

Meldreth Primary School

Governing board impact statement 2023-24

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	16/10/22-15/10/26	All	Chair of Governors LG for Child Protection, Attendance and Induction	CAM Trust	None
Sasha Howard	Head	01/09/14	Ex Officio		All	Head Teacher	None	None
Janet Williams	Co-opted	08/11/17	Governing Body	08/11/21-07/11/25	Resources Pay Review and Salaries	Chair of Resources LG for Safeguarding and Health & Safety	None	None
Neil O'Regan	Co-opted	27/03/17	Governing Body	27/03/21-26/03/25	Children and Learning HTPM Pay Review and Salaries	Chair of Pay Review and Salaries Vice-Chair of Children & Learning LG for SEND	None	None
Dianne Dow	Co-opted	12/09/19	Governing Body	12/09/23-11/09/27	Resources	Vice-Chair of Resources	None	None
Stephanie Mendonca	Co-opted	11/07/23	Governing Body	11/07/23 – 10/07/27			None	None
Matthew Paradis	Co-opted	03/12/20	Governing Body	03/12/20-02/12/24	Children and Learning	Chair of Children and Learning LG for Disadvantaged Groups	None	None

Claudia Bickford-Smith	Co-opted	23/09/21	Governing Body	23/09/21-22/09/25	Children and Learning HTPM	Vice Chair of Governors LG for Early Years Foundation Stage / Phonics	None	Chair of Governors and Nominated Proprietor at 2 other schools.
Claudia McGinty	Staff	07/10/19	By Election	07/10/23 – 06/10/27	Children and Learning		None	None
James Bridges	Local Authority	06/01/20	Governing Body	06/01/24 – 05/01/28 <i>(resigned 30/04/24)</i>	Resources Pay Review and Salaries	LG for Finance	None	None
Paul Samways	Parent	01/12/21	By Election	01/12/21 – 30/11/25	Children and Learning	LG for Training and Induction	Wife is a teacher at the school	None
Chris McCorquodale	Parent		By Election	11/01/23 – 10/01/27	Children and Learning	LG for Social, Emotional and Mental Health / Wellbeing	None	None
Daniel Chapman	Associate Member	23/09/21	Governing Body	23/09/21 – 22/09/25			None	None

Governance attendance

Meetings of Full Governing Body (FGB)

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☑ = present; A = absent with apologies accepted; ☐ = absent

Meetings of Children and Learning Committee (C&L)

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☑ = present; A = absent with apologies accepted; ☐ = absent

Meetings of Resources Committee (Res)

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? = present; A = absent with apologies accepted; ? = absent

NB James Bridges resigned from the Governing Body 30 April November 2024

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. Financial review shows that Pre-school provision, is financially self-sustaining.
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'

<p>Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.</p>	<p>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.</p>	<p>Overall review demonstrated strong practice and compliance which is aligned to LA monitoring of outcomes, health & safety and safeguarding.</p>
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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.

<p>Governing board contribution to developing the SSP</p>	<p>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.</p>
<p>Governing board activity undertaken to monitor the progress of the SSP</p>	<p>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.</p>
<p>Impact identified so far this academic year</p>	<p>A broad and rich curriculum from EY to KS2, has been developed across the year and which builds on prior learning and deepens learning connections. Observation has ensured that all staff ensure fidelity to the newly purchased phonics programme and pupils working pre key stage in KS2 have made exceptional progress. In-year assessment data clearly identifies any gaps in learning 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.</p>

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.
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. The committee has taken care to assess staff wellbeing supporting the Headteacher to make adjustments.	Governors have been able to increase staffing levels necessary for meeting the need for pupil's ongoing dysregulation and emotional needs. Additional SEND training has been provided for staff to support pupil need. The impact of a wellbeing day has been monitored over the year resulting in more positive staff voice survey.
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 is in a position to train new staff.
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 table below gives an overview of governor monitoring activity during this academic year:

Monitoring activity	Reason for monitoring activity	Impact of monitoring activity
Attendance	Attendance monitoring is a priority on the SSP.	Governors have a range of evidence that school has many things in place to address attendance and that action is being taken to develop pupil attendance further. Attendance Governor Visit – FGB Mar 24
Safeguarding	Carry out our statutory duties.	Safeguarding including SSR was monitored at intervals during the year in addition to a LA audit in May 24.
Finance Systems	Financial recovery is a school priority on the SSP.	School budget is appropriately balanced. Resources used effectively for the benefit of current pupils
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 Staff/Pupil Wellbeing Governor Visit – Feb 24
Pupil Premium	Governor responsibility to monitor impact of school provision.	Governors including our link Governor have information, knowledge and training to enable an accurate understanding of school performance and to ensure that the Strategic Plan addresses all priorities.
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. National Wellbeing Silver Award & Wellbeing Pioneer Badge gained - SEND Link Governor Visit Report discussed at C&L 14th March
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 continued improvement from last year.
EYFS	Effectiveness of the early years is a school priority on the SSP.	Governors have the ability to interpret data and ask questions about it. Governors receive data from a range of sources and have a detailed knowledge of school performance.

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.
National Whole School Silver Wellbeing Award	To recognise school engagement in mental health initiatives reflecting the commitment of the school to constantly seek improvement and variety in provision.	Accreditation of good practice using an evidence-based framework to drive change, for staff and pupil wellbeing, ensuring that mental health and wellbeing sit at the heart of school life. Because of this accreditation, governors have been able to evidence progress towards outcomes in the SSP.
PSQM Gilt Pilot	To recognise whole school engagement in initiatives reflecting the commitment of the school to constantly seek improvement and learning in science.	Accreditation of good practice using an evidence-based framework to drive change for science leadership, learning and teaching. Because of this validation of good practice, governors have been able to monitoring curriculum development in Science and link outcomes to curriculum development.
Early Reading Audit	To review school practice and procedures associated with the Leadership and Management of phonics and early reading within the school.	As a result of this external support from the English Hub, governors have been able to evidence progress towards outcomes in the SSP.

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
Governors visited school to look at curriculum plans in January and then again in July where pupil feedback was gained.	As a result of this feedback, governors have been supported in monitoring actions outlined on the SSP.
Monitoring of pupil voice, to further develop curriculum provision in light of new changes.	As a result of this feedback, governors have been supported in monitoring actions outlined on the SSP.
Governors visit school to look at extended phonics intervention in Key Stage 2 after reviewing the fabulous progress made by pupils.	Governors were able to triangulate data shared with them and monitor 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 131 responses. 95% of parents would recommend the school to another parents. School strength are: <ul style="list-style-type: none"> • My child does well at this school -98% • My child feels safe at this school - 98% • My child is happy at this school - 96%

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

Head Chair Coopted- Parent gov Parent gov Coopted- Coopted- optedCo-

Date	Focus	ET	SH	JB	NOR	JW	DD	CMG	CBS	PS	CMcC	MP	
		Chair	Head	LA Gov	Co-opted	Co-opted	Co-opted	Parent Gov	Co-opted	Parent Gov	Staff	Co-opted	
Jul 23	Monitoring and evaluation (NGA)												
Jul 23	Governance: your role, responsibilities and organisation (NGA),												
	Governance monitoring: a tool to help drive improvement (NGA)												
Sept 23	Certificate in Emergency Planning and Response for Primary Schools & Academies (2023-2024)												
Sept 23	Keeping Children Safe in Education (Child Protection Co)												
	Strategy: living your values, reaching your vision, managing the risk (NGA)												
Sept 23	Managing academy Finance (NGA)												
Sept 23	Wellbeing governors: building a wellbeing culture in school (Governors for Schools)												
Sept 23	LA Risk Assessment Training												
Apr 24	Ofsted and the new inspection framework (NGA)												

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 2022	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 2024-25
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.	Embed new FFT Spelling & Reading curriculum 'Jungle Club' across KS2 Year 2 and 3.
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.	Move to a single year curriculum in Key Stage 2. Further develop assessment in foundation subjects.
Strategic development of Pre-school provision and ensuring the financial stability of the setting.	Monitoring effective provision for pupils and evidence this thoroughly to monitor impact.
Monitoring embedding of a new Phonics programme.	

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
<p>Broad and Rich Curriculum Governor Visit to monitor curriculum intent, seeking pupil and staff voice.</p>	<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>
<p>Governor visit and targeted parent feedback survey to monitor provision for pupils with SEND including Social, emotional mental health (SEMH).</p>	<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>
<p>Governor visit to monitor pupil attendance to show that learners have high attendance and are punctual.</p>	<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>