



Annual Governance Statement

Our Vision

Our vision is to provide the children who attend Rainow Primary School with an outstanding holistic education. We aim to promote every child's social, moral, spiritual and cultural development as well as excellence in academic achievement; whilst providing positive experiences in a wide range of sports, arts and culturally enriching extra-curricular activities.

We aim to:

- Develop the Governing Body to provide more challenge, rigour and strategic support to the school
- Develop a more visible and transparent style of governorship within the school community
- Build sustainable and supportive links between governors, school staff and other stakeholders
- Progressively improve our Ofsted inspection reports
- Improve our year-on-year achievement levels

This is all done in conjunction with the school's core values of *'Caring, Learning & Achieving'* and the school's vision of *'Growing a community of life-long learners who will care for each other, who will work hard to learn new things every day, and who will achieve more than they thought possible'*.

Our Accountability

The Governing Body is committed to being transparent and accountable to parents and other stakeholders. This statement summarises the work done by the Governing Body during the academic year 2021-22 and its resultant outcomes.

The core strategic functions of the Governing Body are to:

- Ensure clarity of vision, ethos and strategic direction;
- Hold the Headteacher to account for the educational performance of the school;
- Oversee the financial performance of the school, ensuring value for money;
- Promote the highest possible standards for Health & Safety and Safeguarding.

The following report is structured around these strategic functions.



The Governing Body

The Governing Body is made up of a cross-section of local people who freely volunteer their time. They meet regularly to discuss a wide range of school issues. Details about the governors can be found on the school's website on the 'Governor' page. The Governing Body has benefitted from stable membership for a number of years with governors who have agreed to extend their service and this has provided valuable continuity to the school.

How the Governing Body functions

As a Governing Body, we are committed to our strategic function whilst being acutely aware that we are not responsible for the day-to-day operational management of the school. The Governing Body delegates specific areas of governance to three standing committees (Teaching & Learning, Finance and Buildings) which meet regularly and report to the Governing Body at every termly meeting. Ad hoc committees are set up as-and-when required. In addition to attending Governing Body and committee meetings, every governor takes responsibility for a specific subject area in the curriculum. Governors visit the school frequently to attend meetings with: Local Authority advisers, the School Improvement Partner, teachers and support staff. They also visit to inspect the fabric of the school and its resources, and to assist with recruitment.

Ensuring Clarity of Vision, Ethos and Strategic Direction

At the commencement of the academic year the Headteacher, with input from the teaching staff, drafts a School Strategic Development Plan (SSDP). This plan is then submitted to the Governing Body for scrutiny, amendment and approval. The SSDP is a statement of intent for the coming year; and our vision and aspirations for the following two years. Once approved, the SSDP is a public document and may be viewed on the school's website. The Governors ensure that the SSDP sets out ambitious, whilst achievable, objectives that will benefit the education of the children attending the school.

The Strategic Plan is developed based on the following key inputs:

- input from the Headteacher and the staff
- feedback from parents and pupils (e.g. from survey data)
- guidance from our School Improvement Partner
- performance data

We also liaise with local schools to share new ideas and best practice; and, we continuously research similar schools for inspirational ideas.



Progress against the agreed objectives is reviewed and challenged throughout the year. The SSDP for 2021-22 had the following key improvement priorities (KIPs):

Quality of Education

English (KIP 1)

- a. To embed an updated early reading and phonics programme of study.
- b. Ensure that children receive a high quality and effective Early Reading, Phonics and KS2 Reading curriculum, and that they attain well and make good or better progress (in line or better than national expectations).

Maths (KIP 3)

- a. Maintain good level of mathematics progress and attainment, at least in line with national expectations.
- b. Continue to embed a mastery approach to teaching mathematics.

Behaviour and Attitudes

Background. Priority

- a. Embed new Behaviour Policy

Personal Development

PSHE / RSE / MHWB (KIP 4)

- a. To continue to develop the role of Senior Mental Health Lead Teacher.
- b. To embed Mental Health and Well-Being into the school curriculum.
- c. To identify and support children who might need additional support with their mental health and well-being.
- d. To embed a shared and consistent approach to dealing with children's emotional state. (Emotion Coaching)
- e. Develop mental health support for staff.

Leadership and Management

KIP 5

- a. To keep the school community safe, and ensure all children receive high quality teaching.
- b. To continue to understand and address the gaps in academic learning due to COVID.
- c. To ensure Subject Leaders continue to develop and strengthen their roles.



Quality of Early Years Education

KIP 2

- a. To embed the EYFS 2021 Framework.
- b. To establish a new baseline assessment, tracking and monitoring system and ELG attainment system.
- c. To aim for 80% or more of Reception children to achieve a Good Level of Development / GLD

A summary of our progress against these objectives can be found [here](#). (including the results of our end of Key Stage assessments)

Keeping the Headteacher Accountability

The Governing Body sets high standards and we expect the Headteacher to provide demonstrable evidence that every child is achieving to their full potential. At the end of the school year we receive reports from the Headteacher setting out the children's attainment. We compare the school's data to national averages and similar schools to assist our evaluation. The comparable information comes from a range of independent sources including the Department for Education, Cheshire East Council and Ofsted.

The Headteacher identifies, tracks and addresses any differences between actual and expected progress and achievement for the school. Where attainment or progress targets are set within the SSDP, or if there is an identifiable anomaly, the data is reported to the Governing Body.

The Governing Body also employs a School Improvement Partner to provide independent analysis of the school's performance; and to advise the Headteacher's Performance Management Committee with annual appraisal.

Overseeing the Financial Performance of the School

The Governing Body oversees the financial performance of the school to ensure school funds are managed efficiently and effectively for the benefit of the children, and in accordance with Department of Education and Local Authority advice and guidance; with the aim of ensuring all children reach their full potential in preparation for the next step in their education. Financial management responsibilities are overseen by the Finance Committee, which includes Governors with substantial financial management expertise. The Finance Committee reports to the Governing Body every term.

As in previous years, the Governing Body has approved a three-year financial plan for the school. The plan was prepared on a prudent basis and is aligned with the objectives in the SSDP; it is consistent with the financial resources available to the school and is realistic with regards to estimates of income and expenditure. Funding for the school is determined by the National Funding Formula set by the Department for Education on an annual basis. This year, as in previous years,



the school has successfully delivered its objectives within the set budget. Our forecast for future years does show a deficit in the school budget; however, this is because it is impossible to predict the annual uplift in funding that will be made by the Department for Education.

Every year an annual review is conducted by the Finance Committee to provide assurance that the school is securing value for money and acting with financial integrity. Results of the review are reported to the Governing Body and submitted in an annual Statement of Financial Value Standards (SFVS) to Cheshire East Council. The SFVS contains the detailed results of our assessment to satisfy ourselves and Cheshire East Council that we have sound and secure financial management in place. The result of our SFVS assessment for 21-22 was 'Good,' the highest level of assurance.

It is important to note our gratitude for contributions from the Friends of Rainow School, and the other grants and donations received towards the school's expenditure.

Promoting the Highest Possible Standards for Health & Safety and Safeguarding

The Governing Body is committed to providing the safest possible environment for everyone at the school.

All staff and governors adhere to the school's Health & Safety and Safeguarding policies which are written in accordance with legislation, statutory guidance and best practice. These statutory policies are reviewed, updated and approved by the Governing Body annually. There are several other policies that are linked to the Health & Safety and Safeguarding policies. These additional policies are reviewed and cross-referenced to ensure there is coherence throughout the school's policies.

Safeguarding children is defined by the Department for Education as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

All staff and governors are vetted in accordance with current legislation. They are also required to attend appropriate training when necessary. The school has a Safeguarding Governor (appointed by the Governing Body) who liaises directly with the school's designated safeguarding leads (DSL's) to ensure that, when appropriate, issues are reported to and addressed by the Governing Body. This process ensures that the school's procedures are functioning correctly.



Other Activities and Achievements

Buildings and Premises

The school has a plan for ongoing maintenance and improvement of the school's facilities. A summary of our progress in this area for 21-22 is as follows:

- The majority of windows and doors were replaced to upgrade all external windows to double glazing and to modernise internal doorways.
- Polycarbonate roof lights were replaced.
- A new security gate and perimeter fencing were installed at the rear of school.

Other

In addition to the achievements outlined in final evaluation of the SSDP 21-22, the following awards were gained:

- **School Games Mark, Gold Award:** This is the highest level from the School Games scheme.
- **Eco Schools Green Flag, Distinction:** Again, the highest level awarded by the Eco Schools initiative.

Final Comments

We are committed to delivering an outstanding holistic education, in a happy and safe environment, for all children who attend the school. The governors are pleased that the school has enabled the children to fulfil their potential. The academic results are consistently at or above the national average; and, the children have managed to participate in a wide range of culturally enriching extra-curricular activities. Our thanks go to all of the staff, our ever-supportive parents and carers, and the children for their efforts that have secured these outcomes for the school community. We look forward to building upon this year's achievements.