



Ranelagh Primary School

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Annual Governance Statement - Academic Year 2025/2026

Introduction from the Chair of Governors

On behalf of the Governing Body, I am pleased to present this annual statement explaining how governors have fulfilled their strategic responsibilities during 2025/2026 and the difference our work has sought to make for pupils.

The Governing Body works with the Headteacher, staff, the local authority and the wider school community to set strategic direction, hold leaders to account for educational performance and oversee the effective use of public funds.

This was a year of continued improvement, but also one in which governors maintained a clear focus on the areas where outcomes remain below expectation. Our approach has been to combine support with constructive challenge, seek evidence rather than assurance alone, and monitor whether agreed actions are improving pupils' experience and achievement.

Governance at a glance

Full Governing Body meetings	Committee/additional meetings	Governor attendance
3	6	96%

Governors worked through the Full Governing Body, focused monitoring groups and named link roles. Monitoring was aligned to the School Improvement Plan, statutory duties and emerging risks. Governors undertook training, reviewed documentary evidence, met leaders and completed focused visits before reporting findings and actions to the Board.

Our focus and impact during 2025/2026

Quality of education and pupil outcomes

Governors regularly reviewed progress against the Additional Engagement Plan, external advice, assessment information and the school's action and evaluation plan.

We challenged leaders on the consistency of teaching, the use of assessment, deployment of teaching assistants, the impact of interventions and outcomes for disadvantaged pupils and pupils with SEND.

Impact: teaching expectations and monitoring became clearer; leadership capacity strengthened; Year 1 phonics rose to 86%; Year 6 writing improved to 45%; and combined reading, writing and mathematics improved to 30%. These gains are important, although several attainment measures remain substantially below national figures and require sustained action.

Attendance, behaviour and wellbeing

Attendance and persistent absence remained a standing priority. Governors scrutinised whole-school and vulnerable-group attendance, punctuality, behaviour, exclusions, bullying and pupil wellbeing.

Governors supported clearer attendance expectations and asked leaders to strengthen case-level action for pupils whose absence was affecting learning.

Impact: whole-school attendance improved modestly to 92.63% and persistent absence reduced from 24.23% to 22.31%. However, attendance remains below the school target and outcomes for disadvantaged pupils and pupils with SEND declined, making this a priority for 2026/2027.

Safeguarding and inclusion

Safeguarding remained the Board's highest priority. Governors received regular assurance on child protection, safer recruitment, the Single Central Record, staff training, online safety, attendance, children missing education and support from external agencies.

The Safeguarding Governor completed three focused monitoring visits. Governors also scrutinised SEND identification, provision, progress and the development of the school's universal offer.

Impact: safeguarding oversight became more systematic and governors maintained direct assurance through visits and evidence review. Speech and language outcomes improved significantly: nursery pupils working at age-related expectations increased from 20% to 54%, and Reception pupils from 27% to 56%. Progress for pupils on the SEN register remains variable, particularly in writing, and will require closer evaluation of provision and impact.

Leadership, governance and accountability

Governors monitored leadership capacity, the quality of self-evaluation, delivery of agreed improvement actions, staffing, professional development and the effectiveness of governance itself.

The Board introduced clearer role descriptions, monitoring expectations and reporting arrangements so that governor activity was better connected to strategic priorities and measurable outcomes.

Impact: leaders and governors now have a clearer framework for monitoring improvement, escalating risk and checking whether actions have produced the intended result. The next stage is to embed these arrangements consistently and ensure reports are concise, evidence-based and impact-focused.

Financial oversight and value for money

Governors reviewed the budget, management information, staffing costs, procurement, financial risks and the projected year-end position throughout the year.

The Board challenged leaders to review contracts, prioritise expenditure that supports teaching and learning, manage absence costs and develop a sustainable staffing model.

Impact: the school ended the year with a £7,962 in-year surplus and a £106,820.63 carried-forward balance. Nevertheless, staffing costs at 94% of income are unsustainably high and leave very limited capacity to absorb cost pressures or invest in improvement. Robust monthly monitoring and a credible staffing-cost reduction plan are therefore essential.

Headline performance measures

Measure	2025/2026	Previous year	Governor assessment
Good Level of Development	45%	52%	Decline; renewed focus required in Early Years.
Year 1 phonics	86%	78%	Strong improvement and above the previous national comparator.
Year 6 combined RWM	30%	23%	Improved, but still materially below national standards.
Year 6 writing	45%	28%	Substantial improvement; consistency must now be secured.
Whole-school attendance	92.63%	92.42%	Small improvement; remains below target.

Measure	2025/2026	Previous year	Governor assessment
Persistent absence	22.31%	24.23%	Improved, but remains too high.
In-year financial position	£7,962 surplus	—	Positive year-end result, but underlying staffing pressure remains.

The Board recognises that cohort size, pupil need and pupils working close to assessment thresholds can affect headline percentages. Governors will continue to consider this context while retaining a clear focus on the standard achieved and the progress made by every pupil.

Priorities for 2026/2027

The Governing Body has agreed five tightly focused priorities. Progress will be tracked through clear milestones, named accountability, regular data and evidence of impact on pupils.

- 1. Secure consistently strong teaching:** Embed agreed teaching expectations through coaching, monitoring and professional development, with particular support for new staff and teaching assistants.
- 2. Accelerate reading and wider attainment:** Improve comprehension, vocabulary and fluency; close gaps for disadvantaged pupils and pupils with SEND; and raise combined outcomes closer to national standards.
- 3. Improve attendance, particularly for vulnerable groups:** Reduce persistent absence through earlier intervention, stronger family engagement and rigorous review of individual cases, with explicit milestones for disadvantaged and SEND attendance.
- 4. Strengthen inclusion and SEND impact:** Implement the Whole School Inclusion Strategy and Universal Offer, then evaluate whether provision is improving independence, progress and participation.
- 5. Financial sustainability:** Reduce the proportion of income committed to staffing, control absence and agency costs, test value for money and maintain monthly forecasts with prompt corrective action.

How governors will measure progress

- Termly review of the School Improvement Plan and action and evaluation plan, with overdue or ineffective actions escalated promptly.
- Termly scrutiny of attainment, progress, attendance and behaviour, including explicit analysis of disadvantaged pupils, pupils with SEND and other vulnerable groups.
- Focused governor visits that triangulate leaders' reports with work scrutiny, data, pupil or staff voice and other documentary evidence.
- Monthly financial monitoring, including staffing costs, absence, forecasts, procurement savings and delivery of the agreed recovery actions.
- Regular safeguarding and SEND assurance, supported by external review where this adds independent challenge.

Closing statement

The Governing Body recognises the commitment of the Headteacher, senior leaders, teaching and support staff during a demanding year. We also thank pupils, parents, carers, the local authority and community partners for their contribution.

There is evidence of meaningful improvement, particularly in phonics, writing, leadership systems and persistent absence. The Board is equally clear that attainment, attendance for vulnerable groups and financial sustainability require further sustained improvement. Governors will continue to provide

strategic oversight, constructive challenge and support so that agreed actions translate into measurable benefits for pupils.

Gary Morgan

A handwritten signature in black ink, appearing to read 'G. Morgan', written over a horizontal line.

Chair of Governors

On behalf of the Governing Body

Approved by the Governing Body on: 17th August 2026