

Latest version July 2024 v1.2 – see Change log.

## **The Federation of Abbey Infant & Junior impact statement for academic year 2023-24 v 1.2.**

The Core functions of governance are characterised by:

1. **Setting the school's vision, ethos, and strategic direction:** Governors play a crucial role in establishing the overall vision and values of the school. They work collaboratively with the headteacher and senior leadership team to develop and review the school's strategic plans, ensuring they align with the school's mission and objectives.
2. **Monitoring and evaluating school performance:** Governors are responsible for monitoring and evaluating the performance of the school. This includes reviewing data and reports, conducting regular visits to the school, and engaging with staff, students, and parents to gain insights into the school's progress. By assessing performance against set targets and benchmarks, governors can identify areas for improvement and take appropriate action.
3. **Ensuring financial sustainability and effective resource management:** Governors have a duty to oversee the financial management of the school, ensuring that resources are allocated effectively and in line with the school's priorities. They review budgets, financial plans, and expenditure to ensure that funds are used efficiently and in the best interests of the school and its students.
4. **Holding the headteacher and senior leadership team accountable:** Governors act as a critical friend to the headteacher and senior leadership team, providing support and challenge to ensure the school is effectively led and managed. They hold the headteacher accountable for the school's performance and work with them to set targets, monitor progress, and provide constructive feedback.
5. **Engaging with the school community:** Governors act as a link between the school and the wider community. They engage with parents, staff, and students, taking into account their perspectives and concerns. By fostering effective communication and engagement, governors can ensure that the school remains connected to its community and responsive to its needs.
6. **Safeguarding and promoting the well-being of students:** Governors have a responsibility to ensure that the school provides a safe and supportive environment for all students. They oversee policies and procedures related to safeguarding, health and safety, and well-being, ensuring that appropriate measures are in place to protect and promote the welfare of students.

By fulfilling these core functions, governors contribute to the overall success and improvement of the school, ensuring that it provides the best possible education and support for its students.

The Governing body's role and responsibilities are defined in our terms of reference. They can be found here:

<https://www.abbeyfederation.co.uk/whos-who/>

This is how we address the core functions of governance.

What Governors Do	What Abbey Governors Do	Impact
<p>1</p> <p>Carry out our statutory duties, such as safeguarding and understand the boundaries of our role as Governors</p>	<ul style="list-style-type: none"> <li>• Relevant Governor Training</li> <li>• Governor induction pack has clear guidelines</li> <li>• Nominated Safeguarding Governor</li> <li>• Nominated SEND Governor</li> <li>• Detailed tracking of statutory policies and a programme of review and approval (policy index, minutes)</li> <li>• Governor training in Safer Recruitment &amp; Safeguarding</li> </ul>	<p>Governors are clear on boundaries, statutory role and responsibilities and Governors' work reflects this</p>
<p>2</p> <p>Ensure that the school promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles. Support and help, through our words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain</p>	<ul style="list-style-type: none"> <li>• Hold leaders to account for their actions to support the school's mission statement.</li> </ul>	<p>Governors have a range of evidence that school has many things in place to address this area and that action is being taken to develop further.</p> <p>For example: SIP 2023-24 diversity aspects of curriculum.</p>
<p>3</p> <p>Ensure clarity of vision, ethos and strategic direction, including long term planning</p>	<ul style="list-style-type: none"> <li>• Supports the HT in developing the Leadership Team</li> <li>• Dedicated sub-committees to ensure a strategic approach – Staffing &amp; Finance, Pupil &amp; Curriculum, Premises and Health &amp; Safety</li> </ul>	<p>The GB supports the development of leadership and quality of teaching. This has led to improvements in pupil performance, the range and quality of enrichment opportunities, pupil enjoyment and relationship with parents/carers</p>
<p>4</p> <p>Contribute to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching and review the impact of our own work</p>	<ul style="list-style-type: none"> <li>• Frequently review pupil data</li> <li>• Review SEF and ensure SIP is aligned with it</li> <li>• Review feedback from external advisors</li> <li>• Frequent and focussed link-governor visits.</li> </ul>	<p>Governors have information, knowledge and training to enable an accurate understanding of school performance and to ensure that the SEF is based on this and that the SIP addresses all priorities</p>
<p>5</p> <p>Understand and take sufficient account of pupil data and assure</p>	<ul style="list-style-type: none"> <li>• Pupil &amp; Curriculum sub-committee</li> </ul>	<p>Governors have the ability to interpret data and ask</p>

	ourselves of the rigour of the assessment process		questions about it. Governors receive data from a range of sources and have a detailed knowledge of school performance.
6	Be aware of the impact of teaching on learning and progress in different subjects and year groups	<ul style="list-style-type: none"> <li>Review data annually in FGB/Pupil &amp; curriculum meeting</li> <li>Learning walks &amp; focussed visits</li> <li>PP &amp; PE premium focus</li> </ul>	Governors know performance in different subjects and year groups and actions to strengthen teaching and learning
7	Provide support and challenge and hold the HT and other senior leaders to account for improving the quality of teaching and learning	<ul style="list-style-type: none"> <li>PM reviews</li> <li>Compare Abbey with national expectations and data (minutes)</li> <li>Ask challenging questions based on data and ask "What's the impact?" (minutes)</li> <li>Challenge other leaders through Governor meetings, learning walks &amp; sub-committees.</li> </ul>	Governors understand the school performance and ask challenging questions based on this
8	Use the PPG and other resources to overcome the barriers to learning	<ul style="list-style-type: none"> <li>S&amp;F sub-committee review and monitor PPG expenditure</li> <li>Pupil &amp; Curriculum sub-committee monitor progress of pupils entitled to PPG</li> </ul>	Governors know how PPG is used in the school and what impact it is having
9	Ensure financial resources made available to the school and are managed effectively	<ul style="list-style-type: none"> <li>S&amp;F sub-committee meets regularly to review budget</li> <li>SFVS completed and submitted annually</li> <li>S&amp;F sub-committee working with HT and Total Finance to develop accurate long term financial planning</li> </ul>	School budget is appropriately balanced. Resources used effectively for the benefit of current pupils
10	Provide support for an effective HT	<ul style="list-style-type: none"> <li>Professional and positive working relationship with HT</li> <li>Ensure GB structure and training link to school improvement priorities</li> </ul>	Strong relationship between Governing Board and HT focussed on school improvement priorities

		<ul style="list-style-type: none"> <li>HT PM is focussed on school priorities</li> <li>Governors support parent/carer meetings and school events</li> </ul>	
11	Monitor PM systems and understand how the school makes decisions about teachers' salary progression, including the PM of the HT, to improve teaching, leadership and management	<ul style="list-style-type: none"> <li>Briefing on PM system at Pay Committee meeting (minutes)</li> <li>Governors carry out HT annual PM with appropriate external advisor and do interim review</li> <li>Objective links to school improvement priorities</li> <li>Governors Pay sub-committee meets annually to agree pay decisions based on PM. This includes meetings with staff across a range of pay grades.</li> <li>Governor training in PM</li> </ul>	Governors are trained and understand the PM systems and ensure objectives are linked to school improvement priorities
12	Engage with stakeholders	<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>Attend school events and Abbey Lens &amp; annual surveys including 'You said, we did' responses.</li> </ul> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>Governors attend and support educational visits</li> <li>Governors participate in focussed visits linked to the SIP</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Attend some INSET, staff meetings, school events, trips, learning walks and meet with Governor subject partners</li> <li>Staff presentation at GB meetings</li> </ul> <p><b>Others in the community</b></p> <ul style="list-style-type: none"> <li>Regular communications with staff and Governors from Abbey community.</li> </ul>	Governors engage with key stakeholders in a range of ways

13	Are transparent and accountable in all areas of responsibility	<ul style="list-style-type: none"> <li>• Governors on interview panels for staff</li> <li>• Regular reviews of committees and effectiveness. All Governors are a member of at least one Committee and all have linked subject area</li> <li>• Good attendance of Governors at all GB meetings and meetings with Ofsted, LA, parents/carers, open morning and open evenings</li> <li>• Governors inform parents of actions through 'You said, we did' posters at mid-year parents' evening.</li> <li>• Annual parent survey.</li> <li>• Completion of pecuniary interest forms - schedule on website</li> </ul>	
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#### Abbreviations

GB - Governing Body HT - Headteacher	S&F – Staffing and finance PH&S- Premises, Health & Safety and Safeguarding SEF - Self Evaluation Form SIP – School Improvement Plan FGB - Full Governing Body	P&C – Pupil and curriculum PM - Performance Management SFVS - School Financial Value Statement PPG - Pupil Premium Grant LA - Local Authority
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#### Notable impact measures from 2023-24:

- ✓ Bronze Healthy Schools
- ✓ Ofsted 'continues to be good' Dec 2019 (Jun) & Mar 2023 (inf).
- ✓ Well managed site and continual building investment
- ✓ Progress outcomes KS2 at least in-line with national average and above average Maths; PP better than national and better than PP national average
- ✓ Internal KS2 measures (no SATS Covid) show high rates of progress.
- ✓ KS1 (internal) outcomes above national average
- ✓ Y2 phonics above national average including for PP.
- ✓ S175 completed with no outstanding actions
- ✓ Budget balanced for 2/3 financial years going forward.
- ✓ Academic year attendance above national average and national averages for all groups.
- ✓ FFT attendance award Autumn 2023.
- ✓ PSQM award
- ✓ Managed significant maternity and reduced leadership capacity

Latest version July 2024 v1.2 – see Change log.

- ✓ Further NPQ and NASEN awards for staff.

Change log.

Version	Notes
1.1 Sept 2023	First draft to FGB Sept 2023
1.2 June 2024	Updated with progress and impact measures