

# Abbey College Governing Body Activity Statement 2022-23

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## Introduction

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

## Governance structure

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

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

## 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	2022-23 foci	Impact identified so far
Quality of education		
<ul style="list-style-type: none"><li>• To hold the school to account over its single school improvement aim of improving T&amp;L so that it is engaging, inclusive, aspirational and challenging.</li></ul>	<p>Strategy devised during 2021, and requires embedding, with a specific focus on:</p> <ul style="list-style-type: none"><li>• Literacy &amp; Reading</li><li>• Adaptive teaching SEND and More Able pupils,</li><li>• Challenge and independence</li></ul>	<ul style="list-style-type: none"><li>• Quality of Education review June 2022 shows school rated at Good. Recommendations were:</li><li>• 77% and 75% of students who received a reading intervention in Year 7 and 8 respectively, are now at their chronological reading ages.</li></ul>

	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> form teaching</li> <li>• Assessment for Learning</li> </ul> <p>This will be reviewed at LP&amp;E Committee meetings.</p> <p>Summary of recommendations were:</p> <ol style="list-style-type: none"> <li>1. Continue to use members of the Governing Body to assist with the QA of teaching and learning, focussing particularly on individual teachers' awareness of the SEND students in their class, how they are incorporating their needs into their lesson planning, and what the impact is of that, as well as talking to all students about their learning.</li> <li>2. Regularly speak to groups of three/four SEND students, with their books, to learn more about them and to help them to become self-advocates with regard to their learning.</li> <li>3. Work with Lead Learners to clarify the factors which guide the overall curriculum intent of the school.</li> <li>4. Implement a simplified assessment programme at KS3 so that student progress is more accurately monitored to maximise student outcomes.</li> <li>5. Review the quality of the curriculum for students not in mainstream lessons.</li> </ol>	<ul style="list-style-type: none"> <li>• Members of the Governing Body are used effectively to assist the school in the monitoring of teaching and learning; there is a clear understanding of the role which, based on the evident high levels of respect between School Governors and teachers, is an important addition to the school's overall QA approach</li> <li>• Lead Learners are ambitious for their students, have the opportunity to input strategically, are clear about their role and feel supported by senior leaders</li> <li>• The school operates a strong and effective system of Quality Assurance of teaching and learning across the school, in partnership with teachers and Lead Learners, the results of which are used to inform CPD and whole-school training needs; in terms of impact, the school is seeing better use of questioning, an increased academic challenge and less students being able to 'opt out' of difficult learning</li> </ul>
Leadership		
<ul style="list-style-type: none"> <li>▪ All governors to understand their strategic roles and responsibilities by focusing on the core functions of setting strategic direction, holding the school to account and ensuring good use of resources</li> <li>▪ The work of the governing body is</li> </ul>	<p>Following the Governance Review February 2022, there is a detailed action plan that will be used to monitor progress against these aims. The areas to develop were:</p> <p>Leaders and governors should continue to work collaboratively to ensure that systems and processes become embedded and are evaluated for effectiveness.</p>	<p>See <a href="#">action plan</a> at the end of this document for the impact.</p>

<p>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> <ul style="list-style-type: none"> <li>▪ Governors/Clerk to undertake a comprehensive programme of training to increase their knowledge and skills through the relevant support, training and networking opportunities available</li> </ul>	<ul style="list-style-type: none"> <li>• Have a more formalised approach to governor monitoring and creating an annual Governor Monitoring Calendar/Programme.</li> <li>• Ensure that there is a consistent format on all governor monitoring visit reports with the inclusion of a safeguarding question.</li> <li>• Ensure that the link governor undertakes a regular review of the school website and reports back to the full governing body on a termly basis.</li> <li>• Succession planning and governor recruitment remains a priority focus for the governing body to make sure they have the same calibre and commitment from governors, the induction process of new governors is an integral part of this.</li> <li>• Continue to work towards collating evidence for the Governor Mark Award.</li> <li>• For governors to continue to increase their knowledge by engaging in the range of training opportunities available.</li> <li>• For governors to embed the work undertaken to improve governance in order to ensure clear and high expectations of their work and rigorous approach to school improvement.</li> <li>• To ensure that the impact that their work is having is celebrated and included further in school communications.</li> </ul> <p>All the actions have been subsumed within our Governor Action Plan located <a href="#">here</a>.</p>	
Finance and revenue		

<ul style="list-style-type: none"> <li>▪ To maintain a balanced budget</li> </ul>	<p>The school successfully achieved a small surplus budget this year. Cost savings have been identified through benchmarking activity and managing the curriculum and recruitment, and further savings have been identified within the School Resource Management Accountant review undertaken in May 2022. Without any definitive changes to absorb teachers' pay increases, energy costs, the unpredictability of support staff pay, cost-savings are an ongoing process.</p> <p>Our 6<sup>th</sup> form numbers have stabilised and we are reviewing the curriculum offer to broaden the availability of courses on offer to attract a wider cohort of students.</p>	<ul style="list-style-type: none"> <li>• Total Income over budget by £209k noting that £68k represents additional income for supplementary grant funding received to assist us "with the additional costs of the Health and Social Care Levy and wider costs".</li> <li>• Total GAG Staff Costs – we are forecasting a £65k overspend which includes back pay for all Support staff with an estimated 3% accrual – 5/12ths (April – Aug) for the next pay rise.</li> <li>• Premises Costs – we are still forecasting a £98k overspend of which £14k is for additional fuel costs. The remainder overspend is for the maintenance of premises of which T13 class and continual statutory remedial repairs to site including boiler/pipe repairs and roof investigations. We have had major underfloor leaks to the central heating systems North and South which continuously puts pressure on budget.</li> <li>• Total Other Expenditure – we are now forecasting a £35k overspend which is due to the additional cost of the CMAT SLA of £20k, EPM £8k, and costs anticipated to Stone King of £10k in respect of the Abbey lease.</li> <li>• Retained surplus – £68k - on track to achieve the annual revised budget of £56k.</li> </ul>
Buildings and environment		
<ul style="list-style-type: none"> <li>▪ To develop the site with a new build classroom block and renovations to existing buildings, to consolidate the school on the south site</li> </ul>	<p>Plans/designs in place to develop our outdoors spaces that support pride and wellbeing, linked to Abbey College Spirit, with a focus on the Quad on the south part of the campus.</p> <p>Governors are in the planning phase with CCC, and the Ramsey Foundation for a new build block. A feasibility study has been conducted and reviewed by architects. CMAT are supporting the venture and governors are currently considering plans and funding to ensure a project commences.</p> <p>Work has begun on resolving the Abbey Building</p>	<ul style="list-style-type: none"> <li>• Minor expenditure on outdoor space, with some aesthetic enhancements such as planting, removal of major tree stump, new security gate.</li> <li>• Progress made. School is at the stage of organising the appropriate land swaps and the division of the buildings. All three parties fully engaged, and much progress has been made during 2021-22.</li> </ul>

	lease with the owners. This will be a lengthy process as the lease is complex and is currently in place for another 12 years.	
Staffing		
<ul style="list-style-type: none"> <li>▪ To replace existing staff only with those who improve the quality of what we have already when a colleague leaves us.</li> <li>▪ To provide CPD that is valued and supportive.</li> <li>▪ To ensure staff wellbeing is always considered as a feature of school improvement.</li> </ul>	<p>Through our carefully designed CPD and wellbeing support, teacher retention has led to 78% of staff in Year 1-4 remaining, which is above the national average.</p> <p>Early Careers Quality Mark achieved. Wellbeing/workload Charter in place.</p>	<ul style="list-style-type: none"> <li>• Fully staffed for 2022-23, albeit with on temporary post in Maths.</li> <li>• Annual staff indicators show the back in-line with during lockdown increased.</li> </ul> <div data-bbox="1523 485 1836 721" data-label="Figure"> </div> <p>wellbeing HSE 7 indicators those seen and all have</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	<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 2021 minutes show impact and are available upon request.</p> <p>Annual review of School Improvement Plan to take place 13-09-22</p>
Governing body activity undertaken to monitor the progress of the SIP	<p>The governing body monitor the SIP and its effectiveness through aligned committee meetings, undertaking reviews and other planned activities. Governors have been assigned specific monitoring tasks linked to the SIP. Governors complete a report following every monitoring activity and report back to the relevant committee. For full details of our monitoring activity please see the 'monitoring activity' section below.</p> <p>Governors monitor the SIP by the following means:</p> <ul style="list-style-type: none"> <li>• Headline sheet termly;</li> <li>• School self-evaluation document tabled at LP&amp;E Meeting summer term 2022</li> <li>• Self-evaluation day 17<sup>th</sup> Jan 2022;</li> <li>• Scheduled link visits;</li> <li>• Committee meetings all have pre-designated challenges linked to Ofsted framework (available upon request);</li> <li>• Annual planning meeting is a review of SIP with Governors and any adjustments are recorded;</li> <li>• Governors take on observer/participant role in external reviews;</li> <li>• Governors are used to collect first-hand information such as staff voice.</li> </ul>
Governors provided with bi-annual departmental position statements to challenge	<ul style="list-style-type: none"> <li>• Departmental position statements allow governors to identify priority areas for subjects individually against the school priorities.</li> <li>• Full list of monitoring undertaken by Governors during the self-evaluation day in January 2022 are available upon request.</li> <li>• Lead Learners present curriculum intents at LP&amp;E Meetings, see minutes and challenges within.</li> </ul>

## Committees

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

We currently have the following committees in place:

Committee	Overview of work undertaken
Learner Progress and Engagement	<p>The committee challenges the SLT to ensure data is accurate and interventions provide value for money. In addition, the committee conducts a series of link visits and themed reviews to ensure that actions within the school improvement plan are having an impact regarding all aspects relating to raising achievement, the student experience and curriculum. There are standing agenda items relating to Safeguarding and Welfare and SEND. Key staff are invited to share the outcomes of any departmental audit and actions to address areas of underperformance. Key student groups are also discussed to ensure gaps are closed between their performance and that of their peers. Standard selection of Ofsted style questions chosen by the Chair is posed at SLT to keep leaders' inspection-ready.</p>
Operations	<p>The committee meets at least six times a year and undertake duties which include:</p> <ul style="list-style-type: none"> <li>• Monitoring health and safety, wellbeing and welfare</li> <li>• 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 LPE committee on the provision of ICT</li> <li>• Contribute to the governing body and schools self-review</li> <li>• Monitor the effectiveness of communication with parents and the community</li> <li>• Acting as an audit and risk, committee</li> </ul>



## Engagement with parents and the community

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

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

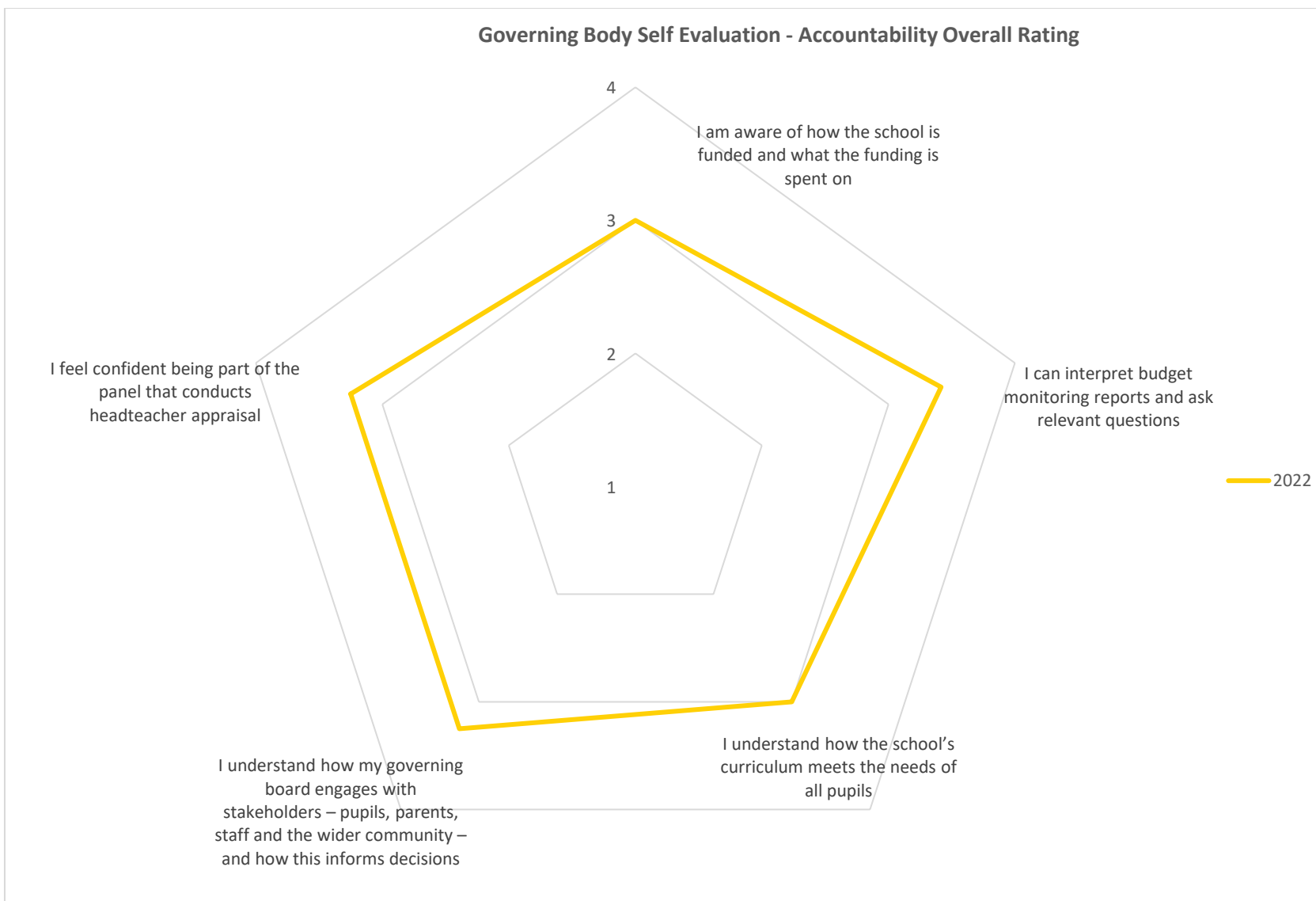
How the governing body have engaged with parents and the community	Impact of parent and community engagement
<p>Some examples of parental engagement are:</p> <ul style="list-style-type: none"><li>• Governor visits to Parents Evenings</li><li>• Governor attendance on the Ramsey Community Heritage Group.</li><li>• Governor email/contact details on the website</li><li>• Writing termly to parents with a Governor update</li><li>• Parent Forum is chaired by a governor and there is a rotation of governors to attend at meetings</li><li>• Governor mentor students via Careers Department activities</li><li>• Attendance at services for Remembrance</li></ul> <p>Some suggestions to increase governors' engagement with parents are:</p> <ul style="list-style-type: none"><li>• A governor board – with pen pictures on the webpage</li><li>• This Activity Statement is updated termly to review progress made</li><li>• Governor Meetings have a built-in reflective activity reviewing the impact of the meeting</li><li>• Governors attend school leadership CPD with SLT</li><li>• Meeting Lead Learners to discuss their department evaluations and curriculums</li><li>• Governors to listen to Y7 students read</li><li>• Acknowledgement of governors' involvement on other local committees</li><li>• A termly or annual newsletter including a summary of tasks undertaken by governors</li><li>• Rotation of governors to attend Parent Forum meetings</li></ul>	<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 2021/22. NB. the skills audit criteria has changed.

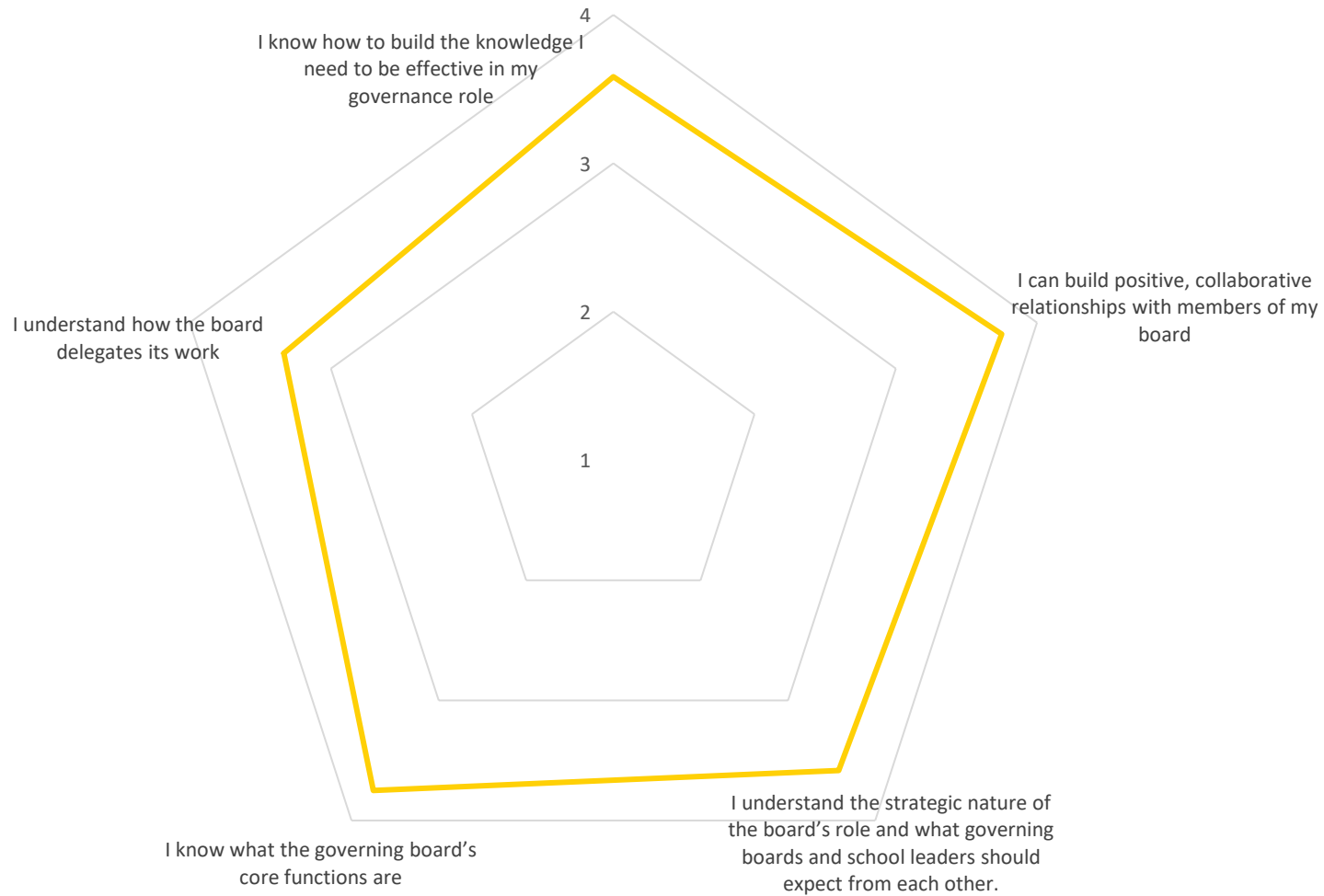
#### *Strategic Leadership*



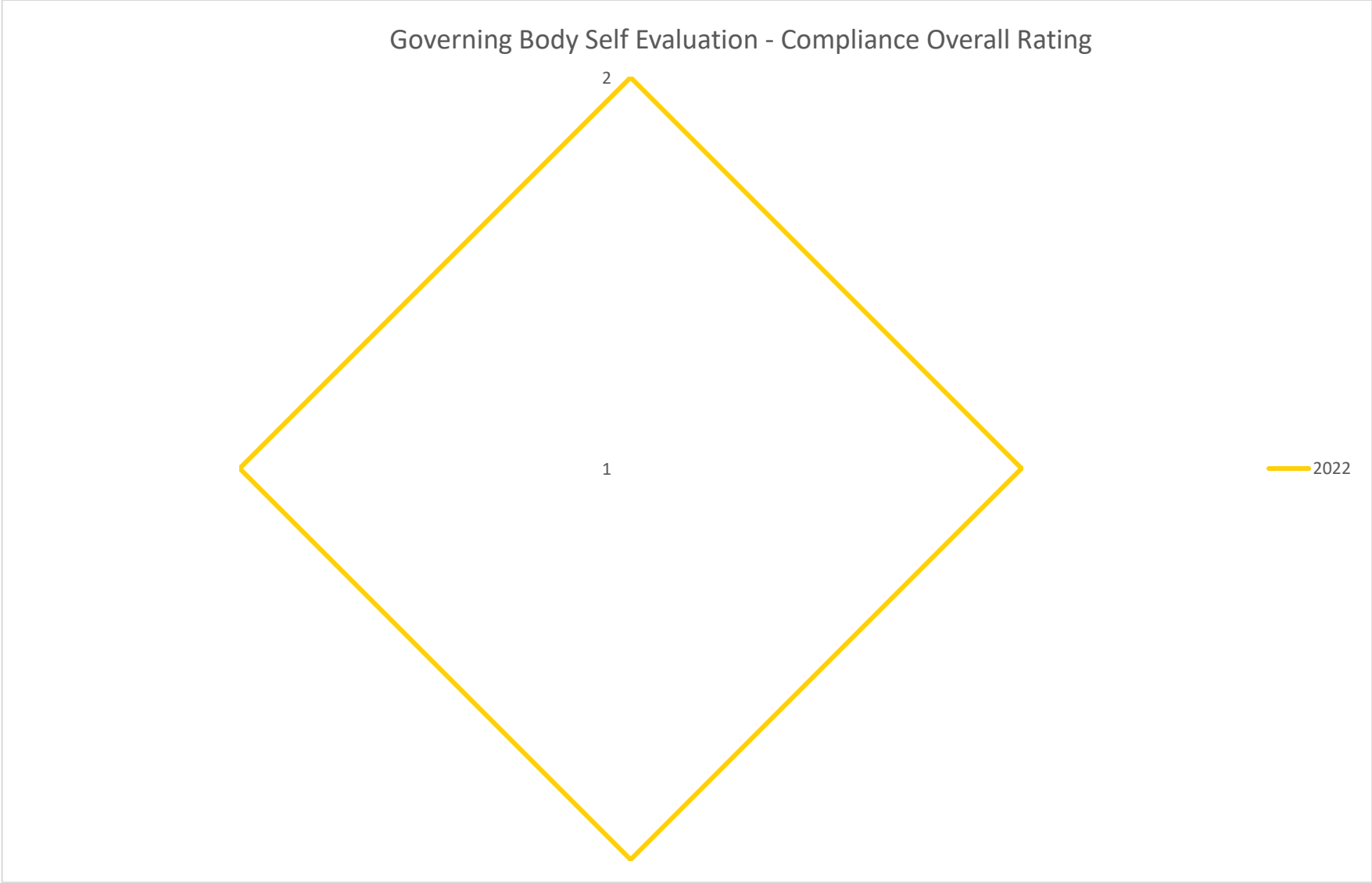


## People and Structures

### Governing Body Self Evaluation - People and Structures Overall Rating

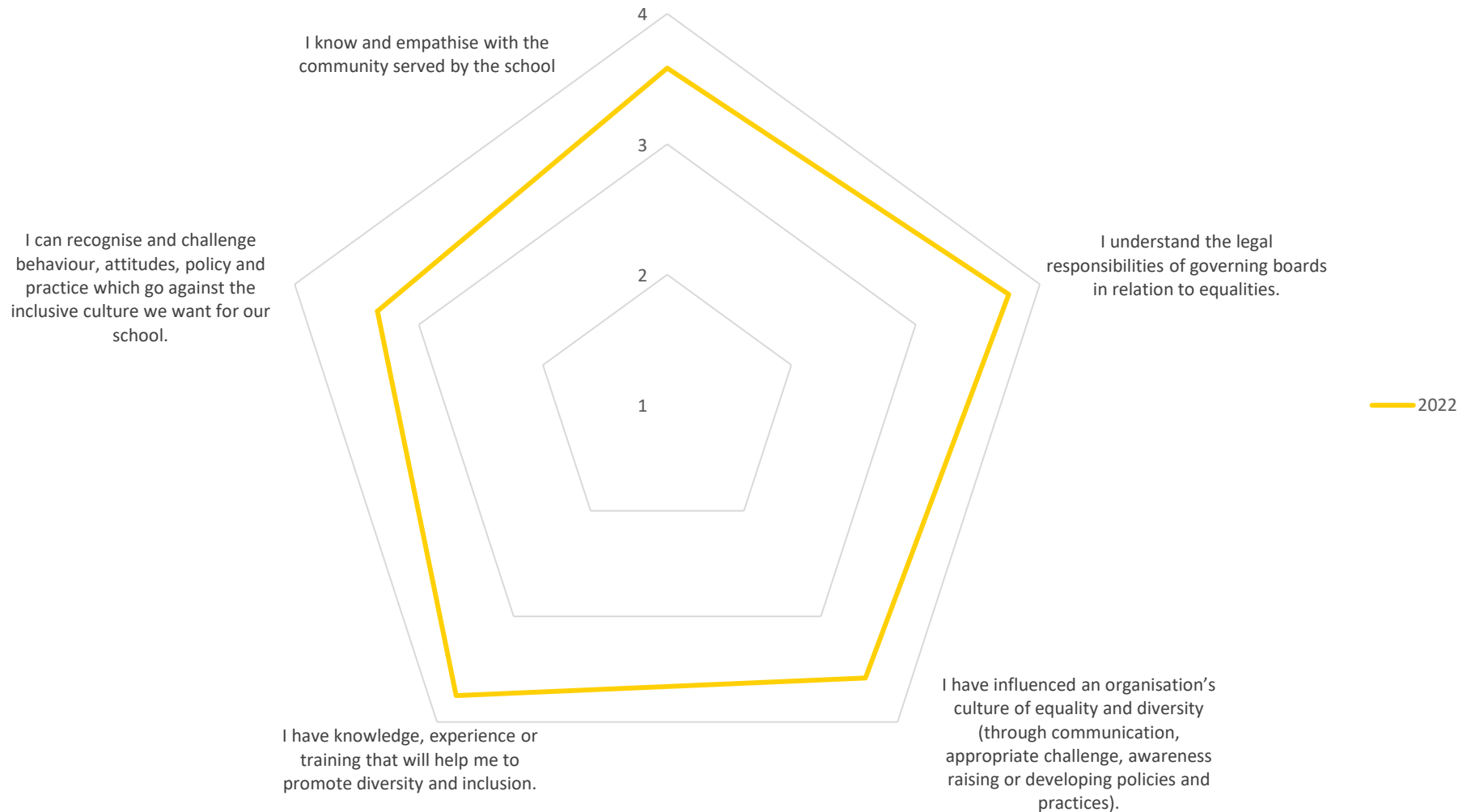


*Compliance*



Equality, Diversity and Inclusion

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



We are pleased with the following improvements:

- Attendance monitoring has increased to monitor improvements since Covid.
- Governors have received updates from staff at meetings about curriculum intents and sequencing the curriculum to address the loss of learning due to Covid.
- There is a succession plan in place for the governing body.
- The Action Plan from the Local Authority Governance Review carried out in February 2022, has been regularly reviewed and can be found at the end of this document.
- Following two positive external reviews, the Governing Body are working towards the Governor Mark.
- Parent's Forum is a beacon of good practice and have made a positive contribution to the school.
- Improved GCSE results

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 2022/23:

- Increasing knowledge of how the school is funded and what funding is spent on
- Improving understanding of how the school's curriculum meets the needs of all pupils
- Learn from visits to other successful schools
- Finalising the Governance Mark quality accreditation
- Being Ofsted ready

### Governor links and specialisms

Faculty/ specialism	SLT Lead	Lead	Departments	Governors	Additional Governor(s)	QA review/visit date	Outcomes
Science	Gemma Craig	Tanya Batchford	Science	Alan Dods	Michael Womersley- Carter	16/1/23	Strong teaching team and curriculum.
MFL	Andy Christoforou	Shiovonne Stevenson	MFL	Madeleine Jackson	Rachel Cox	16/1/23	



English	Alex Waldron	Keira O'Connell, Kathryn Lane	English, Literacy and Reading	Lisa Gregory	Michelle Lynch	16/1/23	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		16/1/23	
BITE and CCF ASDAN	Andy Christoforou	Alex Thompson Raff Tichanow	Business studies & IT	Lisa Williamson	Alan Dods	16/1/23	
PE and PA	Andy Christoforou	Ben Pugh Jessica Davey	PE, Drama, Music, Dance	Michael Womersley-Carter		16/1/23	
SMSC, Personal Development and MO	Sarah Noble	Gabby Harris-Clements	Form time MO	Michelle Lynch	Lisa Gregory	16/1/23	Robust programme in place. Developing opportunities following Covid.
Human Sciences	Siobhan Dowd		Sociology, Psychology, Criminology, H&S, Social Care and Child development	Rachel Cox	Tom Huggins	16/1/23	Good results and expert staff. Needs to be more links to British values/current affairs.
Political Science	Andy Christoforou	Simon Hedges	History, Geography, Politics, Law and EPQ	Tony McFarlane	Michelle Lynch	16/1/23	New, more varied content in History to try and improve outcomes. There are regular QA/learning walks for regular monitoring.
6th Form	Caitriona Powell	Sam Moore	Achievement and personal development	Cheryl Greyson	Alan Dods	16/1/23	

Creative Arts/STEM	Andy Christoforou	Georgina Gerrard-Cook	Catering, 3D design, Engineering and Art/Textiles	Tony McFarlane	Madeleine Jackson	16/1/23	Good results in engineering, catering and Art. Skills and knowledge based curriculum used.
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### Governor training and development

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

Governor	Planned training or CPD to undertaken (Date / Title)	Impact
Committee Vice Chairs		
R Cox	Safeguarding Update 13/9/22 SEND: What a governor needs to know 6/10/22 Ofsted Inspection Process Webinar 30/11/22 CLFP (Curriculum Lead Financial Planning) 6/12/22	Link governor trained to support the SEND provision
A Dods	Safeguarding Update 13/9/22 CLFP (Curriculum Lead Financial Planning) 6/12/22	
L Gregory	New Governor Induction 7/11/22 Improving Outcomes for Disadvantaged Pupils 11/10/22	
C Greyson	Safeguarding Update 13/9/22	
M Jackson	Safeguarding Update 13/9/22 CLFP (Curriculum Lead Financial Planning) 6/12/22 Monitoring the impact of Pupil Premium 9/3/23 Termly Briefing 3/7/23 Getting Ofsted Ready 5/7/23	
M Lynch	Safeguarding Update 13/9/22	
A McFarlane	Safeguarding Update 13/9/22 A governors role in H&S 7/11/22 Property maintenance/estates management course on 8/3/23	

	CLFP (Curriculum Lead Financial Planning) 6/12/22	Link governor will have knowledge to ensure the school is managed in accordance with good H&S practices.
E Welsh		
L Williamson	Safeguarding Update 13/9/22 CLFP (Curriculum Lead Financial Planning) 6/12/22	
M Womersley-Carter	Statutory Processes Training - Governors 26/4/23	
T Huggins	Improving Outcomes for Disadvantaged Pupils 11/10/22 A governors role in H&S 7/11/22	
C Downing	New Governor Induction 5/4/23	

### 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 2022/23:

Monitoring Area or Activity	SLT Lead	Governors	Succession Governor	Activity Dates	21/22 Outcomes
Full Governors	<b>All</b>	Madeleine Jackson	A Dods (Vice Chair)		See minutes
LPE	<b>All</b>		M Lynch (Vice Chair) Meeting Chair Dates:		See minutes. Positive suite of reviews from Waverley and Meridian Trusts.
Operations	<b>All</b>	Lisa Williamson			See minutes. Achieved surplus budget. Positive SRMA evaluation by DFE.
Disadvantaged students Plan, Looked After Children	Kate Wibberley/Gemma Craig	Madeleine Jackson	Alan Dods		See <a href="#">impact statement on website</a> .
Student performance data	Janet Oswell	Alan Dods	Michael Womersley-Carter	Termly	Reported at LPE Committee meetings.
Ethos (behaviour and rewards), punctuality and Anti-bullying	Sarah Noble	Rachel Cox	Michelle Lynch		See <a href="#">Ofsted Section 8 outcomes on website</a> and Waveney Behaviour and PD review.
Attendance	Kate Wibberley (Tina Davis EWO)	Madeleine Jackson	Lisa Williamson	19/10/22	Attendance is in-line with schools regionally and FFT Aspire pooled data.
New Horizons	Kate Wibberley	Madeleine Jackson	Lisa Williamson Tom Huggins	25/11/22	See <a href="#">Ofsted Section 8 outcomes on website</a> . In addition, CMAT review 10/6 shows positive progress made against set targets.
Careers / CEIAG	Elli Pinnock/Lesley Pollard	Lisa Williamson	Cheryl Greyson		Personal development review by Waveney Trust stated Careers is a strength of the school.

Child Protection and SCR and welfare	Kate Wibberley/G eorgina Gerrard-Cook	Madeleine Jackson	Lisa Williamson	SCR 5/10/22 Safeguarding 30/11/22	Safeguarding procedures are effective. Audit passed. Attendance at safeguarding assemblies. H&S review by LA showed very positive work on safeguarding.
SEND	Laura Lancaster/ Janet Oswell	Rachel Cox	Michelle Lynch		CMAT review 21/6/22 shows positive progress made against set targets. This is a focus for the school in 22-23.
T&L Quality Assurance	Caitriona Powell	Lisa Williamson	Madeleine Jackson		Review on Quality of Education shows positive progress against Ofsted criteria. More focus in 22-23 on adaptive teaching and assessment for learning.
Health and Safety	Mel Hyde/Kate Wibberley	Tony McFarlane		Attend school H&S meetings 16/11/22 H&S walk 14/12/22 paperwork review	H&S dashboard shows all metrics are moving towards 100% compliance.
Curriculum and Scholars Programme	Siobhan Dowd/Gemma Craig	Alan Dods	Michael Womersley-Carter Tom Huggins		Postponed, in place next year.
SEF and SIP	Andy Christoforou/ Caitriona Powell	All Governors		SEF to be reviewed and challenged by LPE annually in autumn term	
Staff Wellbeing and Student Leadership	Siobhan Dowd/Alex Waldron	Lisa Williamson	Michelle Lynch		Reported to LPE, with HSE targets in place.
Parent Forum	Andy Christoforou	Cheryl Greyson	Rotation of governors	Monthly meetings	See minutes from Parent Forum
Website Monitoring	Andy Christoforou	Alan Dods	Andy Christoforou	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 2021/22, 18 monitoring visits were undertaken by 5 governors (plus the Lead Learner session):

- SCR/Safeguarding x6 – M Jackson and L Williamson
- Pupil Premium Review – M Jackson and A Dods
- New Horizons/Alternative Provision x2 - M Jackson and L Williamson
- Attendance x3 - M Jackson and L Williamson
- SEND – J Chrisp
- Sixth Form x2 - J Chrisp and A Dods
- Careers x2 - J Chrisp and C Greyson
- Review of AFIs and SEF – A Dods, M Jackson and L Williamson
- Lead Learner Department Position Statement Reviews (12 subjects)– M Jackson, A Dods, R Cox, E Edwards, J Stevens and L Williamson

## Governor Suggested Agenda Items 2022-23

Standing items		
		<ul style="list-style-type: none"> <li>- Safeguarding</li> <li>- SEND</li> </ul>
Autumn Term	Autumn 1	<ul style="list-style-type: none"> <li>• Safeguarding training update</li> <li>• Summer Results</li> <li>• Self-Evaluation</li> <li>• Student intake year 7 and year 12</li> <li>• Plans for autumn and 22/23 exam series</li> <li>• Covid catch-up impact and strategy</li> <li>• Year 11 and 13 targets</li> <li>• Governor Report for Achievement</li> <li>• Governor Report for Safeguarding following QA</li> <li>• Risk Register and risk mitigation plan</li> <li>• Policies update including changes to Safeguarding &amp; Child Protection</li> <li>• Governance Arrangements for the year and Governor Roles</li> <li>• AC strategic priorities</li> <li>• Scheme of delegation</li> <li>• Committee terms of reference for adoption</li> <li>• Code of conduct and annual monitoring forms, including register of interests</li> <li>• Skills audit to be distributed</li> <li>• Governance Activity Statement</li> <li>• Governance training 22/23</li> <li>• KCSIE and mandatory policies</li> <li>• Finalise Activity Statement</li> </ul>
	Autumn 2	<ul style="list-style-type: none"> <li>• Key Stage 3 Progress</li> <li>• Year 10, 11 &amp; 13 data capture</li> <li>• School Development Planning</li> <li>• Pupil Premium Charter</li> <li>• Parent survey summary</li> <li>• Student destinations and NEET</li> <li>• Governor Report for SENDV following QA</li> </ul>

		<ul style="list-style-type: none"> <li>• Governor Report Personnel (including mental health update)</li> <li>• Governor Business Plan</li> <li>• Risk Register and risk mitigation plan</li> <li>• Governor Reports Action Plan</li> <li>• Policies update</li> <li>• Analysis of skills audit and identification of any further training needs</li> <li>• Quarterly review and update of register of interests</li> <li>• Equality and Diversity questionnaire to be completed anonymously</li> <li>• Website check by Governor</li> </ul>
Spring Term	Spring 1	<ul style="list-style-type: none"> <li>• SENDV action plan &amp; updates</li> <li>• Year 11 predictions and associated actions (data drop 2)</li> <li>• Self-Evaluation update</li> <li>• School Development Plan up date</li> <li>• Curriculum model 2022-23</li> <li>• Report on meeting equality objectives to be agreed</li> <li>• Governor Report for Welfare &amp; Support</li> <li>• Risk Register and risk mitigation plan</li> <li>• Governor Reports Action Plan</li> <li>• Policies update</li> </ul>
	Spring 2	<ul style="list-style-type: none"> <li>• Year 11/13 data capture 2</li> <li>• Intake projections</li> <li>• Attendance following QA and Action Plan</li> <li>• Teaching and Learning summary</li> <li>• Governor Report for Personnel, including staffing update</li> <li>• Governor Report for Finance</li> <li>• Risk Register and risk mitigation plan</li> <li>• Governor Reports Action Plan</li> <li>• Policies update</li> <li>• Quarterly review and update of register of interests</li> <li>• Website check by Governor</li> </ul>
Summer Term	Summer 1	<ul style="list-style-type: none"> <li>• Curriculum Financial Plan and staffing updates</li> <li>• Final data capture for year 11 and 13</li> <li>• Student voice presentation</li> <li>• Governor Report for Achievement, teaching &amp; learning following QA</li> <li>• Risk Register</li> </ul>



		<ul style="list-style-type: none"> <li>• Governor Activity Statement update</li> <li>• Policies update</li> <li>• Provisional meeting schedule for 2023/24</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 2023-2024</li> <li>• Governor roles review and succession plan</li> <li>• Governor Business Plan</li> <li>• Governor Report for Behaviour and AP</li> <li>• Governor Report for SENDV</li> <li>• Risk Register</li> <li>• Governor Reports Action Plan</li> <li>• Policies update</li> <li>• Self-assessment of meeting Academy Council improvement priorities</li> <li>• Quarterly review and update of register of interests</li> <li>• Website check by Governor</li> </ul>

## Abbey College – Governing Body Action Plan 22-23

Priority for Improvement	Action Required	By When	By Whom	Success Criteria	Impact Evaluation
All governors to understand their strategic roles and responsibilities by focusing on the core functions of setting strategic direction, holding the school to account and ensuring good use of resources	<ul style="list-style-type: none"> <li>Discussion of Review Report at Full Governing Body meeting.</li> </ul>	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.
	<ul style="list-style-type: none"> <li>Ensure that the governing body is focused on the strategic direction of the school by reviewing the school's vision and developing a 3-5-year strategic plan annually</li> </ul>	Planning Meeting September 2022	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.	At the September 2022 FGB Planning 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 22/23 in place.
	<ul style="list-style-type: none"> <li>All governors have a shared and clear view of the school's current performance/ priorities which they can concisely articulate.</li> <li>Governors provided with departmental position statements - delivered by governor interviews with LLs on 16th January 2023</li> </ul>				
	<ul style="list-style-type: none"> <li>For governors to continue engagement with stakeholders (particularly parent feedback) and embed the work already undertaken by the Parents Forum.</li> <li>Governors sign up to attend a meeting via Activity Statement.</li> </ul>	PF meetings, Y7 Open Evening, Y8 Options evening, awards ceremony	All Governors	Communication with parents will be effective and the reputation of the school in the community will be positive.	Self-Evaluation Day held in January 2022 – reviewed SEF and met with linked lead learners to review position statements, follow up

	<ul style="list-style-type: none"> <li>• All Governors to agree to annual level of commitment in the planning meeting</li> <li>• Level of commitment form signed as part of Induction process</li> </ul>				<p>actions and visits planned as a result of this.</p> <p>Engagement with stakeholders has increased with presence at a number of school events and the Parent Forum work now embedded (parent governor chairs and wider governor participation) – minutes are available on the school website.</p>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider restructure of GB to address spread of responsibilities and to support succession planning.</li> <li>• Record kept of number of sessions attended by each governor to show parity.</li> </ul>	<p>Planning meeting 2022 /Restructure working group</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>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>
	<ul style="list-style-type: none"> <li>• Include safeguarding as a standing agenda item as well as ensuring a safeguarding question is included in all governor monitoring visits.</li> </ul>	<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>

	<ul style="list-style-type: none"> <li>Termly: ensure that the governing body continues to meet its statutory duty regarding school website compliance by a governor having responsibility for carrying out regular monitoring for compliance. Report back to LP&amp;E</li> </ul>	Summer Term 2022	Headteacher/All Governors/Clerk	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.	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>The governing body recalibrate its work in order to best support the school's onward improvement journey by:</p> <ul style="list-style-type: none"> <li>Undertaking a governor quality mark accreditation (NGA Outstanding Governance Award)</li> <li>staff CPD to be added to LP&amp;E agenda</li> <li>Governors to be given access to data portals FFT and SISRA data portals for data governors</li> <li>Improved budget review at LP&amp;E and Operations via business plan wrt SEF – included in business plan</li> <li>Visits and learning from other successful schools via Activity Statement.</li> <li>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).</li> </ul>	Planning meeting September 2022 and ongoing Working Group	Headteacher/All Governors/Clerk	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>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.</p> <p>Head and Chair attended SSAT Conference. Ongoing work to include visits and learning from other successful schools, progress impacted due to Covid restrictions.</p>
The work of the governing body is driven by a clear focus on school	Ensure the governing body is accessing and interrogating a range of information and data to measure progress and performance by:	Autumn Term 2021	Headteacher/All Governors	Reports provide sufficient information to enable governors to carry out their role effectively in order that	Data Dashboard 2021-22 information provided. Governors provided with access to online data

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	<ul style="list-style-type: none"> <li>Accessing a range of external information and validating external support. Data governors to access online portals, eg. FFT Aspire, Benchmarking tools (VFM), SISRA.</li> <li>Middle leaders inputting at either meetings on their areas of responsibility.</li> <li>Introduce a standard final survey/agenda item (or evaluation form) to review the impact of each meeting –</li> <li>Quantify the impact which can then be collated into an Annual Governance Impact Statement, ie. included within this action plan</li> </ul>	Summer Term 2021	Headteacher/All Governors/Clerk	<p>they may properly scrutinise and validate the information they are given, so they can make appropriate judgments about the school, challenge where appropriate and hold the Headteacher to account. Robust challenge and questioning of the information and data in the Headteacher's reports, clearly captured in the minutes of meetings. Actions are identified to follow up at future meetings and governor monitoring visits. Minutes reflect that all committee meetings/monitoring visit reports are presented and recorded.</p> <p>Governing body minutes capture and quantify the impact at meetings as evidenced in the Annual Governance Impact Statement.</p>	<p>portals – FFT Aspire, Benchmarking VFM and SISRA.</p> <p>Middle leader engagement has increased. Also involved at the January 2022 Self-Evaluation Day.</p> <p>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.</p>
Governors/Clerk to undertake a comprehensive programme of training to increase	<ul style="list-style-type: none"> <li>All governors/clerk to participate in relevant and regular training to ensure they have sufficient breadth and depth of knowledge and continue to share their learning with the</li> </ul>	Summer Term 2022	All Governors/Clerk	Training is focused on understanding strategic role and responsibilities and in relation to specific and identified school	Governor training has increased since the review, there is a need to ensure there is an ongoing commitment by

their knowledge and skills through the relevant support, training and networking opportunities available	governing body eg NGA Learning Link online training, as well as appropriate webinars.			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.	all governors. There is however limited take up of the NGA Learning Link e-learning modules, all opportunities need to be considered.
	<ul style="list-style-type: none"> <li>To allocate a member of the governing body (committee Vice Chairs) as the Training Link Governor to oversee governor training engagement and impact.</li> <li>Following every training session, each Gov must feedback on one area to consider.</li> </ul>	Planning meeting September 2022	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 this forward and encouraging attendance. Expectation that each governor feedbacks on training attended and highlights any areas for development.
	<ul style="list-style-type: none"> <li>Ensure succession planning is embedded and continue to undertake the annual governing body self-evaluation review. Committee Vice Chairs to alternate chairing of meetings.</li> </ul>	Summer Term 2022/restructure discussions	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	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

				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.	per year to gain experience.
Governor Mark Actions	<ul style="list-style-type: none"> <li>• School CPD Lead to inform governors of any relevant staff CPD that would be beneficial to attend.</li> <li>• CPD lead to report to governors</li> <li>• Create an annual Governor Monitoring Calendar /Programme</li> <li>• Governor newsletter or update</li> </ul>	Spring Term	All Governors		<p>Governors invited to January 2022 INSET day</p> <p>CPD update at LP&amp;E Feb 2022</p> <p>Section added to end of term newsletter</p>