

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"> ▪ High Quality Learning Environment - We are self-improving and challenge every individual from their starting points ▪ High Quality Excellence – Our more able students are stretched in STEM ▪ High Quality School wellbeing and experience - We build Spirit and Social and Cultural Capital & ▪ High Quality Achievement For All – The best outcomes for students 	<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. This year, our focus has been on matching challenge to the students' starting points.</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>The launch of a new age-appropriate personal development programme supported by the move back to year groups will see 'Spirit' fully embedded.</p> <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>Our KS3 curriculum is under review with a particular focus on ensuring Year 7 is sufficiently challenged building on the requirements at KS2.</p>

Finance and revenue	
<ul style="list-style-type: none"> ▪ To maintain a balanced budget 	<p>The school successfully achieved a balanced budget this year. Cost savings have been identified through benchmarking activity, a restructure of Support Staff, and curriculum adjustments. Without any definitive changes to absorb teachers' pension uplift, the process of cost-saving is ongoing.</p>
<ul style="list-style-type: none"> ▪ High Quality Role Models - Our Sixth Form are role models and the first choice for our community and achieves positive value added. 	<p>Our 6th form continues to grow; 70 students stayed on from Year 11 (42%), where last year it was 38%.</p>
Buildings and environment	
<ul style="list-style-type: none"> ▪ To achieve a new-build that replaces the current buildings, consolidating the campus on the south site. 	<p>The school has successfully agreed Heads of Terms with One Leisure to develop a 3G pitch. This should be completed in the Autumn Term 2020.</p> <p>Governors are in the planning phase with CCC, and the Ramsey Foundation for a new build block. A feasibility study has been conducted and reviewed by architects. CMAT (Cambridge Meridian Academies Trust) are supporting the venture and governors are currently considering plans and funding to ensure a project commences.</p>
Staffing	
<ul style="list-style-type: none"> ▪ To be fully staffed with good teachers in the Core subjects 	<p>Currently, we are one FTE (Full Time Equivalent) short in Maths.</p>

The School Improvement Plan (SIP)

The governing body work in partnership with the Headteacher and senior leadership team (SLT) to set the priorities for the school's development each year. The governing body are responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the SIP. This can be achieved in a number of different ways. The following table provides an explanation of how the governing body has contributed to the SIP this academic year.

Governing body contribution to developing the SIP	Members of the governing body collaborated with the Headteacher and SLT to review the SIP against existing Ofsted priority areas and pupil outcomes.
Governing body activity undertaken to monitor the progress of the SIP	The governing body monitor the SIP and its effectiveness through aligned committee meetings, undertaking reviews and other planned activities. Governors have been assigned specific monitoring tasks linked to the SIP. Governors complete a report following every monitoring activity and report back to the relevant committee. For full details of our monitoring activities 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 meets at least six times a year and undertakes whole-school data analysis after each termly assessment window. This anonymised data is 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 making recommendations to the full governing body around these areas as required• Developing a school buildings strategy and contributing to asset management planning• Work with the LP&E 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• Act 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 2019/20 and the impact of that activity:

How the governing body have engaged with parents and the community	Impact of parent and community engagement
<p>Some examples of parental and community engagement include:</p> <ul style="list-style-type: none">• Governor attendance at graduation ceremonies• Governor visits to parents evenings• Governor attendance at parental surgeries• Governor attendance on the Ramsey Community Heritage Group• Governor email/contact details on the website• Governors' involvement with Members of Ramsey Town Council and Cambridgeshire County Council in New Build Project deliberations/consultations <p>Some suggestions to increase governors engagement with parents are:</p> <ul style="list-style-type: none">• A governor photo board• 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>In 2018, 292 responses on Parent View, 89% of parents say that the school is well led and managed.</p> <p>As of 7th August 2019, this percentage rose to 96% with 265 respondents for the same category.</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 and 2018/19:

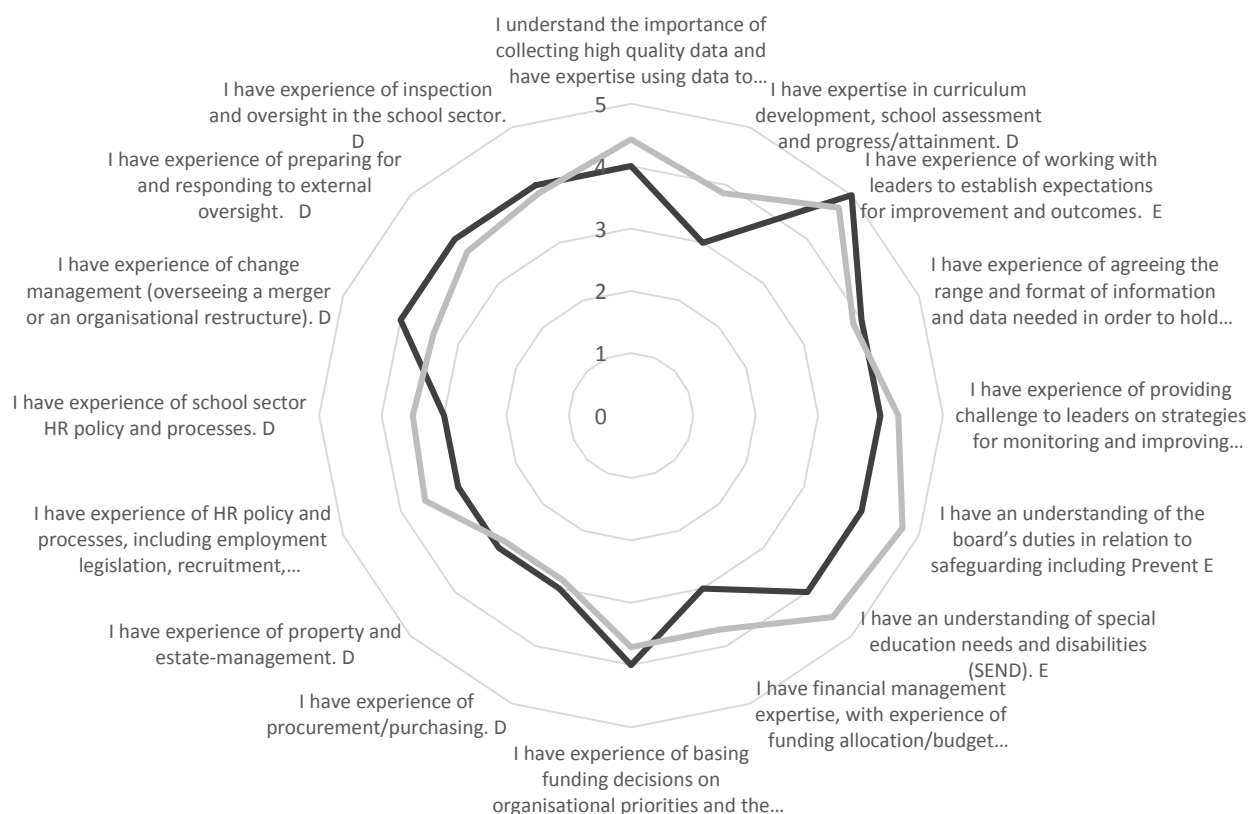
Strategic Leadership



Accountability

Governing Body Self Evaluation - Accountability Overall Rating

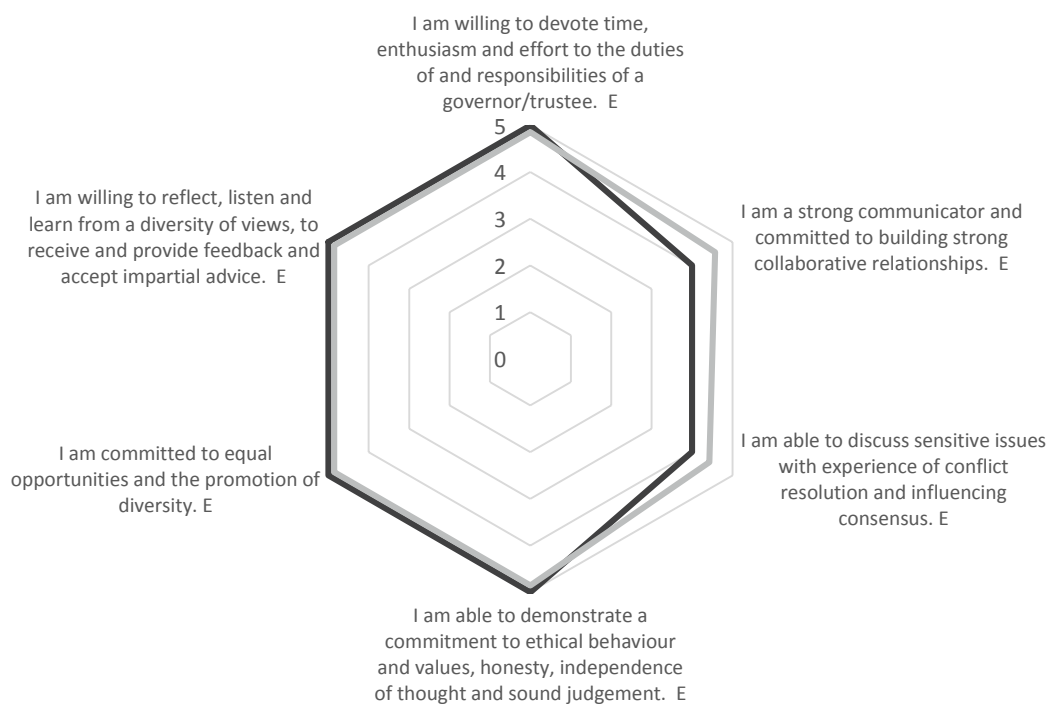
E - Essential criteria, D - Desirable criteria



People

Governing Body Self Evaluation - People Overall Rating

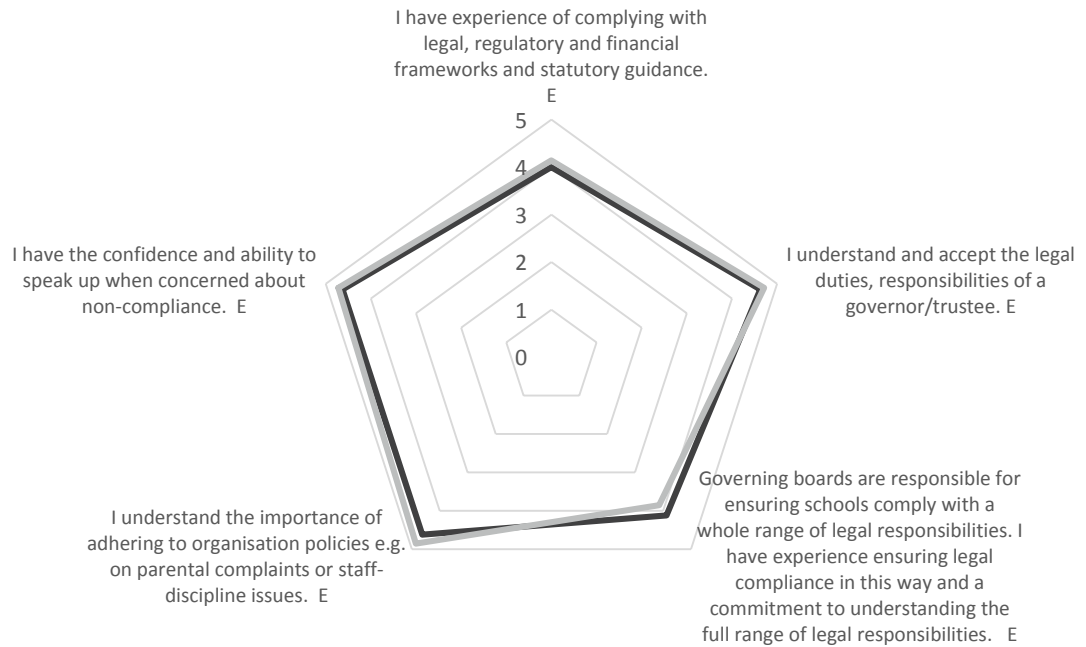
E - Essential criteria, D - Desirable criteria



Compliance

Governing Body Self Evaluation - Compliance Overall Rating

E - Essential criteria, D - Desirable criteria



We are pleased with the following improvements:

- Through link visits and quality assurance reviews (QA), governors feel more confident with regard to promoting community cohesion and providing feedback and challenges to staff;
- Through the training provided on the latest SEND Code of Practice, governors feel more informed in this area;
- Governors have been deeply involved in a number of HR processes and feel more assured with the school's practices.

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 2019/20:

- Successful recruitment campaign and succession planning to ensure all required skills are reflected on the governing body. *Update June 2020:* New parent governors and associate members have been recruited and committee membership reviewed to reflect needs.
- Data, financial management, project management and property management, coupled with assessing the quality of our curriculum. *Update June 2020:* New Associate Governor has project management and property management skills and is supporting with building works. Governors have carried out QA reviews to assess subject areas and received updates from staff at meetings.

Governor links and specialisms

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

Faculty/ specialism	SLT/ELT Lead	Lead Practitioner	Departments	Governors	Additional Governor(s)	QA review/visit date	Outcomes
Applied Sciences	Andy Christoforou	Dave Hodges Tanya Batchford	Science, Sports Science	Alan Dods	Gareth Jones	4/12/19 28/11/19	Teaching in the Science department is stable and CPD is a priority. Starting points are identified to improve attainment. There has been an improvement in the PE theory programme and assessment and an improvement in KS4 results.
Linguistics	Sarah Noble	Sammy Abbott	MFL English Performing Arts	Madeleine Jackson	Lisa Williamson	28/11/19 28/11/19 4/12/19	In English the QA process helped identify students to support to make further progress and identify patterns. Strengths and areas for development have been identified to improve results further in Performing Arts.
Applied Mathematics	Janet Oswell	Janet Oswell	Maths Business studies & IT ART & DT	Lisa Williamson	Ian Rout	4/12/19 28/11/19 28/11/19	Students are able to identify any gaps in the learning in Maths and will know when the gaps are closing. Sharing practices from other departments has improved processes in BITE.

							In the Art department there has been a big improvement on the use of time and staff strengths have been identified. There has been an improvement in boys' attainment.
Social Sciences, SMSC	George Wright	Linda Blood Gordon Mather Sarah Noble	History, Geography, Sociology, Psychology, Politics, Faith and Ethics, Child Development and Social Care	Esmond Edwards	John Stevens, Gareth Jones Helen Clarke	4/12/19	There is greater consistency within the History department. There is a better understanding and shared vision for Faith and Ethics.
6th Form	George Wright		6th Form	John Chrisp	Alan Dods	6/11/19	Student Progress is being reviewed and interventions put in place where required.

Governor training

The governing body takes their responsibility to stay up-to-date seriously and places high importance on this. The table below shows all of the various training and continued professional development (CPD) the governing body has undertaken since 2017:

Governor	Planned training or CPD to be undertaken (Date / Title)	Success criteria
All Governors	Ofsted Preparation November 2017	Good school
L Williamson H Clarke K Johnston C Greyson S Carter	New Governor Induction - 2018 New Governor Induction – 2/2/19 New Governor Induction – 29/10/19 New Governor Induction – 29/02/20 New Governor Induction – 29/02/20	Know essential aspects of a governing board's responsibilities and how to approach their role.
M Jackson, J Chrisp, L Williamson, E Edwards, H Clarke, I Rout	Annual Safeguarding and Child Protection training update 20/11/18 Annual Safeguarding and CP Update 24/9/19	Requirements are met
All governors	Child Protection Update and 'MyConcern' raising safeguarding concerns training – 3 rd December and 29 th January 2019	Requirements are met
G Jones	Governors Annual Conference 2018	Update on governance
J Chrisp, M Jackson, A Dods, L Williamson	Safer Recruitment (September 2019)	Requirements are met
E Edwards, A Christoforou, J Chrisp, A Dods, M Jackson, G Jones, I Rout, S Smith and J Stevens.	GDPR update by DPO 6/11/18	Requirements are met
L Williamson	Termly briefing 22/1/19 Termly briefing 2/10/19	Updates provided to governors
All governors	Changes to Ofsted Framework update 12/3/19	Good school
I Rout, G Jones	Health and Safety – 23/1/20	Knowledge to ensure school is managed in accordance with good health and safety practice.
J Chrisp, M Jackson	Conducting Headteacher Appraisal & Monitoring Staff Performance 15/10/19	Processes and role understood
L Williamson	Taking the Chair – 28/2/20	Knowledge for being a chair

Monitoring activity

One of the key functions of the governing body is to undertake strategic monitoring activity – the purpose of which is to triangulate information shared with governors by the SLT. In addition, where possible the governors aim to engage with external professional expertise which supports the governing body to hold the school leaders to account and to triangulate all of the sources of information and evidence it receives and access as well as ensuring it fulfils its statutory responsibilities and maintains compliance.

The governing body undertakes a wide range of monitoring activities including:

- A. Monitoring visits to school to meet with subject leads
- B. Surveys/focus groups:
 - I. Pupils
 - II. Staff
 - III. Parents
- C. Independent reviews:
 - I. Scrutinising internal quality assurance processes
 - II. External (using consultants/Ofsted inspectors/school partners)
- D. First hand data collection and analysis (data governors visit after data drops)
- E. Inviting members of the SLT or Middle Leaders to governing body and committee meetings to report on key areas. This year there has been a report on KS4 and KS5 results for 2019, a SEND presentation, presentations about the Sixth Form, new Integrated KS3 Curriculum and Spirit.

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 2019/20:

Monitoring Area or Activity	SLT Lead	Governors	Succession Governor	Activity Dates	Outcomes
Full Governors		Madeleine Jackson	TBC		New governors recruited
LP&E		John Chrisp	TBC		Committee membership was reviewed to balance skills
Operations		Esmond Edwards	TBC		Committee membership was reviewed to balance skills
Disadvantaged students Plan	Kate Wibberley	Madeleine Jackson	Alan Dods		Postponed due to Covid-19
Data	Janet Oswell	Alan Dods	Neil Robinson	After every data capture	Data regularly reviewed and challenged by data governors and at LP&E meetings
Absence data	Roy Askoolum	Madeleine Jackson	Lisa Williamson	28/10/19 10/2/20 8/6/20 – postponed due to Covid-19	There is demonstrable improvement in the attendance of pupils who have particular needs. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate

					and effective action.
Low Level Disruption and Inclusion Facilities	Roy Askoolum	Madeleine Jackson	Gareth Jones	4/12/19 11/3/20	Arrangements were reviewed and challenged by the LP&E Committee
Careers / CEIAG	Gemma Craig/Lesley Pollard	John Chrisp	Ian Rout	11/11/19 27/4/20	Gatsby and school development targets are being met
Child Protection and SCR	Kate Wibberley	Madeleine Jackson	Lisa Williamson	SCR check 17/10/19 CP review 20/11/19	Safeguarding procedures are effective and students at risk are identified
SEND	Debbie Neal	Madeleine Jackson	Helen Clarke	29/1/20	Strategies for improvement have been reviewed and implemented
Looked After Children	Kate Wibberley	Madeleine Jackson	Gareth Jones	25/3/20	Postponed due to Covid-19
Health and Safety	Mel Hyde/Andy Hall	Ian Rout	Gareth Jones	9/10/19, 8/1/20, 22/4/20, 8/7/20	Regular reports and challenges to Operations Committee and FGB to ensure procedures are followed
Curriculum	Gemma Craig	Alan Dods	John Chrisp		Postponed due to Covid-19
SEF and SIP	Andy Christoforou	All Governors		SEF to be reviewed and challenged by LP&E annually in autumn term	Targets reviewed and robustly challenged
Wellbeing	Kate Wibberley	Neil Robinson	Lisa Williamson	Wellbeing meeting dates 25/9/19 27/11/19 5/2/20	Termly reports to LP&E and feedback to staff

Vocabulary and wider reading	J Oswell and C Deighton	K Johnston			Postponed due to Covid-19
Review the impact of PP strategy against pupil achievement	Kate Wibberley	Madeleine Jackson		Report to LP&E Committee	Postponed due to Covid-19
Evaluate the effectiveness of up-skilling Middle Leaders to lead Teaching and Learning - LM1	Sammy Abbott	Madeleine Jackson	Reviewed by LP&E	15/1/2020	Effective Leadership CPD is in place
Report on the effectiveness of CPD provided to non-specialist subject teachers, particularly in science, develop their knowledge and skills – TLA 8	Sammy Abbott	Madeleine Jackson	Reviewed by LP&E	15/1/2020	Effective leadership CPD is in place