



Dare to Discover

FULBOURN PRIMARY SCHOOL

ANNUAL GOVERNANCE STATEMENT 2024/25

The Core Functions of the Governing Body

- ensuring that the vision, ethos and strategic direction of the school are clearly defined;
- ensuring that the Headteacher performs their responsibilities for the educational performance of the school; and
- ensuring the sound, proper and effective use of the school's financial resources.

This statement seeks to outline the impact of governance arrangements at the school throughout the course of the 2024/25 academic year.

Governor Membership, Vacancies and Attendance

The Instrument of Government allows for 14 governors across different categories.

Current membership: 9

Current vacancies: 4 Co-Opted Governors, 1 Parent Governor

This year, we have focused heavily on governor recruitment, including the use of a paid-for recruitment agency to fill specific skills gaps. Pleasingly, we have welcomed three new governors over the course of the year to offset vacancies caused by governors leaving. Recruitment will continue to be a focus in the months and years ahead to ensure we have a solid pipeline of incoming new governors.

Chair: Jenni Caisley

Vice-Chair: Lucie d'Heudieres

Clerk: Helen Dunn

Attendance: Over the course of the year, attendance has been very strong. Certain governors have more time-intensive work commitments than others, but apologies have generally been communicated in a timely manner.

The attendance record can be viewed here:

https://www.fulbournprimaryschool.co.uk/_site/data/files/users/10/files/governors/DD81F083BB9E2982A788ADFE10A9708D.pdf

The Structure of Governance

As well as meeting as a Full Governing Board, there are also 2 committees, in order to ensure sufficient oversight, support and accountability towards areas of identified priority and statutory coverage.

The school names these committees as:

- Teaching and Learning Committee – which mainly deals with matters relating to the curriculum and children’s development at the school, SEND, Pupil Premium expenditure and impact
- Premises and Resources Committee – which mainly deals with matters relating to financial and physical resources, HR, and health & safety

All groups have a continued oversight of the school’s safeguarding responsibilities and manage the updates of school policies aligned to the particular areas of responsibility.

In addition to the above, the school also constitutes a Pay Committee and Headteacher Performance Management Panel annually.

Committees related to particular 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 with regard to:

- Providing robust challenge to school staff and the head; critically scrutinising data presented on key topics such as attainment and attendance
- Completing an ambitious monitoring schedule that took a cross-section of the school into account, covering both subject-specific visits and area-specific (e.g. health & safety, safeguarding) investigations

The main challenges faced and addressed by the Board this year have been...

- Financial constraints: as budgets get ever-tighter, how to support the school in ensuring it can continue to provide an excellent experience for every child with more limited financial resources
- In the early part of the year, governor recruitment was an issue, but this appears to have been resolved satisfactorily

Impact of the work of the Premises and Resources Committee

Over the course of the last academic year, the Premises and Resources Committee has demonstrated notable impact with regard to:

- Financial governance: with budgets getting ever tighter, the P&R committee has continued its successful efforts to ensure the school is on a sound financial footing, while making sure that the children’s experience is not negatively impacted
- School maintenance: post-Covid, the school is pursuing an ambitious yet feasible maintenance plan to ensure its facilities remain tip-top; this is overseen by the P&R committee.

The main challenges faced by this Committee this year have been...

- Membership: with attendance issues hitting this committee particularly hard, members of other committees have stepped in, often at short notice, to chair meetings and ensure they are quorate

Impact of the work of the Teaching and Learning Committee

Over the course of the last academic year, the Teaching and Learning Committee has demonstrated notable impact with regard to:

1. Strong Academic Outcomes and Strategic Focus

- The school achieved its highest statutory assessment results since 2019, with KS2 combined scores placing it in the 91st percentile nationally.
- Strategic emphasis on maths interventions led to exceptional outcomes, with 87% of pupils meeting the expected standard and 47% achieving greater depth.
- EYFS and Phonics results were also outstanding, with 100% of pupils passing the phonics screening check and 84% achieving a Good Level of Development.

2. Robust SEND Advocacy and Inclusion

- The committee actively engaged with the Local Authority to address delays in EHCP processing and advocated for SEND backpay, reinforcing the school's inclusive ethos.
- The SENCo's work was supported and scrutinised, with governors ensuring that reporting processes were manageable and effective.

3. Governor Monitoring and Strategic Oversight

- Monitoring visits covered a wide range of subjects including PSHE, DT, PE, Computing, and Geography, with governors actively reviewing data and teaching quality.

The main challenges faced by this Committee this year have been...

- The committee grappled with systemic issues in the county-wide SEND provision, particularly delays in Education, Health and Care Plans (EHCPs). Changes to EHCP processes—such as paperwork being sent only to parents and the removal of waiting lists for special schools—created confusion and increased workload for staff.
- The school had to advocate for backpay due to missed statutory deadlines and navigate unclear communication from the Local Authority.
- The committee noted that upcoming cohorts presented new challenges, including high levels of SEND and behavioural needs. Strategies that worked previously—such as early booster sessions—were unlikely to be effective, and budget constraints threatened the ability to retain key staff for Year 6 teaching.

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;

- Governors have completed safeguarding training as required
- Governors have completed various ad hoc training sessions provided by the local authority

Governor Monitoring

As well as attending meetings, governors are also expected to visit school to understand more about school life and particular areas of priority (typically linked with different areas of the curriculum, or school development).

Throughout the course of this year, governors have undertaken particular monitoring in relation to:

- Do all groups of pupils make best possible progress at Fulbourn Primary School?
- Is the school a happy and safe place where children feel able to share any concerns and staff feel able to whistle blow?
- To what extent are ALL children receiving a broad and balanced curriculum?

along with many other monitoring visits and subject-specific reviews.

Compliance

The Governing Body has ensured that an effective safeguarding culture is in place. Our work includes a standing safeguarding question on all in-school monitoring visits and a dedicated Safeguarding & Wellbeing governor.

The Governing Body has ensured that the relevant policies and procedures are in place by: following a robust annual cycle of policy reviews.

'Inclusion for All Framework'

Inclusion is the removal of barriers and ensuring a culture of belonging for all pupils. Within the 'Inclusion for all Framework' we will create a sense of belonging and promote well-being and attendance through safeguarding, curriculum, special education needs and disabilities support, behaviour and transition.

Other information and Contact

Further information regarding the work of the Governing Body can be found at:

fulbournprimaryschool.co.uk.

Governors can be contacted via email.