

Meldreth Primary School Governing board impact statement 2024-25

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

Name: Paul Samways Personal or close family relationship with a member of staff

Appointment: Parent governor

Term of office start: 01/12/2021

Term of office end: 30/11/2025

Appointed by: Parent Body

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
Stephanie Mendonca	Co-opted	11/07/23	Governing Body	11/07/23 – 10/07/27	Resources	LG for Finance	None	None
Matthew Paradis	Co-opted	02/12/24	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
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	11/01/23	By Election	11/01/23 – 10/01/27		Children and Learning	LG for Social, Emotional and Mental Health / Wellbeing	None	None
Reverend Andrew Birks	LA Governor	17/9/24	LA Governor	17/09/24 – 8/7/2025		Children and Learning		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)

Members	Meeting Date				
	17/09/24	03/12/24	25/03/25	06/05/25	08/07/25
Sasha Howard (Head)	✓	✓	✓	✓	✓
Emma Tidby (Chair)	✓	✓	✓	✓	A
Claudia Bickford-Smith	✓	✓	A	✓	✓
Reverend Andrew Birks	A	✕	✕	✕	N/A
Daniel Chapman	A	✓	✓	✓	A
Chris McCorquodale	✓	✓	✓	✓	✓
Claudia McGinty	A	✓	✓	✓	✓
Stephanie Mendonca	✓	✓	✓	✓	A
Kady Morgan	N/A	A	✓	✓	✓
Neil O'Regan	✓	A	✓	✓	✓
Matthew Paradis	✓	✓	✓	✓	A
Paul Samways	✓	✓	✓	✓	✓
Janet Williams	✓	✓	✓	✓	✓
Lisa White (Clerk)	✓	✓	✓	✓	✓

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

Meetings of Children and Learning Committee (C&L)

Members	Meeting Date						
	03/12/24	25/03/25	03/06/25	08/07/25			
Sasha Howard (Head)	✓	✓	✓	✓			
Emma Tidby (Chair)	✓	✓	✓	A			
Claudia Bickford-Smith	A	A	✓	✓			
Reverend Andrew Birks	✕	✕	N/A	N/A			
Chris McCorquodale	✓	✓	✓	✓			
Claudia McGinty	✓	✓	✓	✓			
Neil O'Regan	✓	✓	✓	✓			
Matthew Paradis	✓	✓	✓	A			
Lisa White (Clerk)	✓	✓	✓	✓			

Meetings of Resources Committee (Res)

Members	Meeting date						
	15/10/24	04/03/25	06/05/25	24/06/25			
Sasha Howard (Head)	✓	✓	✓	✓			
Emma Tidby (Chair)	✓	✓	✓	A			
Stephanie Mendonca	✓	✓	✓	A			
Kady Morgan	N/A	✓	✓	✓			
Paul Samways	✓	✓	✓	✓			
Janet Williams	✓	✓	✓	✓			
Lisa White	✓	✓	✓	✓			

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

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, primarily through savings made by sharing leadership with another school. Although federation was not agreed, this collaborative arrangement has led to meaningful cost efficiencies. While benchmarking activity did not identify specific savings, joint working has resulted in measurable financial benefits. Our three-year financial forecast is being carefully planned to mitigate the risk of any future 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 regularly monitored parent, pupil, and staff feedback, and carried out planned visits to the school to review progress against the actions outlined in the School Strategic Plan (SSP).	Parent feedback is strong. - 92% 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 both internal and external data throughout the year and conducted regular planned visits to the school to review progress against the School Strategic Plan (SSP), including areas such as Health & Safety and Safeguarding. They have also overseen the appraisal process for teaching staff.	Overall review demonstrated strong practice and compliance which is aligned to Ofsted outcomes.

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 SSP. 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 SSP and pupil outcomes from internal and external teacher assessment. Governors reviewed documents benchmarked against national statistics.
Governing board activity undertaken to monitor the progress of the SSP	The governing board has developed a new school strategic 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.

Impact identified so far this academic year

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.

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 closely monitored the school's financial data, with particular focus on the newly established preschool provision and the ongoing plans for federation. Governors have scrutinised benchmarking data and considered external reports to inform their oversight. The committee has also been attentive to staff wellbeing, working with the Headteacher to support and implement appropriate adjustments.	The Resources Committee's rigorous financial oversight has supported the school in maintaining a balanced budget while expanding provision through the new preschool. Focused attention on federation planning has ensured the school is well-prepared for potential structural changes. By reviewing benchmarking and external data, governors have made informed decisions that strengthen financial sustainability. Their commitment to staff wellbeing has helped foster a positive working environment, contributing to staff retention, morale, and overall school stability.

Pay Review and Salaries	The Pay Review and Salaries Committee has reviewed the school's Pay Policy, ensuring alignment with the current School Teachers' Pay and Conditions Document (STPCD). The committee has also reviewed salary levels for all staff to ensure consistency and fairness. In addition, governors have monitored the appraisal process for teaching staff to support effective performance management and professional development.	By monitoring staff salaries and overseeing the appraisal process, governors have supported a performance-driven culture while maintaining equity and staff morale. This has contributed to improved accountability, staff retention, and professional development across the school.
Headteacher's Performance Management	The Headteacher's Performance Management Committee has reviewed the Headteacher's performance against the Headteachers' Standards (2020). To ensure a robust and objective process, governors appointed an external adviser to support the review.	Governors have shaped the Headteachers' practice and professional development, within and beyond the school.
Federation Working Group	The Federation Working Group conducted a thorough exploration of the potential benefits and implications of federation.	While a formal agreement was not reached, the process strengthened collaboration with partner schools, improved shared understanding of leadership models, and provided valuable insights to inform future strategic planning. The school remains well-positioned to revisit federation opportunities if appropriate in the future.

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.	Regular monitoring of school attendance has helped identify patterns of absence early, enabling timely interventions to support students and families. This proactive approach has contributed to improved overall attendance rates, enhanced student engagement, and a positive learning environment, ultimately supporting better academic outcomes.
Safeguarding	Carry out our statutory duties.	Safeguarding was regularly monitored throughout the year, including during Ofsted's audit. As a result of these rigorous monitoring processes, the school maintained a strong safeguarding framework, contributing to a positive

		outcome in the Ofsted inspection. This reflects the school's ongoing commitment to providing a safe and supportive environment for all pupils.
Finance Systems	Carry out our statutory duties.	The school budget for 2025-26 utilises existing carry-forward funds to manage a challenging fiscal climate, compounded by a declining birth rate. Resources are allocated and used effectively to enhance the learning environment and directly benefit current pupils, supporting their academic progress and overall wellbeing. This prudent financial management ensures sustainability while maintaining high-quality provision.
Staff voice	Staff and therefore pupil wellbeing is a school priority on SSP.	Governors' active monitoring of staff wellbeing has fostered a supportive and positive work environment. By identifying challenges early and supporting necessary adjustments, this oversight has helped improve staff morale, reduce stress, and promote retention. Ultimately, it has contributed to a more motivated workforce, which positively influences teaching quality and pupil outcomes.
Pupil Premium	Governor responsibility to monitor impact of school provision.	Governors, including our link Governor, have the necessary information, knowledge, and training to develop an accurate understanding of school performance and to ensure the Strategic Plan effectively addresses all key priorities.
SEND	Securing effective well-being provision is a school priority on the SSP.	Governors, including our link Governor, have developed a clearer understanding of the current financial and placement challenges affecting provision in Cambridgeshire.
Parent Voice	Governor responsibility to monitor impact of school provision.	Parent voice was gathered and closely monitored during our Ofsted audit to gain valuable insights from this key stakeholder group. This feedback provided a clearer understanding of parental perspectives, concerns, and satisfaction levels, which has informed ongoing improvements in communication, school policies, and the overall educational experience for pupils. Engaging parents in this way reinforces the school's commitment to partnership and continuous development.
EYFS	Effectiveness of the early years is a school priority on the SSP.	Governor visits to the Early Years setting have provided valuable firsthand insight into the learning environment and provision. This direct engagement has strengthened governance oversight, ensured that Early Years priorities are well understood, and supported targeted

		improvements. As a result, these visits have contributed to enhancing the quality of early education and outcomes for young children.
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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 sessions in addition to induction training for new members. Additionally, an independent skills audit is conducted annually to identify strengths and areas for development.	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.
Ofsted	Ofsted monitors governing bodies to ensure they provide effective oversight and leadership, which is crucial for maintaining and improving school standards.	This scrutiny drives continuous improvement in governance practices, which in turn contributes to better school performance and enhanced outcomes for pupils. "Governors are knowledgeable and diligent in the actions they take. They support the school effectively because they know the school well." Ofsted Nov 24

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 visit school to look at extended phonics and reading 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.

Following Ofsted review, pupils joined the Governing Board to share their progress and attainment in Art and Design Technology (DT).	The children's presentations provided governors with valuable insight into student learning experiences, creativity, and skill development. This direct engagement helped governors better understand the impact of the curriculum and informed discussions on how to further support and enhance these subjects.
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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
Ofsted monitored parent voice formally, as part of their audit	<p>Parent voice outcomes were gathered during the inspection visit using Ofsted Parent View. This year there were 83 responses. 90% of parents would recommend the school to another parent.</p> <p>School strengths are:</p> <ul style="list-style-type: none"> • My child does well at this school -95% • My child feels safe at this school - 95% • My child is happy at this school - 95%
Governors carried out a consultation with parents as part of the exploration into federation.	This process ensured that parental views were gathered and considered, promoting transparency and helping to inform the governing body's decision-making. The consultation strengthened engagement with the school community and demonstrated a commitment to shared dialogue around potential structural changes.

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
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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 agreed to complete continuing professional development in their specific areas of responsibility to build greater understanding.	By committing to continuing professional development in their specific areas of responsibility, governors have deepened their understanding of key aspects of school leadership and provision. This has enhanced their ability to provide informed challenge and support, strengthened strategic oversight, and improved the overall effectiveness of governance across the school.
	Governors know how to build the knowledge I need to be effective in my governance role	Governors feel less able to identify key risks including cyber security and evaluate their potential impact.	Recognising this has prompted the need for targeted training and improved risk management processes, which will strengthen the governing body's ability to safeguard the school's digital and operational infrastructure.

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 2025-26
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.	Strengthen provision in Year 4 multiplication check. Continue meeting robust outcomes informed by FFT target setting.
To develop a strong culture of 'working together' on pupil attendance to achieve better outcomes for children and young people	Actively seek to engage with families in parenting contracts where attendance is poor. Continue to embed Steps practice and new behaviour plan.

Assess and develop the staffing infrastructure to enable high quality teaching and learning, and staff wellbeing.	To provide support for staff in new roles, the school has implemented structured induction, mentoring, and access to professional development opportunities. This ensures staff feel confident, well-prepared, and supported as they take on new responsibilities, contributing to effective performance and staff retention.
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.	Ensure curriculum progression by carefully sequencing knowledge and skills across year groups to build on prior learning effectively. Develop transferable skills including critical thinking, communication, collaboration, and problem-solving to prepare pupils for lifelong learning.
To ensure the viability of the school through identifying potential benefits to the school of federation for 2025-26.	To explore alternative strategies such as strengthening partnerships, optimizing resource use, and enhancing community engagement to secure the school's long-term sustainability.
For our youngest children to be confident communicators, independent learners, engage in shared experiences, form positive relationships and be inclusive for all.	To offer ongoing support for staff in existing roles, providing regular training, coaching, and opportunities for professional development to help staff maintain and enhance their skills, ensuring continued effectiveness and job satisfaction.

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
Financial Sustainability	<ul style="list-style-type: none">• Monitor budget management closely, especially in light of changing pupil numbers and funding.• Explore and evaluate options such as federation or partnerships to ensure long-term viability.
Curriculum Development and Quality of Education	<ul style="list-style-type: none">• Oversee the continued development of a broad, rich curriculum from EYFS to KS2 that builds on prior learning and develops transferable skills.• Monitor pupil progress and outcomes across all key stages.
Safeguarding and Wellbeing	<ul style="list-style-type: none">• Ensure rigorous safeguarding policies and procedures are in place and regularly reviewed.• Monitor staff wellbeing initiatives and support systems to maintain a positive working environment.
Stakeholder Engagement	<ul style="list-style-type: none">• Strengthen communication and engagement with parents, staff, and the wider community to foster collaborative partnerships.• Continue to gather and act on feedback from parents, pupils, and staff.
Performance Management and Leadership	<ul style="list-style-type: none">• Oversee the appraisal and performance management of the Headteacher and senior leadership team.• Support leadership development and succession planning.