C Greyson | Dyslexia – What’s new – November 2021 | |
| C Greyson | Suicide Awareness training – December 2021 | Trained to provide support. |
| K Johnston | How do we govern the school curriculum? January 2022 | Identify what governors need to know to provide strong strategic oversight of the school's offering. |
| M Jackson, A Dods, E Edwards, K Johnston, L Williamson, R Cox, J Chrisp | Preparing Gobs on answering Ofsted questions showing impact February 2022 | Governors more prepared for an Ofsted inspection. |
| R Cox | Schools Funding, Budgeting and Financial Monitoring – February 2022 | |
| L Williamson | 1 day first aid training | |
| K Johnston | Attendance in schools – effective governance oversight webinar March 2022 | knowledge of Ofsted's recently published research on the attendance issue, new guidance introduced by the DfE, and strategies schools have used to bring about improvements in attendance. Identify what governors can do to help secure an improvement in attendance, including the questions that governors and trustees can ask in board meetings to provide challenge and seek assurance |
| M Jackson | Safeguarding Students When Using Alternative Provision | Understanding of safeguarding responsibilities in AP. |
| T Farrant | School Property Maintenance & Estate Management June 22 | |

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 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 2021/22:

| Monitoring Area or Activity | SLT Lead | Governors | Succession Governor | Activity Dates | 20/21 Outcomes | 21/22 Outcomes |
|-----------------------------|----------|-------------------|---|----------------|---|----------------|
| Full Governors | | Madeleine Jackson | A Dods (Vice Chair) | | See minutes | |
| LPE | | Gareth Jones | C Greyson (Vice Chair) Meeting Chair Dates: | | See minutes. Positive Section 8 Inspection on Behaviour and Safeguarding. | |
| Operations | | Lisa Williamson | Esmond Edwards Meeting Chair Dates: | | See minutes. Achieved surplus budget. | |

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| Disadvantaged students Plan, Looked After Children, Covid Recovery | Kate Wibberley/Gemma Craig | Madeleine Jackson | Alan Dods | 15/6/22 | See impact statement on website . | |
| Student performance data | Janet Oswell | Alan Dods | | | Reported at LPE Committee meetings. No national comparisons owing to Covid. | |
| Ethos (behaviour and rewards) and punctuality | Sarah Noble | Rachel Cox | | | See Ofsted Section 8 outcomes on website . | |
| Attendance | Kate Wibberley (Tina Davis EWO) | Madeleine Jackson | Lisa Williamson | | Attendance is in-line with schools regionally. | |
| New Horizons | Kate Wibberley | Madeleine Jackson | Lisa Williamson | 4/11/21 26/1/22 | See Ofsted Section 8 outcomes on website . In addition, CMAT review 10/6 shows positive progress made against set targets. | |
| Careers / CEIAG | Jane Warne/Lesley Pollard | John Chrisp | Cheryl Greyson | 4/12/21 17/6/22 | Programme confirmed as on target. Quality Mark achieved. | |
| Child Protection and SCR, Anti-bullying and welfare | Kate Wibberley / Laura Lancaster | Madeleine Jackson | Lisa Williamson | SCR check 20/10/21 26/1/22 11/2/22 2/3/22 | Safeguarding procedures are effective. Audit passed. | |

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|--|-------------------------------------|-----------------|---|--|---|--|
| | | | | 11/5/22 6/7/22 | Attendance at safeguarding assemblies | |
| SEND | Debbie Neal, Kate Wibberley | John Chrisp | | 11/6/22 | CMAT review 10/6 shows positive progress made against set targets. | |
| T&L and QA | Caitriona Powell | Lisa Williamson | John Chrisp | | Challenged on the future development of the new Integrated KS3 Curriculum and Vocabulary learning | |
| Health and Safety | Mel Hyde/Jane Warne/Matt hew Gunter | | John Stevens | | H&S dashboard shows all metrics are moving towards 100% compliance. | |
| Curriculum and Scholars Programme | Jane Warne/Gemma Craig | Alan Dods | John Chrisp | | Postponed, in place next year. | |
| SEF and SIP | Andy Christoforou | All Governors | | SEF to be reviewed and challenged by LPE annually in autumn term | | |
| Staff Wellbeing and Student Leadership | Siobhan Dowd | Lisa Williamson | Michelle Lynch | 18/7/22 | Reported to LPE, with HSE targets in place. | |
| Parent Forum | Andy Christoforou | Cheryl Greyson | Rotation of governors December 2021 – LW January 2022 - | Monthly meetings | See minutes from Parent Forum | |

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|---|-------------------|-----------------|------------------------------------|--|------------------------------------|--|
| Website Monitoring | Andy Christoforou | Alan Dods | Cheryl Greyson | Termly Review of compliance | Website compliant. | |
| Training Governor (Committee Vice Chairs) | Siobhan Dowd | VC LP&E | VC Ops | Governor training is monitored and evaluated | New post following Governor audit. | |
| Governor Quality Mark | Andy Christoforou | Lisa Williamson | Chairs & Vice Chairs of Committees | | New target for 2021/22 | |
| Artsmark | Jessica Davey | Michelle Lynch | | | | |

In 2020/21, twenty two monitoring visits were undertaken (some remotely) by six governors:

- Sixth Form x2, J Crisp and A Dods
- Support for disadvantaged students (PP), Covid-disadvantaged (CD) and Looked After Children (LAC), M Jackson and A Dods
- Attendance x3, M Jackson and L Williamson
- Low Level Disruption and Inclusion Facilities, C Greyson and G Jones
- Careers x2, J Crisp and C Greyson
- Child Protection and SCR, Anti-bullying and welfare x8, M Jackson and L Williamson
- SEND, J Crisp and G Jones
- Attitudes to learning and passivity, L Williamson and J Crisp
- Quality of education, KS3 Integrated Curriculum and Vocabulary, A Dods and J Crisp

Governor Suggested Agenda Items 2021-22

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| 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 • 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 21/22 • 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 |

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|-------------|----------|---|
| | | <ul style="list-style-type: none"> • 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 2022-23 • 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 • Governor Report for Achievement, teaching & learning following QA • Risk Register • Governor Activity Statement update • Policies update • Provisional meeting schedule for 2022/23 |
| | Summer 2 | <ul style="list-style-type: none"> • Child Protection and Safeguarding summary for the year |

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| | | <ul style="list-style-type: none">• Planned works for the summer holiday, site development• Staffing Structures & line management for 2022-2023• 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 |
|--|--|--|

Abbey College – Governing Body Action Plan

| 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 | Discussion of Review Report at Full Governing Body meeting. | Summer Term 2021 | Headteacher/All Governors | Minutes reflect open and frank discussions and questions in response to the Review Report and what actions will be taken by whom. | The report findings were discussed at the FGB meeting in July 2021. The Head/Chair advised that at their fortnightly meetings they review and RAG rate the Action Plan. The Action Plan has also been included as a standing item on FGB meeting agendas. At the September 2021 FGB meeting the Head provided a 2026 vision presentation, governor/SLT discussions held on 5 year strategic goals – priorities also reviewed in SIP and discussed at this meeting. Vision Statement in place for T&L. Improvement Plan overview 21/22 in place. Self-Evaluation Day held in January 2022 – reviewed SEF and met with linked lead learners to review position statements, follow up actions and visits planned as a result of this. Engagement with stakeholders has increased with presence at a number |
| | Ensure that the governing body is focused on the strategic direction of the school by reviewing the school's vision and developing a 3-5 year strategic plan. | Planning Meeting September 2021 | Headteacher/All Governors | The school will have a clear vision which is shared by all, and a strategic plan that will outline how the vision will be achieved and share the vision with the community. | |
| | All governors have a shared and clear view of the school's current performance/ priorities which they can concisely articulate. Governors provided with departmental position statements - delivered by governor interviews with LLs on 17/1/22 which are reported on. | | | Communication with parents will be effective and the reputation of the school in the community will be positive. | |
| | For governors to continue engagement with stakeholders (particularly parent feedback) and embed the work already undertaken by the Parents Forum. Governors sign up to attend a meeting via Activity Statement. | | | | |

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| | <p>Ensure that all governors are empowered to make an effective contribution by reviewing roles/responsibilities and re-aligning to ensure a fair and appropriate distribution of work across the governing body. Record kept of number of sessions attended by each governor to show parity.</p> | <p>Planning meeting 2021</p> | <p>All Governors</p> | <p>All governors are making an effective contribution. Responsibilities and workload are distributed more widely and appropriately across the governing body in line with current SIP/Ofsted/strategic priorities.</p> | <p>of school events and the Parent Forum work now embedded (parent governor chairs and wider governor participation) – minutes are available on the school website.</p> <p>Discussions have taken place around the roles and responsibilities of governors and clearer expectations are in place. Record kept of number of sessions attended by each governor to show increasing parity.</p> |
| | <p>Include safeguarding as a standing agenda item as well as ensuring a safeguarding question is included in all governor monitoring visits.</p> | <p>Summer Term 2021</p> | <p>Headteacher/All Governors</p> | <p>Safeguarding items are reported back to the full governing body understanding items as well as included in governor monitoring visits, discussed by all and captured in the minutes. All governors have a good understanding of how effective safeguarding is in the school.</p> | <p>Safeguarding is included as a standard item. Further work still required to ensure that a safeguarding question is included in all governor monitoring visit reports.</p> |
| | <p>Ensure that the governing body continues to meet its statutory duty regarding school website compliance by a governor having responsibility for carrying out regular monitoring for compliance.</p> | <p>Summer Term 2021</p> | <p>Headteacher/All Governors/Clerk</p> | <p>Full governing body minutes will clearly identify responsibilities for maintaining the information on the school website (including the governing body details), and the website will remain compliant. CMAT review also used to show compliance.</p> | <p>Link governor identified, Head has reviewed and it is planned for the Link Governor to complete a website compliance check by the end of term. Recommended that this is completed on a termly basis to ensure it is compliant.</p> |

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| | <p>The governing body recalibrate its work in order to best support the school's onward improvement journey by:</p> <p>Undertaking a governor quality mark accreditation</p> <p>Identified need for :</p> <p>staff CPD to be added to LP&E agenda</p> <p>Governors to be given access to data portals</p> <p>Improved budget review at LP&E wrt SEF</p> <p>Visits and learning from other successful schools via Activity Statement.</p> <p>Reviewing a broader variety of training and development opportunities eg attending the Inspiring leadership Conference jointly with the Headteacher NPQH conference at AC in July. School hosted events with Tim Clarke, Juniper Training on Complaints, and ASCL Finance (Feb).</p> | <p>Planning meeting September 2021 and ongoing Working Group meeting November 12th</p> | <p>Headteacher/All Governors/Clerk</p> | <p>Governors will quality assure and refine their own systems and processes through sharing best practice with other successful schools and in doing so, adapt their approach to best meet the needs of the school's continued improvement journey.</p> | <p>Governance Award discussed as part of GB Review at July 2021 meeting – planning meeting and Working Group agreed at the November 2021 meeting. Agreed to work towards Governor Mark, require evidence to support criteria – 3 areas identified to cover how governors can improve outcomes in school – hoped to complete work towards the Award by end of year. Head and Chair attended SSAT Conference. Ongoing work to include visits and learning from other successful schools, progress impacted due to Covid restrictions.</p> |
| <p>The work of the governing body is driven by a clear focus on school improvement with sufficient, clear information and data provided at the appropriate time in order to monitor the performance of the school and to understand how well school priorities are being addressed, so they can hold senior leaders to account</p> | <p>Ensure the governing body is accessing and interrogating a range of information and data to measure progress and performance by:</p> <p>Accessing a range of external information and validating external support. Data governors to access online portals, eg. FFT Aspire, Benchmarking tools (VFM), SISRA.</p> <p>Middle leaders inputting at either meetings or providing written reports on their areas of responsibility. DHT to create a schedule for the September planning meeting and listed in Activity Statement. 17/1/22</p> | <p>Autumn Term 2021</p> | <p>Headteacher/All Governors</p> | <p>Reports provide sufficient information to enable governors to carry out their role effectively in order that they may properly scrutinise and validate the information they are given, so they can make appropriate judgments about the school, challenge where appropriate and hold the Headteacher to account. Robust challenge and questioning of the information and data in the Headteacher's reports, clearly captured in the minutes of meetings. Actions are identified to follow up at future meetings and</p> | <p>Data Dashboard 2021-22 information provided. Governors provided with access to online data portals – FFT Aspire, Benchmarking VFM and SISRA.</p> <p>Middle leader engagement has increased. Also involved at the January 2022 Self-Evaluation Day.</p> |

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| | Introduce a standard final survey/agenda item (or evaluation form) to review the impact of each meeting – to quantify the impact which can then be collated into an Annual Governance Impact Statement. | Summer Term 2021 | Headteacher/All Governors/Clerk | governor monitoring visits. Minutes reflect that all committee meetings/monitoring visit reports are presented and recorded. Governing body minutes capture and quantify the impact at meetings as evidenced in the Annual Governance Impact Statement. | Item included on all meeting agendas – governors review strengths of the GB and areas for improvement (review the impact of the meeting on the school). Minutes feedback – include an action log in the minutes, rather than separate document. |
| Governors/Clerk to undertake a comprehensive programme of training to increase their knowledge and skills through the relevant support, training and networking opportunities available | All governors/clerk to participate in relevant and regular training to ensure they have sufficient breadth and depth of knowledge and continue to share their learning with the governing body eg NGA Learning Link online training, as well as appropriate webinars. | Summer Term 2021 | All Governors/Clerk | Training is focused on understanding strategic role and responsibilities and in relation to specific and identified school development priorities. Training should also be intrinsically linked to outcomes of the Governor Skills Audit/associated training plan. Training feedback is shared with the rest of the governing body and will be reflected in the minutes. Update the central training folder to evidence the governing body's engagement and commitment to further develop in order to improve its effectiveness. | Governor training has increased since the review, there is a need to ensure there is an ongoing commitment by all governors. There is however limited take up of the NGA Learning Link e-learning modules, all opportunities need to be considered. |
| | To allocate a member of the governing body (committee Vice Chairs) as the Training Link Governor to oversee governor training engagement and impact. Following every training session, each Gov must feedback on one area to consider. | Planning meeting September 2021 | All Governors | The training link governor (s) will co-ordinate training records, identify training gaps and recommend training opportunities to counteract these. | Training opportunities are included as a standard agenda item. The Clerk signposts training and includes reminders of SGT training sessions available on agendas. Vice-Chairs of the Committees have responsibility for taking |

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| | Ensure succession planning is embedded and continue to undertake the annual governing body self-evaluation review. Committee Vice Chairs to alternate chairing of meetings. | Summer Term 2021 | All Governors | Successful succession planning is in place and the governing body is working effectively. Governing body contribution and effectiveness will be evaluated and a clear focus on areas of strength and development to enhance the overall sustainability of the governing body will be in place. Vice chairs are prepared to take on chair roles. | this forward and encouraging attendance. Expectation that each governor feedbacks on training attended and highlights any areas for development. Succession planning discussed in July 2021 as part of election of Chair/Vice-Chair and Committee Chairs and Vice-Chairs. Expectation that Vice-Chairs will chair two committee meetings per year to gain experience. |
| Governor Mark Actions | School CPD Lead to inform governors of any relevant staff CPD that would be beneficial to attend. CPD lead to report to governors Governor newsletter or update | Spring Term | All Governors | | Governors invited to January 2022 INSET day CPD update at LP&E Feb 2022 Section added to end of term newsletter |