
Abbey College Governing board activity statement 2018-19

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:

- Teaching, learning and curriculum
- 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
Teaching, Learning and Curriculum	
<ul style="list-style-type: none">▪ Develop a curriculum that is richer, promotes interdependence with students, enterprise and directly builds on our students' social, personal and cultural capital, rewarding extra-curricular achievements.▪ Nurture a culture of self-improvement within T&L that leads to a passion to challenge every individual to exceed personal and academic goals	<p>Leaders' careful planning ensures that the curriculum supports pupils' academic and personal development. The curriculum offers a wide range of subjects in both academic and vocational courses. There is a variety of extra-curricular activities and clubs, including sports clubs, science club, musical theatre and a film club. There are also many extra-curricular trips to support learning, including language exchange visits, a history trip to Berlin and Krakow and a visit to an outdoor activity centre.</p>

<p>Further broaden and embedded the Expert Learner Strategy to shape students' character that incorporates cultural, personal and social capital</p>	<p>The quality of teaching, learning and assessment is good. However, not all teachers consistently provide the highest levels of challenge, particularly for the most able pupils.</p> <p>Teachers use their specialist subject knowledge to support pupils in deepening their understanding. Those teaching outside their specialism sometimes lack the skills and knowledge needed to do this. This is particularly the case in science.</p> <p>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>Leaders have developed a programme that aims to develop resilience and independence, build confidence and support pupils' well-being. Inspectors noted that pupils are confident and self-assured in lessons, around the school and in discussions, reflecting the positive impact of this programme.</p>
<p>Finance and revenue</p>	
<ul style="list-style-type: none"> ▪ To maintain a balanced budget 	<p>The school has successfully achieved a balanced budget this year. Cost savings have been identified through benchmarking activity, two restructures of varying sizes, arranging an EFA loan which did not have to be taken up, and the three-year forecast has been planned to avoid any deficit.</p>
<p>Buildings and environment</p>	
<ul style="list-style-type: none"> ▪ To achieve a new-build that replaces the current buildings, consolidating the campus on the north. 	<p>The school has successfully brokered deals with One Leisure to develop a 3 G pitch.</p> <p>Currently in planning phase with CCC, HDC, Ramsey Foundation and private owners. CMAT supporting venture with Cornerstone to secure the development.</p>
<p>Staffing</p>	
<ul style="list-style-type: none"> ▪ To be fully staffed with Good teachers in the Core subjects 	<p>Currently, we are one FTE short in both Science and English.</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 activities as planned. 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 governor 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 have 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	The committee meets at least six times a year and undertake duties which include: <ul style="list-style-type: none">• Monitoring health and safety• Ensuring sound management and planning of the academy's finances and resources and make recommendations to the full governing body around these areas as required• Developing a school buildings strategy and contribute 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 during 2018/19 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">• Introduction of a termly governor newsletter.• Governor attendance at Y6 open evenings• Governor attendance at graduation ceremonies• Governor attendance at parental surgeries• Governor attendance on the Ramsey Community Heritage Group. <p>Some suggestions to increase governors engagement with parents are:</p> <ul style="list-style-type: none">• A governor board• Governor email/contact details on the website• 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.	<p>Parents' response in the recent parent survey showed a 40 percent increase in satisfaction with governor communication.</p> <p>Of the 292 responses on Parent View, 89% of parents say that the school is well led and managed.</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 during 2017/18:

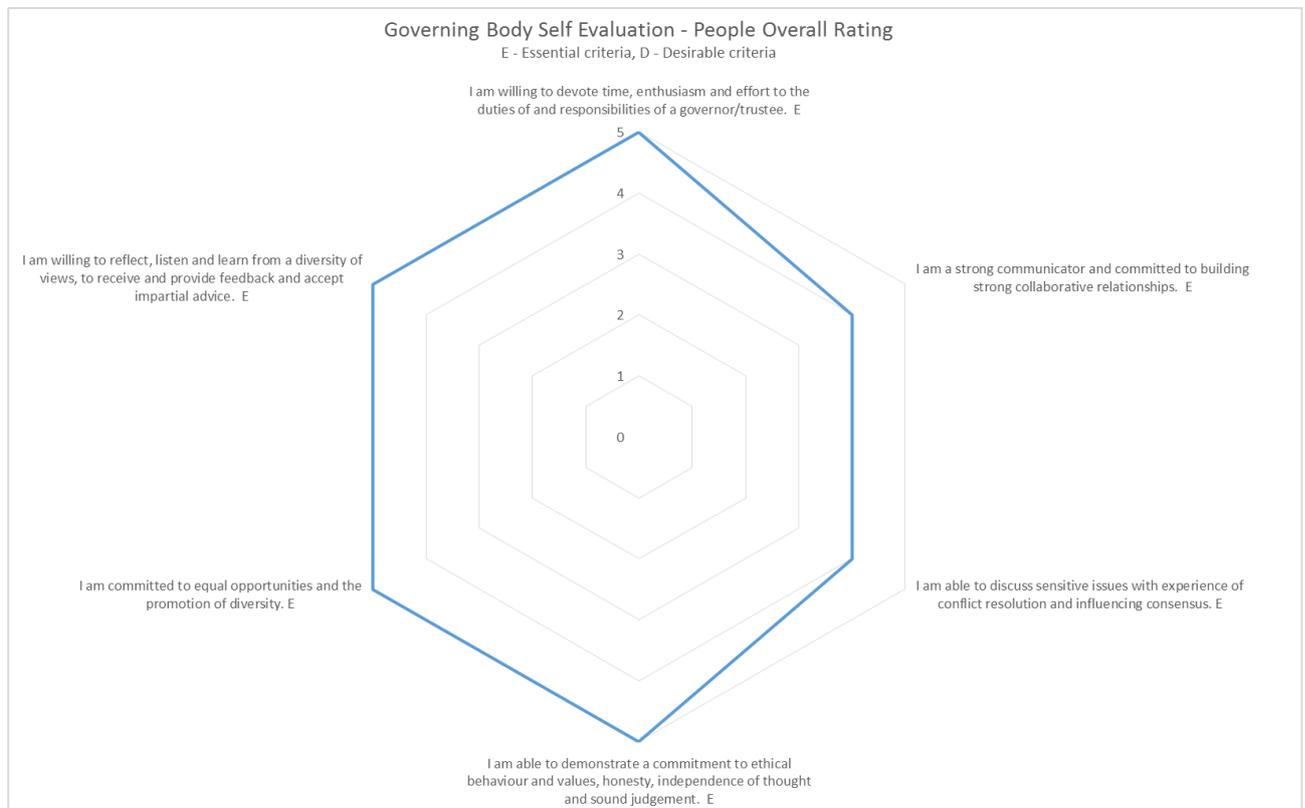
Strategic Leadership



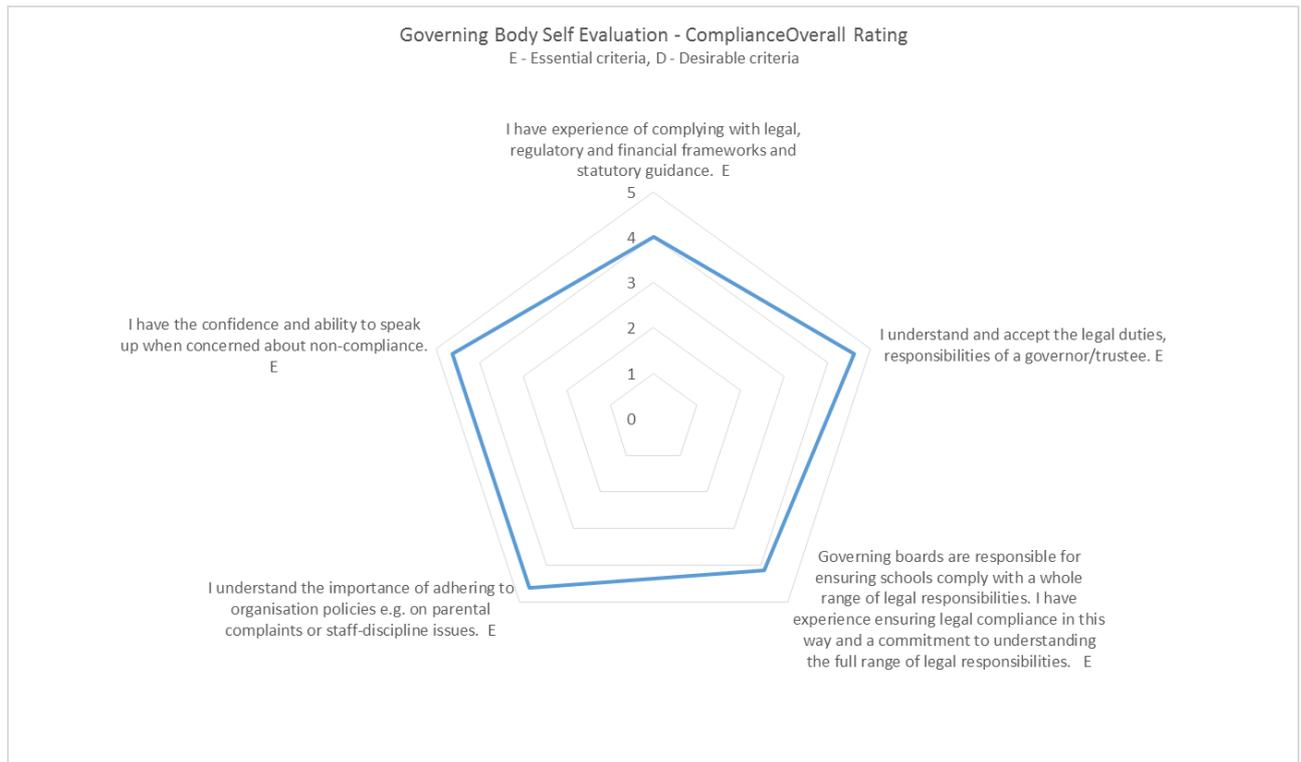
Accountability



People



Compliance



Following the 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 2018/19:

- Successful recruitment campaign and succession planning to ensure all required skills are reflected on the governing body.
- SEND, risk management, financial management, project management and marketing/PR (including parental engagement).

Governor links and specialisms

Faculty/ specialism	SLT Lead	Lead Learner	Departments	Governors	Additional Governor(s)	Link Governor visit date	Outcomes
Applied Sciences	Andy Christoforou		Science, Sports Science	Alan Dods	Steve Smith	7/2/19	Science – Governors were reassured that staffing in the department is stable. Target groups have been identified by teachers to improve GCSE outcomes. Sports Science – Staff are enthusiastic and the department is making progress.
Linguistics	Sarah Noble		MFL, English, Performing Arts	Madeleine Jackson	Lisa Williamson	25/1/19	MFL - Changes are being implemented and the outlook is positive. English – Data was reviewed and a number of focus points for improvement have been set. Literacy – Governors were reassured that interventions have been completed. The Literacy Action Plan was reviewed and is in line with recommendations. Performing Arts – Y11 Data and provisions were reviewed.
Applied Mathematics	Andy Christoforou	Jim King	Maths, IT, ART, DT, Bus studies	Steve Smith	Ian Rout	17/1/19 14/5/19	Maths - Additional support and provisions identified. Interventions are in place Art – the positive provision was reviewed.

Social Sciences, SMSC	Gordon Mather	Linda Blood Ben Durant Sarah Noble	History, Geography, Sociology, Psychology, Politics, Faith and Ethics, Child Development and Social Care	Esmond Edwards	John Stevens, Gareth Jones Helen Clarke	17/1/19	Faith and Ethics – there is a robust and realist action plan in place. There are monitoring strategies used to enable a proactive approach to supporting all students. Humanities – clear, robust, practical plans have been developed to help students achieve. Monitoring strategies are in place and the department is well prepared.
6th Form	Kate Wibberley	Kate Wibberley		John Chrisp	Alan Dods	5/3/19	Positive data and actions were reviewed, students were spoken to and good attitudes to learning observed.

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 during 2018/19:

Governor	Planned training or CPD to be undertaken (Date / Title)	Success criteria
All Governors	Ofsted Preparation November 2017	Good school
Lisa Williamson Helen Clarke	New Governor Induction - 2018 New Governor Induction – 2/2/19	N/A
Madeleine Jackson, John Chrisp, Lisa Williamson Esmond Edwards, Helen Clarke, Ian Rout	Annual Safeguarding and Child Protection training update 20/11/18	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
Gareth Jones	Governors Annual Conference 2018	N/A
John Chrisp, Madeleine Jackson	Safer Recruitment (2015)	Requirements are met
E Edwards, A Christoforou, J Chrisp, A Dods, M Jackson, G Jones, I Rout, S Smith and J Stevens.	GDPR update by DPO 6/11/18	Requirements are met
Lisa Williamson	Termly briefing 22/1/19	Updates provided to governors
All governors	Changes to Ofsted Framework update 12/3/19	Good school

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 and discuss aspects of the SIP
- B. Surveys/focus groups:
 - I. Pupils
 - II. Staff
 - III. Parents
- C. Independent reviews:
 - I. Internal
 - II. External (using consultants/Ofsted inspectors/school partners)
- D. First hand data collection and analysis
- 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 2018/19:

Monitoring Area or Activity	SLT Lead	Governors	Additional Governor(s)	Activity Dates	Outcomes
Disadvantaged students Plan	Kate Wibberley	Madeleine Jackson	Alan Dods	8/5/19	Series of challenges provided to each Lead Learner to complete
Data	Janet Oswell	Alan Dods	Steve Smith	7/3/19 and after every data capture	Latest data was reviewed for Y8, Y9 and Y10 and some challenges identified.
Absence data	Roy Askoolum	Madeleine Jackson	John Chrisp, Alan Dods, Lisa Williamson	20/11/18, 5/2/19 and termly	Data and processes were reviewed and safeguarding procedures at the school are robust. Attendance data and procedures were scrutinised and thorough procedures to improve attendance are in place.
Behaviour	Roy Askoolum	Madeleine Jackson	Gareth Jones	20/11/18 and termly	Data reviewed on a regular basis
Careers	Lesley Pollard / CEIAG	John Chrisp	Ian Rout	26/2/19 9/5/19 28/6/19	Actions identified to further improve delivery of CEIAG, especially in Y10. Governors were present at the Employability Day Governors were interviewed as a part of the 'Meet the Professional' event.
Child Protection and Alternative Provision	Kate Wibberley	Madeleine Jackson	Lisa Williamson	17/10/18	Ensured safeguarding procedures are in place and followed for children in ASPIRE/M1 or Alternative Provision
SEND	Sue Cornwell	Madeleine Jackson	Helen Clarke	22/11/18	Action plan in place and restructure
Looked After Children	Kate Wibberley	Madeleine Jackson	Gareth Jones	Carry forward to 19/20	

Health and Safety	Mel Hyde/Andy Hall	Ian Rout	Gareth Jones	17/1/19	Evidence was seen to support H&S requirements in the D&T department are met
Stretch and Challenge	Sammy Abbott	Steve Smith	John Chrisp	CMAT visit 18/3/19	A positive review by CMAT, identifying strong marking and feedback in several areas; science and MO in particular were identified by students as giving them opportunities to 'stretch and challenge'; Lead Learners and strategies are making a difference. To make some areas even better, actions were identified.
SEF Evaluation exercise	Andy Christoforou	All Governors		Twice yearly by LPE Committee	The SEF was reviewed and challenged by the LPE Committee on 13/11/18
Duke Of Edinburgh	Alison Beale	John Chrisp		Verifier's Course 28.01.19	The school has a qualified award verifier.
Wellbeing	Kate Wiberley	Neil Robinson			Focus for 2019/20
Review the impact of the reading strategy to ensure: a) wider reading is further embedded and b) all students are at or above reading ages in Y7 and 8 Priority: TLA 2 of the SIP		Full Governors		W/b 25 th June 2018. Report to FGB 3/7/18	Report to LP&E Committee
Review the impact of PP Strategy against pupil achievement	Kate Wiberley	Madeleine Jackson		1/5/19	Report to LP&E Committee
Review the impact of More Able Strategy, paying particular				18/3/19	Positive feedback and report provided to LP&E Committee

attention to questioning and level of challenge in lessons					
Evaluate the effectiveness of up-skilling Middle Leaders to lead Teaching and Learning - LM1	Andy Christoforou	Madeleine Jackson	Reviewed by LPE	18/1/19	8 Middle Leaders met. Data, targets and actions were reviewed to ensure progress is made.
Evaluate the reorganisation of the SEND provision leading to quality first teaching – TLA 6		Helen Clarke	Reviewed by LPE	22/11/18	Restructure completed 31-8-19 to address need
Report on the effectiveness of CPD provided to non-specialist subject teachers, particularly in science, develop their knowledge and skills – TLA 8	Alison Dunphy	Steve Smith	Reviewed by LPE	*April 2019	Successful in receiving funding from Tailored Support Programme by DFE

