# MERIDIAN PRIMARY SCHOOL

## ANNUAL GOVERNANCE STATEMENT 2025/26

**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 2025/26 academic year.

## Governor Membership, Vacancies and Attendance

The Instrument of Government allows for 10 governors across different categories.

Current membership: 8 (2 x co-chair (inc. 1 parent), 1 staff, 1 parent, 4 co-opted)

Current vacancies: 2 Co-opted Governor Roles

**Co Chairs:** Ruth Noble and Richard Mulderij, appointed April 2026 to present. Becky Richards, held the position of Chair between March 2025 to April 2026.

**Vice-Chair:** To be elected in the Autum Term, 2026/27. Richard Mulderij held the position between September 2025 to March 2026.

**Clerk:** Amie Lill, CamsClerk Service

**Attendance:** The Governors at Meridian Primary School have demonstrated positive attendance. Further information about governor attendance can be found on the school website.

https://www.meridianprimary.co.uk/governors/

## The Structure of Governance

The Board of Governors operates the Circle Model of governance, meeting collectively 8 times across the academic year. There are no separate finance or standards committees having dissolved them at the end of the previous academic year. Committees relating to particular purposes such as dealing with complaints or exclusions are constituted as they are required, in line with the determining policy guidance. The Board constitutes a Pay Committee and Headteacher Performance Management Panel annually.

The FGB has had a continued oversight of the school's safeguarding responsibilities and manage the updates of school policies aligned to the particular areas of responsibility.

Each governor is assigned 1 or more link roles across mandatory, curriculum and non-curriculum monitoring areas. Link governors have met with their respective staff leads throughout the course of 2025-2026 and reported back to the governing body.

Our Board is clerked and supported by the Local Authority's Cams Clerk service and Governor Services department.

## 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;

**Restructure of governance processes to enable efficient leadership:**

- Operating a **circle model with 8 FGBs** held over the academic year. The change in meeting structure is to improve work/life balance for both the board and HT by reducing the number of meetings held across the year, reduce duplication of information across FGB/Committees and to streamline the effectiveness of the board.
- **Reconstitution of the board** to reduce membership from 12 to 10 members effective from November. It was decided that the board could be more effective with a smaller number. 2 x parent governor roles were removed as the board would like to encourage more community members to join. There are currently 8 governors in place. An active recruitment campaign to fill the 2 co-opted vacancies will begin in the new Autumn term. After a recent recruitment of 2 co-opted governors, we are confident that the recruitment will be successful again.
- A new **Annual Governance Planner** was developed to ensure all statutory obligations and responsibilities are met and focus areas are spread across the year.
- **FGB Agenda Planner** for the Chair and Clerk to use so that it is clear how the key focus topics will be distributed across the year now that the committees have been consolidated into FGBs.
- A short term (academic year) **Governor Development Plan** has been finalised which is based on the skills audit taken in July 2025 and development areas carried over from the previous plan and those identified through FGB meetings. This mirrors the SIP and has a thread of governor training and CPD throughout. The Governor Annual Training Plan works

alongside this document. Both the Governor Development plan and the Governor Training Plan will be reviewed and updated before the start of the new academic year.

- A comprehensive **Governor Annual Training Plan** is in now place to encourage governors to expand their knowledge and skills which is based on the outcome of the skills audit taken in July and accompany the development plan. Training has not been a prominent activity in previous years so the previous CoG (as Governor Training Link) has developed whole board training which can be done outside of meetings with a variety of sources, materials, online and in-person training. This training plan will be updated based on the annual skills audit and used again for the next academic year. The training is split across each term and there is now an **expectation that all governors complete training by each FGB meeting**. There are also suggestions for individual training based on the needs from the skills audit if governors need some direction.
- Restructured **governor link roles to align with the SIP priorities** so that monitoring can be more effective and purposeful with regard to school improvement.
- Worked with school leaders to address the findings from the September 2024 Ofsted inspection and has worked closely with the LA in supporting all RIG/Termly Review and FIG expectations. The systems and changes taken place since March 2025 have contributed to the school's successful exit from high level intervention down to level 2 intervention (Termly reviews), and then in June 2026 from Termly Reviews to a self-sustaining school following reviews from the Local Authority to show that the school is securely performing at an 'expected level' across all areas and capable of continuing its improvement journey independently. This is a very significant and notable positive impact.

**School Priorities and Pupil Attainment:**

- Ensuring the School Improvement Plan, Safeguarding, SEND and Well Being are regular areas of priority for discussion at meetings and monitoring visits. Regular link visits on these areas are also scheduled. Scrutinising behaviour and attendance figures and processes in place to improve pupil attendance.
- Challenging senior leaders on targets for pupils, their progress and attainment.
- Monitoring that all curriculum related funding, including Pupil Premium, Recovery Premium and Sports Premium, is scrutinised to ensure there is a positive impact on pupils' progress and attainment.
- Scrutinising school policies to ensure that policies are reviewed and approved within timescales.

**Safeguarding & Compliance:**

The Governing Body has ensured that an effective safeguarding culture is in place:

- Ensuring a Safeguarding Link governor/s is assigned each academic year.
- Assigning Behaviour and Attendance link governors to monitor how the school is addressing attendance.
- Meeting collectively as a board at FGB meetings throughout the year with statutory roles in place.

- Ensuring all meeting agendas have Safeguarding as a set item with a further targeted safeguarding area for discussion, challenge and scrutiny.
- Ensuring monitoring link visits by the Safeguarding Governor take place regularly throughout the academic year staff/governor link Safeguarding Leads and primary advisors
- Ensures that the Single Central Record (SCR) is checked annually.
- Receives the Annual Safeguarding Audit Report annually from Head Teacher.
- Approving school policies.
- Safeguarding is challenged and questioned at every meeting with notable questioning and scrutiny on My Concern recording.
- Monitoring Health and Safety practices to ensure statutory requirements are met and school policies and procedures are being adhered to.
- Prioritising and supporting Staff health and well-being.

**Finance:**

- Challenging leaders to ensure the school is addressing the recommendations, made from the LA
- Finance Intervention Group (FIG) and Rapid Improvement Group (RIG), are fulfilled.
- Challenge, scrutiny and approval of school budget to ensure that the financial deficit is reduced.
- Challenging and scrutinising income and expenditure, large project spend.
- Ensuring that the school adhere to the financial obligations and statutory requirements.

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

- Addressing the issues raised in the OFSTED inspection on 23 and 24th September 2024 and actions set by the RIG and FIG.
- Addressing the financial deficit and ensuring that the school takes responsibility for making efficient cost savings to reduce the deficit as quickly as possible.
- Providing continued support to the Head Teacher in her implementing the various new policies, strategies and expectations to improve the school in the required way forward in sometimes challenging situations.

## Governor Training

Governors are encouraged to work collectively to benefit from different points of view and considerations within meetings. Governors are responsible for developing their own CPD via online training sessions and are logged on GovernorHub in addition to the whole board training plan. Access to various training providers i.e. CCC, NGA, and other research. Governors are encouraged to attended/complete a variety of courses. The Governing Body has also benefited from a whole board training plan through the academic year focussing on areas for development identified in the recent skills audit.

**Training has included:**

- Annual Safeguarding and PREVENT – to ensure all members are fully up to date with safeguarding requirements.
- Safeguarding Focus training at each FGB meeting using the Safeguarding Wheel.

- Strategic Leadership & School Values - Joint board and SLT live training session. Joint training showed that a cohesive and collaborative approach to leading the school is vital in its improvement.
- Data and Curriculum – governor role in monitoring the curriculum.
- School funding and budget monitoring – to update governors on effective financial governance.
- Cyber Security – through the NCSC.
- Ethical Behaviour – how to hold to account, question and challenge.
- Stakeholder engagement – the governance role.
- LA Termly Briefings - to remain up to date with latest Local Authority information and expectations.
- New Governor Induction
- Head Teacher's Performance Management training – for HTPM committee members.
- OFSTED Preparation – to understand the new framework and inspection process.
- Co-Chairs of Governors will attend Local Authority Termly Chairs Network sessions, LA Maintained Schools HT and CofG briefings and continued training over the academic year.

## 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 the School Improvement Plan:

- Safeguarding
- Maths
- Behaviour
- Attendance
- Reading
- Writing
- Curriculum
- SEND
- Health & Safety
- Learning Walks and General attendance at events

## Compliance

The Governing Body has ensured that all governance compliance is conducted by following the Annual Governance Planner which is developed by the Board using guidance from the LA, NGA and GovernorHub.

The Governing Body has ensured that the relevant policies and procedures are in place by:

- Having Policies as a standing item on FGB agendas for review, approval and ratification of all policies.
- Regularly reviewing the master policy list, managed by the school and ensuring all mandatory and statutory policies in place.
- Reviewing and adopting new polices which are recommended or enforced by the DfE and Local Authority.

## Forward Planning

The Board looks to develop the following areas over the next academic year:

- New Co-Chairs to continue in the role and use the new governance processes in place to continue making the governing board effective and efficient.
- Conduct a new skills audit in July 2026 and updating the group and individual training planner.
- Ofsted preparation
- Review the Governor Development Plan and develop a long-term strategy plan for the school in conjunction with the HT and SLT.
- Recruit 2 new co-opted governors to fill current vacancies.
- Continue to support the school leadership following the progression out of Termly Reviews into a self-sustaining school, addressing the key focus areas set by the school improvement plan.
- Work with school leaders to continue reducing the school's financial deficit.

## '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:
**https://www.meridianprimary.co.uk/governors/**

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 co-Chairs of Governors via email to **chair@meridian.cambs.sch.uk** regarding the work of the Governing Body.

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**Prepared on behalf of The Governing Body of Meridian Primary School by:**

**Ruth Noble and Richard Mulderij**

Co Chairs of Governors  April 2026 to present

and

**Becky Richards**

Previous Chair of Governors March 2025-April 2026

**July 2026**