



GOVERNORS' ANNUAL STATEMENT TO PARENTS 2025-26

The Governing Board at St Neot School and Nursery continues to fulfil its statutory role as defined by the Department for Education, supported by the Local Authority. Governors remain committed to ensuring the school provides the highest quality education and experiences for all pupils, with a clear focus on continuous improvement and positive outcomes.

In line with the three core functions of governance, the Board has maintained a strong focus on:

- setting and reviewing the school's vision, ethos and strategic direction,
- holding leaders to account for educational performance and the quality of provision,
- and overseeing the financial performance of the school to ensure effective use of resources.

Throughout 2025–26, Governors have continued to act as a “critical friend”, working closely with the Headteacher and Senior Leadership Team while maintaining appropriate challenge and oversight. There has been a sustained focus on ensuring that decision making remains strategic, enabling leaders to manage the day-to-day operation of the school effectively.

Governors are very proud of the progress and achievements of pupils this year. The school has continued to deliver a broad, balanced and well-sequenced curriculum, with a wide range of opportunities and enrichment activities available to pupils. There remains a strong emphasis on raising standards of attainment alongside promoting pupils' wellbeing, mental health and understanding of British Values. Governors recognise the positive outcomes that have been achieved through high-quality teaching and strong support from staff and parents.

During the year, the Governing Board has continued to support and challenge school leaders in a number of key areas. This has included ensuring staff are well-supported to deliver an engaging and inclusive curriculum, reviewing the use of additional funding streams such as Pupil Premium and Sports Premium to maximise impact, and maintaining oversight of provision for disadvantaged pupils to ensure equity of opportunity. The Board has also supported ongoing developments in Early Years provision, including discussions regarding the organisation and delivery of nursery and Early Years services.

Partnership working has remained an important feature of the school's approach, with continued collaboration with other schools enabling sharing of best practice and professional development opportunities for staff.

The Governing Board would like to place on record its sincere thanks to all staff for their continued dedication and commitment. Their efforts in ensuring high standards of education and care, and in providing a wide range of additional opportunities for pupils, are highly valued.

Governance Arrangements

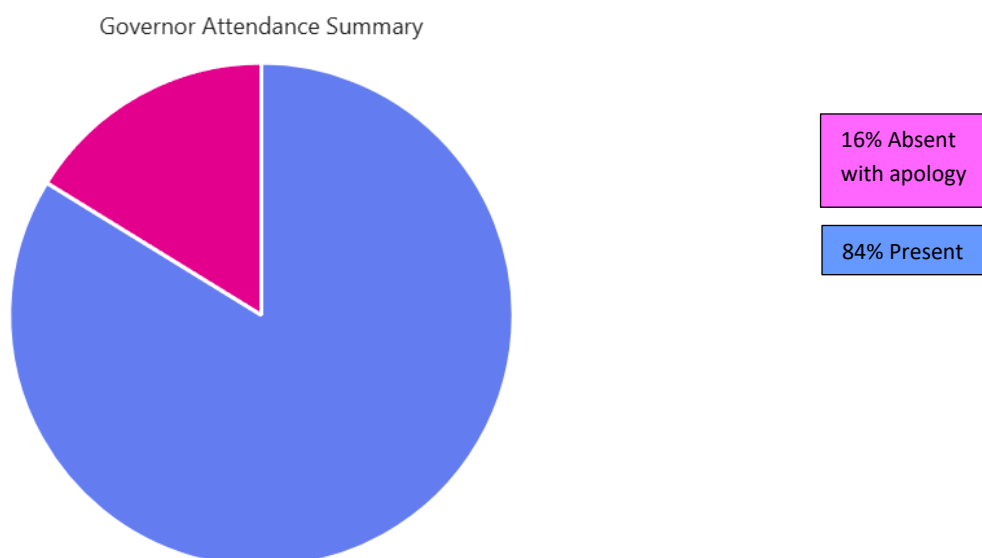
The Governing Board continues to operate with 9 positions, comprising parent, staff, Local Authority, co-opted governors and the Headteacher. Governors give their time on a voluntary basis, serving four-year terms, and are committed to developing their skills and understanding to support the school effectively.

During 2025–26, there have been **significant changes within the governing body**, including the appointment of a new Chair and Vice Chair at the start of the academic year. A review of governor roles and responsibilities has also taken place to ensure effective monitoring of key priority areas, including curriculum, safeguarding and finance.

The Board has maintained a structured programme of meetings, with six formal Governing Board meetings held during the academic year, supported by an agreed agenda planner to ensure statutory and strategic

responsibilities are fully covered. Governors have also undertaken additional monitoring activities and training to strengthen their effectiveness.

Attendance Record



The attendance record for each Governor continues to be maintained, with attendance, apologies and absences formally recorded. Governors recognise the importance of regular attendance at meetings as part of their responsibilities; however, they acknowledge that this represents only one aspect of the role. Throughout 2025–26, Governors have remained actively involved in the life of the school through a programme of monitoring visits and engagement activities. Each Governor undertakes at least one visit per term linked to the school development priorities, producing a written report to share evidence, findings and any areas for further challenge or support. These visits continue to provide valuable opportunities for Governors to gain first-hand insight into school practice and to work constructively with staff. Link Governors have continued to follow an agreed monitoring cycle, working alongside subject leaders to review progress within curriculum areas. This structured approach has ensured that Governors maintain a clear understanding of curriculum intent, implementation and impact across the school. Guidance is provided to Governors in advance of visits to clarify roles and expectations, ensuring that monitoring remains strategic and focused.

Governors have also engaged in a range of professional development opportunities during the year, strengthening their effectiveness in their roles. Training has included key areas such as Safeguarding, PREVENT, Special Educational Needs and Disabilities (SEND), and Finance. This ongoing development ensures that Governors remain up to date with statutory requirements and best practice, enabling them to provide appropriate challenge and support.

Effectiveness and Impact of the Governing Board 2025–26

The Governing Board continues to evaluate its effectiveness against Department for Education guidance, with regular discussions forming part of the Board's cycle of meetings. Governors are committed to continuous improvement and to ensuring that governance remains robust, strategic and impactful.

While Governors were pleased that the school was rated Good at its last Ofsted inspection, there remains a strong commitment to sustaining and enhancing this high standard of provision. The Board maintains a clear focus on driving school improvement, ensuring that outcomes for pupils remain strong and that the quality of education continues to develop.

During 2025–26, the Governing Board has provided both support and appropriate challenge to senior leaders, ensuring that key priorities are addressed effectively. Governors have maintained oversight of pupil outcomes, safeguarding arrangements, curriculum development and financial performance, ensuring that the school remains well-led and responsive to the needs of its community.

Overall, the Governing Board believes it continues to operate effectively, contributing positively to the strategic direction of the school and supporting continued success for all pupils.

The Governing Board has continued to fulfil its statutory and strategic responsibilities throughout the academic year, maintaining a strong focus on school improvement and ensuring positive outcomes for pupils. Key responsibilities have included setting and monitoring the budget and overseeing financial management to ensure resources are used effectively and sustainably, alongside regular review and monitoring of the School Development Plan to track progress against priorities.

Governors have maintained robust oversight of safeguarding, ensuring systems and processes remain effective and compliant. This has been supported through regular policy review cycles, health and safety monitoring, and completion of safeguarding, health and safety and finance audits. Governors have also engaged in detailed data analysis, including monitoring pupil progress and attainment, to provide appropriate challenge and support to school leaders.

The Board has continued to oversee staffing structures and curriculum delivery, ensuring that provision remains aligned to the school's vision and aims. Governor visits have remained a key mechanism for monitoring, alongside scrutiny of additional funding streams such as Pupil Premium and Sports Premium to ensure impact and value for money. Across all areas, Governors have remained focused on ensuring their work contributes positively to pupil outcomes, as well as supporting staff wellbeing.

Key Challenges Addressed in 2025–26

During the academic year, Governors have supported and challenged school leaders in addressing a number of key priorities. A continued focus has been placed on monitoring both pupil and staff wellbeing, recognising its importance in supporting high-quality teaching and learning.

Governors have also maintained oversight of health and safety arrangements, including the management of building works, to ensure the school remains compliant and safe for all pupils and staff. Attendance has been a key area of focus, with Governors' monitoring absence levels and supporting strategies to improve attendance.

The Board has ensured continued support for mental health and wellbeing across the school community, alongside monitoring the effective use of targeted funding, including catch-up and intervention programmes, to address any gaps in learning. In addition, Governors have reviewed and supported the implementation of a new data collection programme to strengthen the monitoring and analysis of pupil performance.

Priorities for 2026–27

Looking ahead, the Governing Board has identified key priorities to support continued school improvement. A central focus will be the ongoing development and monitoring of the curriculum, ensuring a clear and progressive structure that supports deep learning and builds effectively on prior knowledge.

Improving and sustaining high levels of attendance will remain a priority, alongside continued focus on early years provision, particularly the development of speaking and listening skills through high-quality continuous provision.

Governors will also monitor the implementation of the Pathways programme to further strengthen writing across the school, including the development of spelling, punctuation and grammar, as well as editing skills. In addition, there will be a renewed focus on science within the curriculum to support further development in this key subject area.