



HARDWICK AND CAMBOURNE COMMUNITY PRIMARY SCHOOL

ANNUAL GOVERNANCE STATEMENT 2024-25

Approved by FGB 10th November 2025

This statement seeks to outline the impact of governance arrangements at Hardwick and Cambourne Community Primary School throughout the course of the 2024-25 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 14, with 1 parent governor vacancy. A parent governor election will take place in September

During the year 2 governors resigned for personal reasons or /came to the end of their term, and we have been at reduced strength in terms of numbers as we were already carrying vacancies. Across the year we have been joined by 4 new governors, whose induction has been overseen by one of our vice chairs.

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 2024-25 Academic Year, the Governing Body has been chaired by Claire MacDonald. Our two Vice Chairs, Leigh Roberts and Nick Wong, have continued in role. 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. As a governing body this year we've experienced some challenges in balancing governing workload and resources, mainly due to several significant family and professional challenges for some individual governors, and training and induction of new governors. 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 continued to combine the Pupil Premium / CIC monitoring group with the Inclusion monitoring group. Our Vice Chairs continued to develop the roles of “Community Governor”, on 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), Inclusion and Pupil Governor Liaison.

The Chair has met as regularly as needed 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. During the year our Cambourne Head of Campus resigned, seeking a move back into a full-time teaching role, and the governors supported in recruiting a new Campus Head, Sam Pritchard who will start with us in September 2025.

Other challenges and changes have included continuing rising SEND need, continued and accelerated in-year admissions due to new housing developments, monitoring an in-year deficit budget and a new staffing structure featuring much less teaching assistant resource,

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 Group 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.
- 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.
- Strategically adjusting our approach to attendance in line with County guidelines and monitoring impact of this
- 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 change 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 and using the feedback to triangulate evidence of staff wellbeing and issues of behaviour or safety in school.

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 carried out additional scrutiny of the budget for the forthcoming financial year and evaluated its risks to teaching and learning.
- Reviewed new staffing structure and supported the creation of the new behaviour support coordinator role to provide contingency
- Appointment of new caretaker at Hardwick and its positive impact – both materially and on staff wellbeing
- The following school fabric improvements:
 - o Lighting replacement at Hardwick
 - o Emergency lighting at Cambourne



- A number of remedial fixes for leaks
- The Volunteer finance professional, with specialist finance knowledge has continued to support the school – in particular supporting with the creation of an internal financial procedures document. This document allows the school to capture our processes and provides an effective way to monitor our procedures.

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 to reduce the burden on staff and governors. Have embedded the monitoring of equality, diversity and inclusion (EDI) within these subjects to ensure the school vision and ethos is a golden thread through all subjects. Have continued to ensure that subject leads are aligning TOPs with overall SDP aims.
- 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

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 – supporting 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.
- Sustainability training provided by the NGA was a focus to ensure our work considers these aspects
- Various individual governors have undertaken training as needed by their specific roles.

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 2025/26, on the School Development Plan and on statutory requirements.

We sought to focus our monitoring this year on the School Development Priorities which were

- Change in structure of SEND provision.(Inclusion monitoring)
- Implementation of a new Phonics Scheme (English monitoring)
- Reviewing Provision and Use of ICT in school (Foundation Curriculum)
- To review and improve SEMH (Social, Emotional and Mental Health) provision to improve independent learning. (via the Headteacher Report and monitoring across the year).

We also agreed the following governance development priorities

- Induction Process –
- 3 new governors were inducted in the autumn and a fourth has started the process at the end of the academic year. They each had an initial meeting with the vice chair with responsibility for induction to discuss the process and another to help prepare for their first FGB meeting. They attended training for new governors run by the Cambridgeshire School Governance Team and had a tour of both campuses with the Headteacher. In addition to this, they completed safeguarding training from the NGA and Prevent training. The feedback from the new governors about their induction was positive and moving forward we will provide more support for new governors with the monitoring process.

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. This has not been as successful as we had hoped, in part due to resourcing. We will be putting in place something different for Foundation



Curriculum for next year. We are looking forward to being at full strength as a governing team for next year.

We will again complete HTPM in 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 2025/2026

- 1:** To enhance the effectiveness of leadership at all levels to ensure a culture of responsive and continuous improvement of the school's unique strengths and areas of development
- 2:** To improve the quality and consistency of adaptive teaching across the school by deepening teachers' pedagogical knowledge and their ability to respond to pupil needs.
- 3:** To ensure full implementation of the DfE *Strong Foundations in the Early Years* guidance within the EYFS and KS1 curriculum, promoting deep secure progression in core learning areas and foundational skills and knowledge.
- 4:** To close attainment, progress and attendance gaps between pupil premium pupils and their peers by developing teaching, targeted intervention, pastoral support, and parental engagement.

And we have agreed the following governance development objectives:

- To develop monitoring of Foundation Curriculum through improved scheduling, introducing a protocol for visits and standard reporting templates.
-
- To improve organisation of all monitoring by organising into an annual Schedule of Governance. This will promote our focus on monitoring against the SDP, sharing the monitoring workload and and better managing the overall impact on 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.