

# Meldreth Primary School

## Governing board impact statement

At Meldreth Primary School, the governing board recognises the importance of identifying and demonstrating the impact of its governance. The governing board considers this impact statement as an effective way to share the strategic work of the governing board and its contribution to and impact on school improvement and development.

### Declaration of conflicts of interest

None raised

### Terms of office

| Name               | Category | Date of Appointment | Appointing Body | Term of Office        | Committees                           | Position of Responsibility (LG= link governor)                                      | Business Interests | Governance in other schools |
|--------------------|----------|---------------------|-----------------|-----------------------|--------------------------------------|---|--------------------|-----------------------------|
| Emma Tidby         | Co-opted | 16/10/14            | Governing Body  | 16/10/18-15/10/22     | All                                  | Chair of Governors<br>Child Protection LG   | CAM Trust          | None                        |
| Sasha Howard       | Head     | 01/09/14            | Ex Officio      |                       | All                                  | Head Teacher  | None               | None                        |
| Chris McCorquodale | Parent   | 23/11/22            | By Election     | 23/11/2022-22/11/2026 | Resources                            | GDPR, Well-being and Mental Health LG   | None               | None                        |
| Janet Williams     | Co-opted | 08/11/17            | Governing Body  | 08/11/17-07/11/21     | Resources<br>Pay Review and Salaries | Chair of Resources<br>Safeguarding, Health, Safety and Well-being LG                | None               | None                        |
| Neil O'Regan       | Co-opted | 27/03/17            | Governing Body  | 27/03/17-26/03/21     | Resources<br>Pay Review and Salaries | Chair of Pay Review and Salaries<br>Vice Chair Children & Learning<br>SEND LG, HTPM | None               | None                        |
| Dianne Dow         | Co-opted | 12/09/19            | Governing Body  | 12/09/19-11/09/23     | Resources                            | Vice- Chair of Children and Learning  | None               | None                        |
| Claudia McGinty    | Staff    | 07/10/19            | By Election     | 07/10/19 – 06/10/23   | Children and Learning                | Vice Chair of Governors   | None               | None                        |

|                        |                 |          |                |                     |                       |                                |      |      |
|------------------------|-----------------|----------|----------------|---------------------|-----------------------|--------------------------------|------|------|
| James Bridges          | Local Authority | 06/01/20 | Governing Body | 06/01/20 – 05/01/24 | Resources             | Pupil and Sports Premium LG    | None | None |
| Claudia Bickford-Smith | Co-opted        | 20/10/21 | Governing Body | 20/10/21 - 19/10/25 | Children and Learning | Early Years LG HTPM            | None | None |
| Paul Samways           | Parent          | 1/12/21  | By Election    | 1/12/21- 30/11/25   | Children and Learning |                                | None | None |
| Matthew Paradis        | Co-opted        | 3/12/20  | Governing Body | 3/12/20 – 2/12/24   | Children and Learning | Chair of Children and Learning | None | None |
| <b>Vacancy</b>         |                 |          |                |                     |                       |                                |      |      |

## Governance attendance

### Meetings of Full Governing Body (FGB)

#### MEETINGS OF FULL GOVERNING BODY (FGB)

| Members                | Meeting date |          |          |          |          |  |
|------------------------|--------------|----------|----------|----------|----------|--|
|                        | 20/09/22     | 29/11/22 | 28/03/23 | 02/05/23 | 11/07/23 |  |
| Sasha Howard (Head)    | ✓            | ✓        | ✓        | ✓        | ✓        |  |
| Emma Tidby (Chair)     | ✓            | ✓        | A        | ✓        | ✓        |  |
| Claudia Bickford-Smith | ✓            | ✓        | ✓        | A        | ✓        |  |
| James Bridges          | A            | A        | A        | ✓        | ✓        |  |
| Daniel Chapman         | ✓            | ✓        | ✓        | A        | ✓        |  |
| Dianne Dow             | A            | A        | ✓        | A        | ✓        |  |
| Joanne Faires          | A            | N/A      | N/A      | N/A      | N/A      |  |
| Chris McCorquodale     | N/A          | N/A      | ✓        | ✓        | A        |  |
| Claudia McGinty        | ✓            | ✓        | ✓        | ✓        | ✓        |  |
| Neil O'Regan           | ✓            | ✓        | ✓        | ✓        | ✓        |  |
| Matthew Paradis        | A            | A        | ✓        | A        | ✓        |  |
| Paul Samways           | ✓            | ✓        | ✓        | ✓        | ✓        |  |
| Janet Williams         | ✓            | ✓        | ✓        | ✓        | ✓        |  |
| Lisa White (Clerk)     | ✓            | ✓        | ✓        | ✓        | ✓        |  |

✓ = present; A = absent with apologies accepted; ✕ = absent

## Meetings of Children and Learning Committee (C&L)

### MEETINGS OF RESOURCES COMMITTEE (RES)

| Members             | Meeting date |          |          |          |  |  |  |
|---------------------|--------------|----------|----------|----------|--|--|--|
|                     | 18/10/22     | 07/03/23 | 02/05/23 | 27/06/23 |  |  |  |
| Sasha Howard (Head) | ✓            | ✓        | ✓        | ✓        |  |  |  |
| Emma Tidby (Chair)  | ✓            | ✓        | ✓        | ✓        |  |  |  |
| James Bridges       | A            | ✓        | ✓        | A        |  |  |  |
| Dianne Dow          | A            | ✓        | ✓        | ✓        |  |  |  |
| Joanne Faires       | A            | N/A      | N/A      | N/A      |  |  |  |
| Janet Williams      | ✓            | ✓        | ✓        | ✓        |  |  |  |
| Lisa White          | ✓            | ✓        | ✓        | ✓        |  |  |  |

✓ = present; A = absent with apologies accepted; ✕ = absent

## Meetings of Resources Committee (Res)

### MEETINGS OF CHILDREN AND LEARNING COMMITTEE (C&L)

| Members                | Meeting Date |          |          |          |  |  |  |
|------------------------|--------------|----------|----------|----------|--|--|--|
|                        | 29/11/22     | 28/03/23 | 16/05/23 | 11/07/23 |  |  |  |
| Sasha Howard (Head)    | ✓            | ✓        | ✓        | ✓        |  |  |  |
| Emma Tidby (Chair)     | ✓            | A        | A        | ✓        |  |  |  |
| Claudia Bickford-Smith | ✓            | ✓        | ✓        | ✓        |  |  |  |
| Chris McCorquodale     | N/A          | ✓        | ✓        | A        |  |  |  |
| Claudia McGinty        | ✓            | ✓        | ✓        | ✓        |  |  |  |
| Neil O'Regan           | ✓            | A        | ✓        | ✓        |  |  |  |
| Matthew Paradis        | A            | ✓        | ✓        | ✓        |  |  |  |
| Paul Samways           | ✓            | ✓        | ✓        | ✓        |  |  |  |
| Lisa White (Clerk)     | ✓            | ✓        | ✓        | ✓        |  |  |  |

✓ = present; A = absent with apologies accepted; ✕ = absent

NB Joanne Faires resigned from the Governing Body 8 November 2022

Chris McCorquodale joined the Governing Body 11 January 2023

## Governance structure

The governing board is responsible for setting the strategic direction of the school, acting within the framework set by national legislation, and with due consideration to governance principles and the policies of Cambridgeshire County Council. The governing board meets as a whole board once per term.

## The governing board's strategic objectives

The governing board 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 years' time and is underpinned by the school's ethos, vision and values. The governing board's strategic plan is set out in five sections:

- The quality of education
- Behaviour and attitudes
- Personal Development
- Leadership and Governance
- Early Years education

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

| The governing board's strategic aims  | Progress towards achieving strategic aim  | Impact identified so far  |
|---|---|---|
| Overseeing financial performance of the organisation and making sure its money is well spent  | The school has successfully achieved a balanced budget this year. Whilst no cost savings were identified through benchmarking activity, in working collaboratively savings have been made. Our three-year forecast has been planned to avoid any deficit.       | Current staffing levels have been maintained to meet the needs of pupils.   |
| Ensuring clarity of vision, ethos and strategic direction   | Governors monitored parent, pupil and staff feedback and made regular planned visits to the school to monitor actions outlined on the SSP.  | Parent feedback is strong. - 98% of parents agreed with the statement 'My child does well at this school'                                   |
| Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff. | Governors have monitored internal and external data across the year, made regular planned visits to the school to monitor actions outlined on the SSP including Health & Safety and Safeguarding. Governors monitored the appraisal process for teaching staff. | Overall review demonstrated strong practice and compliance which is aligned to LA monitoring of outcomes, health & safety and safeguarding. |

## The School Strategic Plan (SSP)

The governing board work in partnership with the Headteacher and Leadership Team to set the priorities for the school's development each year. The governing board is responsible for holding the school leaders to account for the progress made towards achieving the objectives and aims of the SDP. This can be achieved in a number of different ways. The following table provides an explanation of how the governing board has contributed to and monitored the SSP this academic year.

|   |  |
|---|--|
| <b>Governing board contribution to developing the SSP</b>                     | Members of the governing board collaborated with the Headteacher and Leadership Team to review the SSP and pupil outcomes from internal and external teacher assessment. Governors reviewed documents benchmarked against national statistics where possible including our annual parent survey.   |
| <b>Governing board activity undertaken to monitor the progress of the SSP</b> | The governing board has developed a new school strategic plan, following the previous Recovery Plan. Link governors have been assigned specific monitoring tasks linked to the SSP. Governors complete a report after every monitoring activity and report back to the full governing board. For full details of our monitoring activity, please see the 'Monitoring activity' section below.                            |
| <b>Impact identified so far this academic year</b>                            | The school has successfully developed provision within the school run preschool setting, with the setting being well attended and a 2 year old bespoke provision developed.<br>In-year assessment data clearly identifies any gaps following partial school closure for individual and groups of pupils and effective use of the school led tutoring for pupils. End of Key Stage, phonics and MTC results are positive. |

## Committees

Delegating aspects of our governance responsibilities to committees enables the governing board to remain strategically focused 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 and the table below provides an overview of the focus and work of each committee during this academic year:

| Committee                                   | Overview of work this year   | Impact of the committee   |
|---|--|---|
| Children and Learning                       | The children and learning committee has monitored internal data analysis after each assessment window. This anonymised data has been broken down into year groups and specific groups of children, e.g. by gender, pupils with SEND or EAL, pupils eligible for the pupil premium or FSM. Governors also take external validation reports into account when assessing progress and attainment. | Governors have been able to monitor in-year progress and attainment and triangulate this with parent voice monitoring. This has given governors a clear picture of the progress of specific groups of pupils which has been analysed against the SSP priority areas. From this, governors have been able to focus on additional areas for development.  |
| Resources (Finance, Personnel and Premises) | The resources committee has monitored the schools financial data paying particular attention to the newly established preschool provision. Governors have scrutinised benchmarking data and other external reports.<br><br>The committee has taken care to assess staff voice during the pandemic at each phase supporting the Headteacher to make adjustments to support staff wellbeing.     | Governors have been able to increase staffing levels necessary for meeting the need for pupil's ongoing dysregulation and emotional needs. Additional mental health training has been provided for staff to support pupil need. A wellbeing day has been introduced for all staff working over a 0.22 contract. From this, governors have been able to focus on additional areas for development. |
| Pay Review and Salaries                     | The pay review and salaries committee has reviewed the school's Pay Policy with due regard to the current School Teachers' Pay and Conditions document. The school's Pay Policy and levels of salary of all staff has been reviewed.   | Governors have monitored the appraisal process for teaching staff, the school has retained teaching staff   |
| Headteacher's Performance Management        | The Headteacher's performance management committee has reviewed the Headteacher's performance against the <b>Headteachers' standards 2020</b> . Governors appointed an external adviser to assist with this process.   | Governors have shaped the Headteachers' practice and professional development, within and beyond the school.  |

## Monitoring activity

One of the key functions of the governing board is to undertake strategic monitoring activity, the purpose of which is to triangulate information shared with governors by the SLT.

The table below gives an overview of governor monitoring activity during this academic year:

| Monitoring activity        | Reason for monitoring activity   | Impact of monitoring activity  |
|----------------------------|--|--|
| Safeguarding               | Financial recovery is a school priority on the SSP.  | Safeguarding including SSR was monitored at intervals during the year in addition to a LA monitoring visit in November 22 which captured pupil and staff voice.  |
| Staff voice                | Staff and therefore pupil wellbeing is a school priority on SSP.   | Governors monitored staff wellbeing, comparing results to last year's responses. Overall responses show positive progress for staff wellbeing since 2022   |
| Pupil Premium              | Re-establishing high quality extra-curricular provision is a school priority on the SSP  | Governors including our link Governor have a better understanding of on how PPG was used in the school, pupil performance and how many whole school strategies, e.g. oracy, are based on better supporting disadvantaged pupils. |
| SEND                       | Developing our well-being provision in light of current pupil needs (pandemic legacy) is a school priority on the SSP  | Governors including our link Governor have a better understanding of the current financial and placement constraints of provision in Cambridgeshire.   |
| Parent voice               | Governor responsibility to monitor impact of school provision.   | Parent voice was monitored to gain an understanding of this key stakeholder. Responses were higher than benchmarked Ofsted parent view data for this period and showing improvement from last year.                              |
| EYFS                       | Effectiveness of the early years is a school priority on the SSP   | Governors including our link Governor have a better understanding of the current financial and placement constraints of provision in Cambridgeshire.   |
| Extra-Curricular Provision | Deliver effective interventions and rich learning opportunities and experiences for all children, specifically targeting disadvantaged pupils, is a school priority on the SSP | There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.  |

## External evaluation of governing boards

Engaging with external professional expertise supports the governing board to hold school leaders to account and to triangulate all of the sources of information and evidence it receives and is supplied with, as well as ensuring it fulfils its statutory responsibilities and maintains compliance.

Below is a summary of the external support the governing board has accessed during this academic year and the impact of that support:

| External expertise   | Reason for external expertise  | Impact of external expertise   |
|--|--|--|
| NGA Training   | To ensure the governing board has the appropriate skills, Governors attend regular training in addition to induction training for new Governors are on the, an independent skills audit is conducted yearly. | The spread of expertise on the board needs to be as wide as possible to ensure all areas of school life are covered. New Governors have been provided with their own action plan or governor development plan. |
| Healthy You Healthy Schools Coordinator                          | To recognise school engagement in local as well as national programmes and initiatives reflecting the commitment of the school to constantly seek improvement and variety in provision.                      | Accreditation of good practice within Healthy Schools Cambridgeshire - May 22. As a result of this support, governors have been able to focus on additional areas for development.                             |
| Cambridgeshire County Council Health and Safety Business Partner | To review school practice and procedures associated with the Leadership and Management of Health & Safety within the school.   | Overall Performance Indicator 91% - Substantial Assurance - October 2022. As a result of this support, governors have been able to focus on additional areas for development.                                  |
| Cambridgeshire County Council Leadership of Safeguarding Review  | To review school practice and procedures associated with the Leadership and Management of safeguarding within the school.  | As a result of this support, governors have been able to focus on the resultant action plan for future Leadership development and Governor monitoring.   |



## Pupil voice

Listening to the views of the pupils who attend the school is an important aspect of the work of the governing board.

Below is a summary of how the governing board has engaged with pupils to hear their views and opinions during this academic year and the impact of that activity:

| How the governing board has engaged with pupils   | Impact on parent and community engagement  |
|---|--|
| Pupil feedback on the newly developed KS2 curriculum. Evaluation of new schemes of work is a school priority on SSP. School leaders shared pupil voice survey reflecting on their experience of the KS2 curriculum*. (* changed due to staff injury and meeting time) | As a result of this feedback, governors have been supported in monitoring actions outlined on the SSP. |
| Monitoring of pupil voice, to further develop our well-being provision in light of current pupil SEMH needs (post pandemic). School leaders shared a video of Peer Mediators reflecting on their pupil leadership role over the year.                                 | As a result of this feedback, governors have been supported in monitoring actions outlined on the SSP. |

## 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 board. Below is a summary of how the governing board has engaged with parents and the community to hear their views and opinions during this academic year and the impact of that activity:

| How the governing board has engaged with parents and the community   | Impact on parent and community engagement   |
|--|---|
| Governors monitored parent voice formally, responding to questions raised to Governors by parents across the year. | Parent voice outcomes were compared to those over the past year and benchmarked with Ofsted Parent View. This year there was an overwhelming response to our survey, with 130 responses. 97% of parents would recommend the school to another parents. School strength are: <ul style="list-style-type: none"> <li>• My child does well at this school -98%</li> <li>• My child can take part in additional clubs/ activities at this school - 98%</li> <li>• My child is happy at this school - 95%</li> </ul> |



## Governing board self-evaluation

Self-evaluation is a key aspect of effective governance, and the governing board is committed to evaluating its own performance and the impact of this to enable the governing board to continue to develop and improve.

| Self-evaluation activity                                     | Strengths identified   | Development areas identified   | Impact identified   |
|--|--|--|---|
| Governors responded to a self-evaluation audit in September. | A large number of Governors have governing experience in a school or in a different sector   | Governors feel less able to interpret budget monitoring reports and ask relevant questions.                      | LA procurement has led to a change of budget monitoring tool - Governors have requested the reports they would like to see.   |
|  | Governors understand the strategic nature of the board's role and what governing boards and school leaders should expect from each other | Governors feel less able to identify key risks and evaluate their potential impact.                              | Governors agreed to complete continuing professional development in their specific areas of responsibility to build greater understanding.  |
|  | Governors know how to build the knowledge I need to be effective in my governance role   | Governors feel less able to use relevant data and insight to identify and resolve issues relating to inequality. | Governors requested a whole board approach diversity and inclusion workshop, The Headteacher was unable to secure this for this academic year, so Governors completed NGA training. |
|  | Governors feel able to build positive, collaborative relationships with members of the board   |  |   |
|  | Governors feel able to speak up if they are concerned about non-compliance and unethical behaviour                                       |  |   |

## Impact of the SSP

Below is a summary of how the governing board has tackled the issues identified in the SSP this academic year and any actions to be brought forward to the next academic year:

| Governing Board Aims  | Actions for SSP 2023-24   |
|---|---|
| To improve the attainment and progress in reading and writing across the school; continuing to build writing stamina, create opportunity for innovation and maintain quality and accuracy in the composition and sentence structure.  | Continue meeting robust outcomes informed by FFT.   |
| To secure a whole school approach to promoting mental health and wellbeing which, if applied consistently and comprehensively, will help contribute towards protecting and promoting children and young people's mental health and wellbeing.                                     | Continue to develop children's self-esteem, confidence, ability to work with others and readiness to accept decisions and manage their emotions.  |
| To deliver effective interventions and 'catch up, keep up' programmes, which offer rich learning opportunities and experiences for all children, specifically targeting disadvantaged pupils, and others, who are working behind their peers.                                     | Monitoring the systems in place for vulnerable pupils to ensure there is a continued consistent approach, identifying any over time, which ensures pupils' needs are met and they are ready for the next stages of their education. |
| To continue developing and establishing a broad and rich curriculum from EY to KS2, which builds on prior learning and deepens learning connections; pupils develop positive attitudes, values and transferable skills which encourage them to take ownership for their learning. | Monitoring the intent, implementation and impact of discussions around the curriculum and quality of education to inform the next stages of school improvement.   |
| Strategic development of Pre-school provision and ensuring the financial stability of the setting.<br><br>Introduction and embedding of a new Phonics programme.  | Monitoring effective provision for pupils following new preschool classroom and evidence this thoroughly to monitor impact.<br><br>Embed new phonics curriculum and phonics/reading intervention across KS2.                        |

## Governing board priority areas for the next academic year

To remain in line with the development of the school, and to continue to drive improvement through our strategic work, the governing board has identified the following areas to be focussed on in the next academic year:

| Proposed monitoring activity  | Intended impact of monitoring activity   |
|---|--|
| Broad and Rich Curriculum Governor Visit to monitor curriculum intent, seeking pupil and staff voice.   | <p>Evidence shows that the school's curriculum intent and implementation are embedded securely and consistently across the school.</p> <p>It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.</p> <p>Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</p> |
| Governor visit and targetted parent feedback survey to monitor provision for pupils with SEND including Social, emotional mental health (SEMH). | <p>Evidence that pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p> <p>Evidence that the school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.</p>   |
| Governor visit to monitor pupil attendance to show that learners have high attendance and are punctual.   | <p>Evidence that school has a strong focus on attendance and punctuality so that disruption is minimised.</p> <p>Evidence that the school has clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.</p>   |