

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 role in other schools
Emma Tidby	Co-opted	16/10/14	Governing Body	16/10/18-15/10/22	All	Chair of Governors LG for Child Protection	Attendance Officer, CAM Trust	None
Sasha Howard	Head	01/09/14	Ex Officio		All	Head Teacher	None	None
Clare Yelton	Parent	08/11/17	By Election	08/11/17-07/11/21	Resources	LG for GDPR, Well-being and Mental Health	None	None
Janet Williams	Co-opted	08/11/17	Governing Body	08/11/17-07/11/21	Resources Pay Review and Salaries	Chair of Resources LG for Safeguarding, Health and Safety and Well-being	None	None
Neil O'Regan	Co-opted	27/03/17	Governing Body	27/03/17-26/03/21	Resources Pay Review and Salaries	Chair of Pay Review and Salaries LG for SEND	None	None
Dianne Dow	Co-opted	12/09/19	Governing Body	12/09/19-11/09/23		Vice- Chair of Children and Learning		

Claudia McGinty	Staff	07/10/19	By Election	07/10/19 – 06/10/23	Children and Learning		None	None
James Bridges	Local Authority	06/01/20	Governing Body	06/01/20 – 05/01/24	Resources	LG for Pupil Premium, Sports Premium and Catch up Premium	None	None
Joanne Faires	Parent	08/07/21	By Election	01/12/17-30/11/21	Children and Learning		None	None
Vacancy								
Vacancy								
Vacancy								

Governance attendance

Meetings of Full Governing Body (FGB)

Members	Meeting date						
	10/09/20	03/12/20	16/03/21	06/05/21	08/07/21		
Sasha Howard (Head)	✓	✓	✓	✓	✓		
Emma Tidby (Chair)	✓	✓	✓	✓	✓		
James Bridges	✓	A	✓	✓	✓		
Dianne Dow	✓	✓	✓	✓	✓		
Sarah Helme	✓	✓	✓	✓	✓		
Paul Hopkins	✓	✓	✓	✓	N/A		
Claudia McGinty	✓	✓	✓	✓	✓		
Neil O'Regan	✓	A	A	✓	✓		
Matthew Paradis	N/A	N/A	✓	✓	✓		
Janet Williams	✓	✓	✓	✓	A		
Clare Yelton	✓	✓	✓	✓	✓		
Lisa White (Clerk)	✓	✓	✓	✓	✓		

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

Meetings of Children and Learning Committee (C&L)

Members	Meeting Date						
	03/12/20	16/03/21	20/05/21	08/07/21			
Sasha Howard (Head)	✓	✓	✓	✓			
Emma Tidby (Chair)	✓	✓	✓	✓			
Dianne Dow	✓	✓	✓	✓			
Sarah Helme	✓	✓	✓	✓			
Claudia McGinty	✓	✓	✓	✓			
Matthew Paradis	N/A	✓	✓	✓			
Lisa White (Clerk)	✓	✓	✓	✓			

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

Meetings of Resources Committee (Res)

Members	Meeting date						
	15/10/20	04/03/21	06/05/21	01/07/21			
Sasha Howard (Head)	✓	✓	✓	✓			
Emma Tidby (Chair)	✓	✓	A	✓			
James Bridges	✓	✓	✓	A			
Paul Hopkins	✓	✓	✓	N/A			
Neil O'Regan	✓	A	✓	✓			
Janet Williams	✓	✓	✓	✓			
Clare Yelton	✓	✓	✓	✓			

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

NB Paul Hopkins resigned from the Governing Body 15 June 2021.

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 seven sections:

1. Safeguarding (Staff)
2. Safeguarding (Pupils)
3. Health & Safety
4. Leadership and management
5. Parents and Community
6. Vulnerable Pupils
7. Getting curriculum back on track (including assessment/attainment/progress academically of pupils)

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
Finance, revenue and staffing		
To maintain a balanced budget	The school has successfully achieved a balanced budget this year. Cost savings have been identified through benchmarking activity and the three-year forecast has been planned to avoid any deficit.	All current staffing levels have been maintained.
Teaching, learning and the curriculum		
Setting the school's vision, ethos and strategic direction	Governors monitored the school's provision for distance education in the second partial school closure.	Parent feedback is strong. 99% of parents agreed with the statement 'the school makes me aware of what my child will learn during the year (and has provided a balanced range of home learning during school closure).'

Buildings and environment		
To ensure statutory duties are met	Local Authority Safeguarding Review in December 2020	Overall review demonstrated strong practice and compliance. Minor issues identified. Induction training added to SCR; Allegations against pupils described in PSHE Anti-Bullying Policy – these were followed up. Governors involved.

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.

Governing board contribution to developing the SSP	Members of the governing board collaborated with the Headteacher and Leadership Team to review the COVID Recovery Plan (against existing National restrictions and Ofsted best practice documents) and pupil outcomes from internal teacher assessment.
Governing board activity undertaken to monitor the progress of the SSP	The governing board has developed a strategic monitoring plan and COVID Recovery Plan 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.
Impact identified so far this academic year	The school has successfully integrated the preschool setting and this has remained open throughout partial school closure, despite two staff isolating due to being CEV. In-year assessment data clearly identifies any gaps following partial school closure for individual and groups of pupils and effective use of the catch up premium includes tutoring for pupils.

Committees

Delegating aspects of our governance responsibilities to committees enables the governing board 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 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 in this unprecedented year, paying particular attention to loss of earnings due to school closure and the newly established preschool provision. 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 scrutinised benchmarking data and other external reports.	Governors have been able to monitor the increased staffing levels necessary for running a school in the current pandemic. 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 and has recruited a new leadership post (Assistant Headteacher) following the retirement of the existing Deputy Headteacher.
Headteacher's Performance Management	The Headteacher's performance management committee has reviewed the Headteacher's performance against the Headteachers' standards 2020 . 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 governing board undertakes a wide range of monitoring activities, including:

- Monitoring visits to the school to meet with subject leaders to discuss aspects of the curriculum and where the subject sits in SDP.
- Meeting with KS leaders to discuss standards of specific groups of pupils.
- Understanding external reports and building this into monitoring.
- Pupil surveys.
- Pupil conferencing.
- Staff and parent surveys.
- Inviting staff members to governing board and committee meetings to report on key areas.

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

Monitoring activity	Reason for monitoring activity	Impact of monitoring activity
Finance monitoring visit, focussing on COVID staffing.	Financial recovery is a school priority on the COVID Recovery Plan.	Progress was monitored at intervals during the year. The final outturn for loss of earning for Breakfast and After School club was supported by emergency grants, whilst remaining open for parents.
Staff voice throughout the COVID pandemic.	Staff and therefore pupil wellbeing is a school priority on the COVID Recovery Plan.	Staff voice was monitored at intervals during the year. The final outturn for loss of earning for Breakfast and After School club was supported by emergency grants, whilst remaining open for parents.

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.

Pupil voice

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

This year, due the governing board has not engaged with pupils to hear their views about their learning during this academic year and the impact of that activity:

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
Parent voice throughout the COVID pandemic. Parent and therefore pupil wellbeing is a school priority on the COVID Recovery Plan.	Parent voice was monitored just before returning to school provision in March. The results were compared to these over the previous three years. This year there was an overwhelming response to our survey, with 115 responses. 100% of parents would recommend the school to another parents.

Governor training

The governing board takes their responsibility to stay up-to-date seriously and places high importance on this, including undergoing any necessary training. The table below shows all of the various training and CPD the governors and governing board has undertaken during the past two academic years:

Governor training 2020 - 2021

[illegible]

[illegible]

19/3/2021	ICFP during times of uncertainty												
15/3/2021	Safeguarding the governors role												
15/3/2021	Pupil Success and wellbeing: The role of the SEND governor												
15/3/2021	Understanding Governance in Maintained Schools												
15/3/2021	Statutory Requirements for Governors												
15/3/2021	Governance: your role, your responsibilities, your organisation												
16/3/2021	Ofsted and the new inspection framework												
16/3/2021	Monitoring and Evaluation												
16/3/2021	Key Functions of the governing board												
	Holding to account - How to Question and Challenge												
16/3/2021	Understanding Governance in Maintained Schools												
16/3/2021	Structures, roles and responsibilities - Key Functions of the Governing Board												
16/3/2021	Governance: your role, your responsibilities, your organisation												

Summer	Focus	SH	ET	NO R	SJ H	CY	JW	PH	DD	CM G	JB	Vac	
06/07/2021	Succession planning												

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.	The Governing Board are committed to equal opportunities and the promotion of diversity.	Experience of reviewing governance structures	Direction given to Governor training and recruitment this year.

	<p>All Governors are willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.</p> <p>All Governors are willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor.</p>	<p>Ensuring schools comply with a whole range of legal responsibilities</p> <p>expertise in curriculum development, school assessment and progress/attainment</p> <p>Understanding special education needs and disabilities (SEND).</p> <p>Financial management expertise</p> <p>Experience of procurement/purchasing or property and estate-management.</p>	
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Following our self-evaluation activity, the governing board has identified that to continue the development of effective governance and to best support the school, the following areas will be focussed on in this academic year:

- Successful recruitment campaign to ensure all required skills are reflected on the governing board.
- Refresh governors' data analysis training to reflect introduction of FFT Pupil Assessment

Impact of the coronavirus (COVID-19) pandemic

The coronavirus (COVID-19) pandemic has had a huge impact on the school, its pupils and staff, and the wider school community, e.g. through partial school closures as part of government restrictions.

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

The governing board's aims	Actions for SSP 2021-24
Education catch-up	
Ensuring that school leaders have adapted the school's curriculum to accommodate	Monitoring the intent, implementation and impact of discussions around the curriculum and quality of education to inform the next stages of school improvement.

children's lost learning over the course of the pandemic	
To monitor the PPG and catch up strategy in light of current and changing situation and context	Continue to develop the new ways of working forward with a focus on pupils' catching up and the quality of the curriculum they receive having aligned and blended the home/school provision pupils have received over time
Remote education	
Ensuring that children have been able to engage in remote learning with access to suitable devices	Monitoring effective use of the additional funding and evidence this thoroughly for 'monitoring impact' purposes. Monitoring safety and infection control to enable more pupils to attend school.
Supporting disadvantaged pupils	
To reflect upon the differing needs of pupils following pupils' time at home, identifying any issues and considering how the curriculum will best support pupils.	Monitoring the systems in place for vulnerable pupils to ensure there is a continued consistent approach over time, which ensures pupils' needs are met and they are ready for the next stages of their education.
Pupil wellbeing	
To establish new 'normal' processes and protocols for the school considering health and safety as a priority given school financial implications.	Monitoring how the school leaders address any concerns and any vulnerabilities which have become apparent.
Ensuring that the school has adopted an updated curriculum approach towards teaching children about relationships and sex education, aligned to changes in Government expectations	Monitoring the RSE curriculum and policies and pupil and parent voice in response to this.
Staff wellbeing	
Review national risk and reflect this in the systems in school. Use good practice developed during the pandemic and the recovery process.	Re-build relationships as pupils and staff need to learn to play, share, communicate appropriately.

Leaders respond to the public health advice and national guidance regarding necessary hygiene and risk mitigation factors.	Ensure line management processes are well embedded as a channel of communication and checks on staff well-being
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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	Link to SSP	Intended impact of monitoring activity
Follow up staff voice survey	To monitor effective communication once re-establishing 'normal' schooling.	Communication between staff and school leaders and staff teams shows improvement from Staff Wellbeing survey 2021.
Supporting the school to adopt the new Early Years Framework successfully, to become embedded as part of broader school life	Monitoring the intent, implementation and impact of discussions around the Early Years curriculum and quality of education to inform future stages of school improvement.	Children and Learning receive regular monitoring reports from the Early Years link Governor.
Governor Writing Visit	To monitor writing recovery, where pupils have made most loss.	Governors understand what the school is doing to improve writing within the school's catch up curriculum.