



## **HARDWICK AND CAMBOURNE COMMUNITY PRIMARY SCHOOL**

### **ANNUAL GOVERNANCE STATEMENT 2023-24**

This statement seeks to outline the impact of governance arrangements at Hardwick and Cambourne Community Primary School throughout the course of the 2023-24 academic year.

#### **Governor Membership, Vacancies and Attendance**

The Instrument of Government for Hardwick and Cambourne Community Primary School allows for 14 governors across different categories. The Governing Body Membership currently stands at 12, with 2 co-opted vacancies.

During the year 2 governors, including our Associate governor resigned/came to the end of their term, and we have been at reduced strength in terms of numbers as we were already carrying vacancies, although we are not lacking in terms of governing experience.

Pupil governors were elected and were able to play a fuller role this year attending each of the face-to-face governing meetings. They were well supported by our nominated staff members on each campus.

Over the course of the 2023-24 Academic Year, the Governing Body has been chaired by Claire MacDonald. Our long-serving Vice Chair moved to take a role as Associate Governor, and two new Vice Chairs were nominated: Leigh Roberts and Nick Wong. The work of the Governing Body has been supported by Helen Andrews, as Clerk to Governors.

Over the course of the year, Governors at Hardwick and Cambourne Community Primary School demonstrate an overall positive attendance and engagement with their work and have developed in their roles through training. Further information about governor attendance can be found on the school website.

#### **The Structure of Governance**

As well as meeting twice termly as a Full Governing Body, Hardwick and Cambourne Community Primary School uses a structure of monitoring groups rather than Committees. Each monitoring groups has a specific area of focus. Reports from these monitoring visits and discussions are shared with the whole FGB. We have found this well-established structure to be a highly effective way of providing oversight, support, and accountability across areas of priority and statutory responsibility. It also has the advantage of allowing governors to develop deeper knowledge of specific areas and build positive relationships with subject leaders,



allowing greater flexibility in monitoring and maximising impact of the time governors give to their roles.

The monitoring structure this year combined the Pupil Premium / CIC monitoring group with the Inclusion monitoring group. Two new roles of “Community Governor” were created, one for each campus to develop community involvement. The other monitoring groups were: Safeguarding, English, Maths, Foundation Curriculum, Standards (assessment and data), Personnel and Resources (HR, Finance, Premises) and Pupil Governor Liaison.

The Chair has met regularly with the Headteacher to oversee the work of the GB and to formulate strategy for governance and to explore challenges faced by the school which this year included the first year of operation of our pre-school on the Cambourne Campus, escalating budget and resource challenges in response to rising costs, increased SEND need, falling roll in our local area, coupled with a large number of in-year admissions triggered by the new housing development of West Cambourne and the necessity of setting a deficit budget for the next financial year.

Whilst the Safeguarding monitoring group oversees specific safeguarding and health and safety issues and monitoring visits, including monitoring of policies, each monitoring group and the whole FGB have continued oversight of the school’s safeguarding responsibilities.

In addition to the above, the Governing Body also constitutes a Salary **Committee** and Headteacher Performance Management Panel annually.

**Commented [RA1]:** Can we call it a committee when we said we didn't have a committee structure earlier in the document?

Panels related to purposes such as dealing with complaints or exclusions are constituted as they are required, in line with the determining policy guidance.

### **Impact of the work of the Full Governing Body**

Over the course of the last academic year, the Governing Body has demonstrated notable impact in these areas.

- Assessing progress made against objectives on an ambitious School Development Plan.
- Overseeing the implementation of the decision last academic year to change from a nursery to a pre-school at our Cambourne campus.
- Supporting a strategic approach to the rising EHCP and SEND need in school and incoming new pupils through thorough discussion, and support of prioritisation decisions and monitoring the plan derived from the APTGO work.
- Strategic consideration and discussion of the changing profile of pupils in the school e.g. EHCP, EAL, SEND, demographics, house building and how it reflects



or doesn't changes locally and nationally. Considering our response to these factors.

- Evaluated the SEF through robust discussion and considering the SIP (school improvement advisor) assessment.
- Pupil voice continued to be elevated through increased attendance at FGB, and meetings with the Community Governors.
- Using the feedback from the impact of a class restructure to expand Yr5/6 capacity in Cambourne in the last academic year, and using it to support the Headteacher in seeking funding for provision of an additional class from September rather than mid-year.
- Carrying out the staff survey during the Spring term

### Impact of the work of the monitoring groups in areas of Leadership, Finance and Management

Over the course of the last academic year, monitoring groups in these areas have demonstrated notable impact regarding.

- Monitored closely the budget challenges faced by HCCPS, in common with all other schools. ~~We invited our LA Finance Advisor to a P&R meeting to gain greater perspective and assurance that best decisions were being made.~~ We carried out additional scrutiny of the budget for the forthcoming financial year, and evaluated its risks to teaching and learning.
- Review by FGB of the deficit budget, and of staff restructuring and redundancy process, including proposed change in delivery of SEND provision.
- School fabric improvements: roof repairs, pupil toilet refurbishments and ongoing consideration of investment in energy reduction projects and renewable energy.
- The Associate Governor, with specialist finance knowledge has continued to supporting the school in responding to a recent the previous LA finance audit. Work in this area is almost complete and a financial audit now forms part of the regular monitoring process?

Commented [CM2]: P&R to review

Commented [CM3]: P&R to complete

Commented [CK4R3]: just checking this with Rob to ensure wording is accurate.

### Impact of the work of the monitoring groups in areas of Teaching and Learning

Over the course of the last academic year, the monitoring groups (Maths, English, Foundation Curriculum, Standards, Pupil Premium / CIC / Inclusion, Pupil Governor Liaison) in areas of Teaching and Learning have demonstrated notable impact regarding;

- Curriculum (including maths and English) and Standards monitoring groups have reviewed the methods of monitoring in order to reduce the burden on staff and

Commented [CM5]: Curriculum to complete



governors. Have embedded the monitoring of equality, diversity and inclusion (EDI) within these subjects in order to ensure the school vision and ethos is a golden thread through all subjects.

- Inclusion have worked closely with the school SENCOs to understand the impact of the APTGO review and action plan and ensure that the SENCOs feel support from the Governing Body in implementing this across all areas of the school. Governors have attended the meetings with the Local Authority representatives to understand progress to date and areas that require focus for the next academic year as well as seeing areas of impact in the classroom.

- Developing greater involvement of the parent body to support learning for example with Science Week and International Mother Tongue Day

**Commented [RA6]:** @Adiila Takun-Joolia I found this hard as last year we were pretty short of people so not sure we were as effective as I'd have liked. Are you happy with this?

**Commented [CM7]:** Inclusion to complete

### Governor Training

Governors work collectively, so we are always able to benefit from our different points of view and considerations within meetings. However, the Governing Body has also benefitted from training courses on the following topics throughout the course of the year;

- Safeguarding & Prevent training delivered by the Headteacher with specific emphasis on local issues – all governors to effectively fulfil our duties in quality assuring the safeguarding arrangements for all children at Hardwick and Cambourne Community Primary School.
- LA Briefings – to remain up to date with latest Local Authority information regarding changes in legislation and upcoming initiatives.
- Equality, Diversity and Inclusion (EDI) training provided by the NGA to ensure our work considers and acts on the viewpoints of all stakeholders

**Commented [CM8]:** Nick as VC with responsibility for training to review and complete

### Governor Monitoring

At the end of this academic year, we are again considering our governance structure considering governor workload and changing priorities. We will continue to target monitoring for 2024/25, on the School Development Plan and on statutory requirements.

In this year we brought HTPM into the Summer Term. This has been successful in aligning the headteacher and staff performance review cycles.

Due to other pressures, we've not succeeded this year in moving the Pupil Governor term from 3 terms to 4 terms, which was our plan last year. We will reconsider this for next year. This was to enable better handovers and continuity.



## Forward Planning

We will focus governance on monitoring progress against the school's development goals for 2024/25:

- Change in structure of SEND provision.
- Implementation of a new Phonics Scheme
- Reviewing Provision and Use of ICT in school
- To review and improve SEMH (Social, Emotional and Mental Health) provision to improve independent learning.

And we have agreed the following governance development objectives:

- Induction Process – review and improvements as we onboard 2-3 new governors in the year.
- Annual Schedule of Governance to be implemented to better monitor against the SDP, share the monitoring workload and to allow greater diversity of governors to be involved in monitoring.

## Other information and contact

Further information regarding the work of the Governing Body can be found at: [our website](#). This includes information regarding attendance of governors and their Declarations of Interest.

Alternately, stakeholders are always welcome to engage with the work of the Governing Body by contacting the Chair of Governors via email to [chair@hardwick.camb.sch.uk](mailto:chair@hardwick.camb.sch.uk) regarding the work of the Governing Body.