



Annual Governance Statement for West Rainton Primary School 2024-25

School values and mission statement

The governing body of the school commit their time voluntarily to offer both support and challenge to the headteacher in the effective running of the school and the continuous drive to always aim higher.

- As a governing body we are proud to be an integral part of **shaping healthy, safe and prosperous lives** and futures of the pupils of West Rainton Primary School.
- We know we **provide a safe, happy and welcoming school** where everyone is listened to and respected.
- We are committed to **ensuring and assuring high quality learning experiences** in line with the school's key curriculum drivers of: aiming high; skills for learning and life; growing healthily; and knowledge of the world.
- We **prioritise the safeguarding and wellbeing** of our pupils through stringent recruitment procedures, our own ongoing training and regular monitoring.
- We **champion high attendance** alongside our senior leaders to promote supportive policies, procedures and incentives that are unique to our context.
- We continually **consider the cost of the school day** to parents and carers, creating inventive ideas and making effective use of premium funding to ensure the best value for money for all pupils.
- We are a school at the heart of our local community. We strive to be an **integral, positive part of society**, making diverse and ambitious links to work together for success.
- We ensure that West Rainton Primary School is a happy, supportive and inclusive place to work, **recognising that our staff are our most valuable resource**, and that their wellbeing is key to ongoing success.

The Governing Body of West Rainton Primary School has a strong focus on its three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

Governance Arrangements	<p>The governing body has welcomed a new member in the past year and has begun a programme of induction training with them.</p> <p>Governor training this year has included safeguarding, UKGDPR, assessment, attendance and cyber security.</p> <p>Committee dates and times are arranged well in advance with agendas and supporting documentation provided at least two weeks prior. This ensures our governing body meetings are always very well attended.</p> <p>Changes continue to be updated on GIAS and our school website to ensure information about governors is up to date.</p>
Key issues faced and	<p>In line with the school improvement planning documentation of 2024-24, the governing body supported the strategic oversight of the following:</p>

<p>addressed by the Governing Body in the past year</p>	<ol style="list-style-type: none"> 1) Supporting school staff in improving overall attendance rates across the school. 2) Providing challenge and oversight of strategies to increase the level of challenge in maths lessons, enabling more children to experience greater depth level questions. 3) Supporting senior and subject leaders in ensuring and assuring a quality curriculum across all subject areas. 4) Governors continue to check in on staff workload and wellbeing, including that of the headteacher. 5) Monitoring the intervention with individual children to close gaps in core areas of reading, writing, spelling and maths.
<p>Assessment of impact</p>	<ol style="list-style-type: none"> 1) The governing body supported with attendance incentives and procedures for swift challenge, resulting in significant improvement overall. At end of spring term, 2025, the school attendance figure stands at 95.5% overall. This is 3% higher than the same period last year. 2) Over the year, governors monitored the work done by the maths lead, senior leaders and the schools leadership adviser, Kay Hemmings, around how to continue to develop the maths provision. By spring term, monitoring of books were showing a significant difference in the level and range of tasks completed in daily maths lessons. There were also several opportunities throughout the week for children to revisit taught concepts. The governors are keen to see the introduction of maths ambassadors and a consistent classroom feature to add to this experience. 3) Governors supported the school leaders in looking at enhancements to the curriculum and reinstatement of extra-curricular activities such as clubs, productions and visits. Cultural governors were proud to support the arts lead in retaining Artsmark Platinum award in 2025. 4) A designated governor for staff wellbeing has continued to support. Alongside, the staff lead for wellbeing, they have regularly monitored measures taken to protect staff in school. The headteacher has opportunity for supervision through the local authority and governors are aware of this support should it be needed. 5) The governing body worked alongside the SENCO and key staff who support intervention to look at participation in trials through 'whatworked' education – a micro-trialling site for Durham schools. Intervention in reading, spelling and times tables have had significant impact this year.
<p>Future plans for the Governing Body</p>	<p>In 2025-2026 academic year, the Governing Body, in their individual subject roles will be working alongside subject leads to both support and challenge the strategic oversight of strong conceptual knowledge in pupils, including making links between subjects and regular opportunities to revisit.</p> <p>Members of the Governing Body will all receive Safeguarding CPD across the year in the form of briefings and training.</p> <p>The Governing Body will also be keen to see how the pilot programme of 'free breakfast club' for all pupils develops as the school are early adopters.</p>

You can find details about our governing body and how to contact us on the governor page of the school website.
We welcome the views, comments and ideas from parents and our school community.