

Meldreth Primary School Governing board impact statement 2025-26

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

Name: Carlos Nogueira Personal or close family relationship with a member of staff

Terms of office

Name	Category	Date of Appointment		Appointing Body	Committees	Position of Responsibility (LG= link governor)	Business Interests	Governance role in other schools
		From	To					
Mr Christopher McCorquodale	LA Governor	6 Oct 2025	5 Oct 2029	Appointed by LA	All	Chair of Governors	None	None
Sasha Howard	Head	1 Sept 2014		Ex Officio	All	Head Teacher	None	None
Janet Williams	Co-opted	8 Nov 2021	7 Nov 2029	Appointed by GB/ board	Resources Pay Review and Salaries	Chair of Resources LG for Safeguarding and Health & Safety	None	None
Neil O'Regan	Co-opted	27 Mar 2017	26 Mar 2029	Appointed by GB/ board	Children and Learning Pay Review and Salaries	Chair of Pay Review and Salaries LG for SEND	None	None
Stephanie Mendonca	Co-opted	4 Oct 2023	3 Oct 2027	Appointed by GB/ board	Resources	LG for Finance	None	None
Matthew Paradis	Co-opted	4 Dec 2024	3 Dec 2028	Appointed by GB/ board	Children and Learning	Chair of Children and Learning LG for Disadvantaged Groups	None	None

Claudia Bickford-Smith	Co-opted	20 Oct 2025	19 Oct 2029	Appointed by GB/ board	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	7 Oct 2019		By Election	Children and Learning			
Paul Samways	Co-opted	8 July 2025	7 July 2029	Appointed by GB/ board	Children and Learning	LG for Training and Induction	Close family relationship with staff	None
Kady Morgan	Co-opted	17 Sept 2024	16 Sept 2028	Appointed by GB/ board	Resources		None	None
Chris Bennett	Parent	5 Sept 2025	4 Sept 2029	By Election	Resources		None	None
Carlos Nogueira	Parent	14 Jan 2026	13 Jan 2030	By Election	Resources		Close family relationship with staff	None
Daniel Chapman	Associate Member	23 Sept 2021		Appointed by GB/ board			None	None

Governance attendance

Meetings of Full Governing Body (FGB)

MEETINGS OF FULL GOVERNING BODY (FGB)

Members	Meeting Date				
	17/09/25	03/12/25	25/03/26	06/05/26	15/07/26
Sasha Howard (Head)	✓	✓	✓	✓	✓
Chris McCorquodale (Chair)	✓	✓	✓	✓	✓
Chris Bennett	N/A	✓	✓	A	✓
Claudia Bickford- Smith	✓	✓	✓	A	✓
Daniel Chapman	✓	A	✓	✓	A
Claudia McGinty	✓	✓	✓	✓	✓
Stephanie Mendonca	✓	✓	A	✓	✓
Kady Morgan	✓	A	✓	✓	✓
Neil O'Regan	✓	A	✓	A	✓
Carlos Nogueira	N/A	N/A	A	✓	A
Matthew Paradis	✓	✓	A	✓	✓
Paul Samways	✓	✓	✓	✓	A
Janet Williams	✓	✓	✓	✓	A
Lisa White (Clerk)	✓	✓	✓	✓	✓

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

Meetings of Children and Learning Committee (C&L)

MEETINGS OF CHILDREN AND LEARNING COMMITTEE (C&L)

Members	Meeting Date						
	03/12/25	25/03/26	03/06/26	15/07/26			
Sasha Howard (Head)	✓	✓	A	✓			
Chris Bennett	N/A	✓	✓	✓			
Claudia Bickford-Smith	N/A	N/A	✓	✓			
Claudia McGinty	✓	✓	✓	✓			
Neil O'Regan	A	A	✓	A			
Matthew Paradis	✓	A	✓	✓			
Paul Samways	✓	✓	✓	A			
Lisa White (Clerk)	✓	✓	✓	✓			

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

NB Claudia Bickford-Smith transferred from the Resources Committee to the Children and Learning Committee from April 2026.

Meetings of Resources Committee (Res)

MEETINGS OF RESOURCES COMMITTEE (RES)

Members	Meeting date						
	22/10/25	11/03/26	06/05/26	24/06/26			
Sasha Howard (Head)	✓	✓	✓	Cancelled			
Claudia Bickford-Smith	✓	✓	N/A				
Stephanie Mendonca	✓	✓	✓				
Kady Morgan	✓	✓	✓				
Carlos Nogueira	N/A	N/A	✓				
Janet Williams	✓	A	✓				
Lisa White	✓	✓	✓				

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

NB Claudia Bickford-Smith transferred from the Resources Committee to the Children and Learning Committee from April 2026.

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 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 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 pupil progress and attainment following each assessment window. Governors have reviewed anonymised assessment information by year group and key groups of pupils, including gender, pupils with SEND or EAL, and pupils eligible for Pupil Premium or FSM. Governors have also considered external validation reports alongside internal data to evaluate the school's performance.	Governors have developed a clear understanding of pupil progress and attainment throughout the year and have challenged and evaluated the information presented to them. Monitoring of specific groups has enabled governors to consider the effectiveness of provision against the priorities identified in the School Self-Evaluation and Improvement Plan (SSP). Parent voice monitoring has provided an additional source of evidence, allowing governors to triangulate

		information and strengthen their understanding of the pupil experience.
Resources (Finance, Personnel and Premises)	The Resources Committee has maintained close oversight of the school's financial position, with particular attention to the establishment and development of the new preschool provision and planning associated with potential federation. Governors have reviewed financial benchmarking and relevant external reports to inform their decision-making. The committee has also maintained a focus on staff wellbeing, working with the Headteacher to consider and implement appropriate support and adjustments.	Rigorous financial monitoring has enabled governors to maintain oversight of the school's financial sustainability while supporting the development of the new preschool provision. Detailed consideration of federation planning has enabled governors to assess the potential implications and ensure that the school is prepared for possible structural changes. Review of benchmarking and external information has supported informed challenge and decision-making. The committee's attention to staff wellbeing has also supported a positive and sustainable working environment.
Pay Review and Salaries	The Pay Review and Salaries Committee has reviewed the school's Pay Policy to ensure that it remains aligned with the current School Teachers' Pay and Conditions Document (STPCD). The committee has reviewed staff salaries to ensure consistency, fairness and appropriate application of the policy. Governors have also monitored the appraisal process for teaching staff, with a focus on effective performance management and professional development.	Governors have ensured that pay decisions are transparent, consistent and aligned with statutory requirements and the school's Pay Policy. Oversight of appraisal and performance management has supported accountability and professional development while contributing to staff morale and retention.
Headteacher's Performance Management	The Headteacher's Performance Management Committee has reviewed the Headteacher's performance against the Headteachers' Standards (2020). An external adviser was appointed to support the process and provide independent advice, helping to ensure that the review was robust, objective and appropriately challenging.	Governors have provided structured oversight of the Headteacher's performance and professional development. The external adviser has strengthened the objectivity and rigour of the process, enabling governors to identify areas for continued development and support the Headteacher's leadership practice.

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 has enabled early identification of patterns of absence and supported timely intervention with pupils and families. This has contributed to improved attendance, engagement and access to learning.
Safeguarding	Carry out our statutory duties.	Regular governor monitoring, including scrutiny as part of the LA audit, provided assurance that safeguarding arrangements were robust and effective.
Finance Systems	Carry out our statutory duties.	Governors have maintained oversight of a challenging financial position, ensuring available resources are carefully prioritised to protect the quality of provision and support pupil outcomes.
Staff voice	Staff and therefore pupil wellbeing is a school priority on SSP.	Monitoring staff voice has strengthened governors' understanding of staff wellbeing and workload. Early identification of concerns has enabled appropriate action and contributed to a supportive working environment.
Pupil Premium	Governor responsibility to monitor impact of school provision.	Governors have developed a stronger understanding of school performance and the impact of provision. This has supported informed challenge and ensured pupil premium priorities are reflected within the Strategic School Plan.
SEND	Securing effective well-being provision is a school priority on the SSP.	Governor monitoring has strengthened understanding of the significant financial, placement and capacity pressures affecting SEND provision across Cambridgeshire. This has enabled more informed challenge and oversight of the school's response.
Parent Voice	Governor responsibility to monitor impact of school provision.	Parent voice was monitored closely, including through the Ofsted audit. Feedback provided valuable insight into parental experiences and informed improvements to communication, policies and provision.
EYFS	Effectiveness of the early years is a school priority on the SSP.	Governor visits to the Early Years setting have provided direct insight into provision and strengthened governors' understanding of key priorities. This has supported effective challenge, oversight and ongoing improvement in Early Years provision.

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 governors have the knowledge, skills and confidence required to fulfil their roles effectively. Governors undertake regular training alongside induction for new governors, with an annual independent skills audit used to identify strengths, gaps and priorities for development.	To ensure governors have the knowledge, skills and confidence required to fulfil their roles effectively. Governors undertake regular training alongside induction for new governors, with an annual independent skills audit used to identify strengths, gaps and priorities for development.
Local Authority	To access specialist advice, guidance and training that supports governors in fulfilling their statutory responsibilities and providing effective strategic oversight.	To access specialist advice, guidance and training that supports governors in fulfilling their statutory responsibilities and providing effective strategic oversight.

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 have engaged directly with pupils through governor visits, pupil voice activities, learning walks and discussions with pupils. This has provided governors with first-hand insight into pupils' experiences of school, their learning, wellbeing and wider school life. Pupil views have been considered alongside staff and parent feedback when evaluating school priorities and provision.	Direct engagement with pupils has strengthened governors' understanding of the lived experience of children and provided an additional source of evidence when evaluating school effectiveness. This has supported more informed challenge and decision-making and helped governors to ensure that pupil, parent and community perspectives are reflected in school improvement priorities.

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 through the annual parent survey. Parent views were gathered, with 80 responses received. Governors reviewed the outcomes alongside other evidence of school effectiveness.	Parent feedback was overwhelmingly positive. 100% of respondents would recommend the school to another parent, with 99%+ reporting that their child does well, feels safe and is happy at school. The school also performed strongly against benchmark measures, particularly in relation to SEND support, children's best interests and support for learning.
Governors have considered parent feedback, community views and stakeholder perspectives through meetings, consultations and school engagement activities..	This has strengthened the Board's understanding of parental and community perspectives and ensured that stakeholder voice informs strategic oversight and school improvement.

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 completed a self-evaluation audit in September to assess the effectiveness, knowledge and skills of the Governing Board.	A significant number of governors have previous governance experience, either within education or other sectors, bringing a broad range of skills, knowledge and perspectives to the Board. There is a strong commitment from governors to undertake training and participate in school visits. Governors prioritise	Governors identified the need to further strengthen the breadth of governor knowledge through targeted CPD and greater opportunities for joint training and professional discussion.	The Board's commitment to training and school visits has strengthened governors' knowledge of the school and increased their confidence to provide informed support and challenge.

	attendance at FGB meetings and demonstrate a clear commitment to their governance responsibilities.		
Governors evaluated their understanding of the strategic role of the Governing Board and the respective responsibilities of governors and school leaders.	Governors demonstrated a clear understanding of the strategic nature of governance and the expectations that governing boards and school leaders should have of each other.	The Board identified the need to strengthen its visibility and connection with the school community, including through greater engagement with pupils, parents, staff and the wider community.	Increased governor visibility and engagement has strengthened relationships between governors, school leaders and stakeholders, supporting a greater shared understanding of the school's priorities, ethos and vision.
Governors reviewed their approach to monitoring school visits and engagement with the school.	Governors demonstrated a clear understanding of the strategic nature of governance and the expectations that governing boards and school leaders should have of each other. Governors have a strong understanding of the school's ethos, vision and strategic priorities.	The Board identified the need to strengthen its visibility and connection with the school community, including through greater engagement with pupils, parents, staff and the wider community.	Increased governor visibility and engagement has strengthened relationships between governors, school leaders and stakeholders, supporting a greater shared understanding of the school's priorities, ethos and vision.
Governors reviewed their understanding of risk management and their ability to identify emerging risks.	Governors understand the importance of risk management and the need to maintain regular oversight of key school risks. Risk assessment is now routinely considered at the start of each FGB meeting, including any changes since the previous meeting.	Governors identified lower confidence in recognising and evaluating some key risks, including cyber security, and assessing their potential impact.	Regular review of risk at FGB meetings has strengthened governors' awareness of emerging issues and provided a more systematic approach to risk oversight. Targeted training will further strengthen governors' ability to assess and challenge risk effectively.
Governors reviewed their individual areas of responsibility and professional development needs.	Governors understand how to identify opportunities to develop their knowledge and access appropriate support to strengthen their effectiveness.	Governors agreed that training should be increasingly targeted towards the specific issues and priorities facing the school, with joint training used where appropriate to promote discussion and shared understanding.	Governors' commitment to targeted CPD has strengthened subject-specific knowledge and increased confidence in providing informed challenge and support. Joint training opportunities will further develop collective understanding and consistency across the Board.

Governors evaluated stakeholder engagement as part of the self-evaluation process.	Governors recognise the importance of effective communication and engagement with parents, staff and the wider community.	The Board identified the need for more consistent and purposeful engagement with stakeholders and clearer communication between governors, school leaders, parents and the community.	Strengthening stakeholder engagement has increased opportunities for dialogue and helped ensure that parent and community perspectives are considered within strategic governance and school improvement.
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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 2026-27
To continue strengthening our well-sequenced, ambitious and broad curriculum that gives every child equal opportunity to experience success at their own level of ability	Further strengthen curriculum sequencing and progression so that pupils build securely on prior knowledge and skills. Ensure teaching, assessment and feedback consistently meet the diverse needs of all pupils and support strong progress. Further embed inclusive, whole-school SEND provision, with a particular focus on meeting the needs of neurodiverse pupils. Strengthen early identification, intervention and partnership with families to improve outcomes for pupils with additional needs.
To create enhanced facilities for children and staff to support wellbeing and the delivery of the curriculum. To sustain our open culture of diversity and inclusivity where all backgrounds are embraced and celebrated	Further strengthen provision for pupils' emotional wellbeing, self-regulation and resilience.
Support pupils to be confident, resilient and independent, and to develop strength of character	Develop pupils' confidence, independence and ability to respond positively to challenge and setbacks.
School leaders and Governors are well-informed and responsive to strategic risks and opportunities for our school, and the wider education sector	Strengthen strategic leadership and governance through targeted training, effective challenge and robust monitoring of school priorities and risk. Improve communication and engagement between governors, leaders, staff, parents and the wider community. Ensure decisions are evaluated systematically and that improvement actions are implemented promptly and effectively.

Leading the strategic growth of preschool services while ensuring efficient and effective setting management	Develop a sustainable growth strategy that increases access while maintaining high-quality Early Years provision. Strengthen staffing and financial oversight to ensure the preschool remains effective, compliant and financially sustainable.
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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	Intended impact of monitoring activity
Safeguarding and Wellbeing	- Governors' termly safeguarding audits provide independent verification that all local, statutory, and safer recruitment policies are fully adhered to with zero administrative gaps. - Safeguarding recording systems demonstrate clear timelines where all logged concerns are reviewed by a DSL within 24 hours, showing robust, actionable follow-ups and external partner engagement where needed. 100% of pupils surveyed state they feel safe at school and can confidently name at least two adults they would talk to if they felt worried, upset, or unsafe online.
Inclusion monitoring - How well the school identifies and supports disadvantaged pupils, pupils with SEND and those facing barriers.	- Monitoring shows consistent adaptive teaching and inclusive practice across the school. - Monitoring shows improved engagement, independence and outcomes for pupils with SEND. - Inclusive mainstream funding is reviewed termly for impact and value.
Curriculum Development	- Learning walks show reduced reliance on differentiation by task/worksheet and increased use of responsive teaching. - Retrieval and formative assessment are consistently embedded, with teachers using evidence to address gaps promptly. - Pupil progress data shows improved attainment and progress in reading and writing, narrowing the gap with mathematics.

Achievement	• Governors monitor the progress and attainment of disadvantaged pupils and pupils with SEND, with evidence of improving outcomes and narrowing gaps where applicable. • Governors receive assurance that 100% of pupils identified as at risk of underachievement have timely, evidence-informed support and intervention in place, with impact regularly reviewed.
Attendance & Behaviour	• Governors monitor attendance data to ensure that overall attendance is at or above national levels, with appropriate action taken where performance falls below expectations. • Governors monitor persistent absence and persistent lateness, ensuring that year-on-year reductions are achieved and that appropriate interventions are in place for identified pupils. • Governors scrutinise attendance data for disadvantaged pupils and pupils with SEND, with gaps reducing year-on-year where appropriate. • Governors monitor pupil and parent voice to ensure that pupils feel safe, valued and supported to manage their behaviour positively.
Personal development and wellbeing	• Governors monitor pupil voice and wellbeing information to ensure that 90%+ of pupils feel safe, valued and supported in school. • Governors monitor participation data and enrichment provision to ensure that all pupils have access to clubs, leadership opportunities and wider experiences, regardless of need or circumstance. • Governors use pupil voice and curriculum evidence to ensure that pupils understand how to stay safe, make positive choices and seek help when needed. • Governors monitor enrichment provision to ensure that opportunities are inclusive, accessible and responsive to the needs of all pupils.
Leadership & Governance	• Monitor budget management closely, especially in light of changing pupil numbers and funding. • Governors monitor governor training and development to ensure 100% of governors complete identified training, with individual expertise aligned effectively to the school's strategic priorities. • Governors monitor parent voice and engagement to ensure 90%+ of parents feel listened to, informed and confident in engaging with the school.