



HARDWICK AND CAMBOURNE COMMUNITY PRIMARY SCHOOL

ANNUAL GOVERNANCE STATEMENT 2022-23

This statement seeks to outline the impact of governance arrangements at Hardwick and Cambourne Community Primary School throughout the course of the 2022-23 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 our two new parent governors, and a new staff governor joined the governing body, one existing governor moving to Associate Governor, and another governor came to the end of their term.

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 2022-23 Academic Year, the Governing Body has been chaired by Claire MacDonald. Vice Chair was Sue Kearsley. 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 moving from a Nursery provision on the Cambourne Campus to a pre-school, escalating budget and resource challenges in response to the inflation and SEND need.

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.

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.
- Taking a strategic decision to propose, consult on, and implement a 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.
- 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.
- Through the Community Governor roles: helping to develop and embed our new management operating model of Headteacher and Campus Heads and ensuring governors understand our two communities.



- Evaluated the SEF through robust discussion and considering the SIP (school improvement advisor) assessment.
- Pupil voice elevated through increased attendance at FGB, and meetings with the Community Governors.
- Supporting strategically in the change in catering provider to our school to improve value and quality.
- Monitoring the impact of a class restructure to expand Yr5/6 capacity in Cambourne, using additional funding from the LA
- Carrying out the staff survey during the Spring term and providing output and feedback to staff shortly afterwards.

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 the implementation of the new operating model of single Headteacher, and Heads of Campus for each site.
- Monitored closely the budget challenges faced by HCCPS, in common with all other schools. We invited our LA Finance Advisor to an FGB 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.
- School fabric improvements: roof repairs and consideration of investment in energy reduction projects and renewable energy.
- Continued diversity and inclusion monitoring across the school, particularly in challenging governors to include diversity and inclusion related questions in monitoring more regularly.
- The Associate Governor, with specialist finance knowledge, supporting the school in responding to a recent LA finance audit. Significant work has been done, but some work is still ongoing.
- Monitoring and supporting the school through a period of industrial dispute between government and teaching unions over pay and conditions.

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;



- The Standards monitoring group has provided support, challenge and contextualisation of assessment and progress data.
- Monitoring impact of PP/CIC funding and ensuring statutory publications are fulfilled.
- Development of the Foundation Curriculum, including continued support of Subject Leaders in new roles.
- Focus on diversity and inclusion in new the Foundation Curriculum and in English, including topics studied and resources used.
- In Maths monitoring we focused on pupil voice, lived experience and performance of girls in maths compared to boys.
- In Maths and in English monitoring we reviewed consistency of resources and techniques between the two campuses. This was part of our monitoring of the embedding of the new management model.

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;

- NGA Diversity and Inclusion Training has been agreed for all governors, to be completed by start of 2023/24 academic 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.
- Local Authority Attendance webinar training.

Governor Monitoring

At the end of this academic year, we considered our governance structure considering governor workload and changing priorities. We took the decision to reduce and combine monitoring groups to provide more balanced and targeted monitoring for 2023/24, with the School Development Plan and statutory requirements being the priority areas of focus.



We will also move the Pupil Governor term from 3 terms to 4 terms, beginning each year in Summer 1. This will enable better handovers and continuity.

Forward Planning

We will focus governance on monitoring progress against the school's development goals for 2023/24:

- To improve standards in writing
- To review all SEND so it is streamlined and centred
- To improve opportunities and outcomes for PP children
- To facilitate the smooth transition from nursery to pre-school

And we have agreed the following governance development objectives:

- Communication between governors and stakeholders, and improving community links in both communities
- Addressing any skills gap we have specifically in diversity and inclusion, and in personnel and resources
- To monitor any further development of the Government White Paper on Schools which proposes a further expansion of the Academy Model and to be proactive in considering its impact for our school.

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.cambs.sch.uk regarding the work of the Governing Body.