



Annual Governance Statement

Governing Body of Bournmoor Primary School

2020-2021

School Vision and Aims

We provide a friendly, caring environment for our pupils and have high expectations of behaviour and standards. We value each child and, through careful assessment of their knowledge, skills and abilities, strive to help them achieve their personal best. Our Ofsted inspection in July 2019 confirmed that our school continues to be good. Pupils enjoy coming to school and receiving a broad and balanced education where we support each pupil to succeed and reach their full potential. We have significantly developed STEM opportunities for pupils which helps children make links between their own learning and in school and the world of work. We strive to provide pupils with teaching and learning which ensures they are fully equipped for life in modern Britain.

Our Aims:

- To present a stimulating balanced curriculum which satisfies the needs and requirements of the National Curriculum;
- To help pupils discover the joy of learning, develop lively enquiring minds, the ability to ask questions and reason rationally to apply themselves to tasks and physical skills;
- To help pupils acquire knowledge and skills relevant to adult life;
- To help pupils understand the world in which they live and the inter-dependence of individuals, groups and nations;
- To help pupils appreciate human achievement and aspirations;
- To instil a respect for religious and moral values and a tolerance for other people and their opinions, other races, religions and ways of life.

As the Governing Body of Bournmoor Primary School we have a strong focus on our core strategic functions.

Our Aims:

- To ensure clarity of vision, ethos and strategic direction
- To hold the headteacher to account for the educational performance of the school and its pupils as well as the performance management of staff
- To ensure we aim to get the very best attainment and progress for each child, having due regard for equality of opportunity
- To ensure we effectively oversee the financial performance of school, ensuring best practice and value for money

Governance Arrangements

We hold termly Governing Body meetings which are well attended. Committee meetings are also held termly. Governors hold key positions in the effective running of the school.

Our Structure:

- Headteacher: Mrs Laura Snowdon
- Chair of Governors: Mrs Tracy Bell
- Vice Chair of Governors: Mrs Karin Laybourne

Appeals:

- Dr M Leddra (Chair)
- Mr C Gowland
- Cllr A Willis
- Mrs K Laybourne

Curriculum and Standards:

- Mrs L Carr (Chair)
- Mr C Gowland
- Mrs L Snowdon
- Cllr A Willis
- Mr A French

Finance and Buildings:

- Mrs K Laybourne (Chair)
- Mrs T A Bell
- Mrs R Andrews

- Dr M Leddra
- Mrs L Snowdon
- Mrs L Carr

First/Pay Review

- Mrs T A Bell (Chair)
- Mrs L Carr
- Mrs R Andrews

Performance Management:

- Mrs T A Bell (Chair)
- Dr M Leddra
- Cllr Willis

Staffing/Personnel:

- Mr C Gowland (Chair)
- Mrs T Bell
- Mrs R Andrews
- Mrs L Carr
- Mrs L A Snowdon

Key Issues Faced and Addressed by the Governing Body in 2019 to 2020

- 1) Leadership and Management:** Further develop the roles of subject leaders to heighten leadership capacity and to enable them to measure the effectiveness of improvement strategies.
- 2) Leadership and Management:** Continue governor monitoring roles to enable them to provide more focused support and challenge for school leaders.
- 3) Leadership and Management:** Closely monitor reading across the school to continue the progress made across KS1 into KS2
- 4) The Quality of Education:** Develop further teachers' ability to plan learning activities that meet the needs of pupils for their different starting points, particularly the most able and least able pupils.
- 5) The Quality of Education:** Provide focused opportunities for children in the early years to practice their writing and letter formation.
- 6) The Quality of Education:** Intensify actions to accelerate pupils' progress in writing, with a particular focus on boys' and increasing proportions reaching ARE and above.
- 7) Behaviour and Attitudes:** Develop our behaviour 'peg' system further to ensure that rewards (and when needed consequences) reflect pupil voice and ideas.
- 8) Personal Development:** Focus on development of pupils' rights as part of their global citizenship.

Actions and Impact:

Target 1: The monitoring timetable was put in place and book scrutiny was completed weekly. Performance Management targets were linked to our School Development Plan. Staff meeting time was used to focus on monitoring linked to our SDP e.g. 21/10/19 focus on writing through learning walk and looking at books by all staff. To ensure we match our Ofsted targets, focusing on reading, new more able books and new phonics books were ordered following an audit by our Literacy lead. In addition, we had an author visit from Adam Bushnell in September to raise the profile of reading from the start of the year. Also, the Resilient Reader Award was introduced to raise the profile of reading. Children were asked to design the character of our resilient reader to engage pupils. Staff completed curriculum and leadership CPD to develop them within their area of leadership with the CPD list compiled and updated. Applications for PSQM, PGQM and RRSA are ongoing with staff training linked to this. For example, 14/10/19 staff meeting on RRSA led by PSHE Leader and Science Leader provided a report to governors for 22/10/19. Links with other schools were being developed to share good practice. Applications for PSQM and PGQM have been extended due to the coronavirus so work can be compiled as school resumes. 22/10/19 meeting used to assign governor links. A training programme for governors was available to ensure those new to role could develop their capacity to challenge and monitor. Governor

monitoring visits have taken place and these were shared at our termly meetings.

Target 2: Monitoring roles were established on 22/10/19 linked to School Development Plan. The skills of governors were utilised and this has had a very positive impact on school improvement. The new skills matrix was completed in Spring 2020 to ensure those new to role could share their skills and any training of current governors was reflected in the matrix. This was uploaded to the school website. 22/10/19 FGB meeting was used to assign governor links. A training programme for governors was available to ensure those new to role could develop their capacity to challenge and monitor. Governor training was compiled and shared at meetings. The staff have found the governor links to be beneficial as the governors share their expertise allowing a positive, professional dialogue as part of our school improvement.

Target 3: Data and teacher assessment information was used to identify targeted pupils. A timetable of interventions was put in place with teaching assistants alongside SEN support from our HLTA. Staff meeting time and PD day training was used to look at precisely what children needed to move them forward. These groups were tracked separately so impact could be more closely monitored. Pupil progress meeting in Autumn term and Spring term focused on this specific data to look at progress and set new targets for monitoring. Staff evaluated which interventions were being used and the impact of each one so we could be clear about which had the most positive outcomes. The Literacy Lead audited books to look at resources required. Staff looked closely at the books going home/in school to ensure that they matched the level required by the child to support learning beyond school. This was supported by the TA weekly reading interventions where close monitoring took place. Additional books were ordered for the more able readers to develop their inference and deduction. Dedication intervention was used to develop these key skills for children in small group work. New phonics books were purchased to ensure that the letters and sounds in each phase match after an audit of our resources.

Target 4: Learning walks and books scrutiny showed the focus on developing each child. Specific training has been completed in developing more able readers and writers along with ongoing SEND training. Lesson observations showed the positive impact this was having. Staff training has focused on how best to track and share pupil targets. Maths targets sheet, for example, allowed pupils to see when they have achieved key objectives. Updates were completed by staff, shared with children and monitored through book scrutiny by middle and senior leaders. A timetable of intervention was in place for Autumn and Spring term to allow children to develop their basic skills. Also, higher ability pupils were given appropriate group work to develop their knowledge and ability in a subject and staff were timetabled to complete this from Nursery to Year 6. The impact of this has been evaluated in term 1 to ensure that the correct focus of intervention was given and this was shown to have positive impact. CPD continued to focus on the quality of curriculum offered and how we delivered this to all pupils. Staff meetings were used to allow middle leaders to share what is effective and next steps from their monitoring so planning could be adapted to meet the needs of pupils.

Target 5: The Education Development Advisor for Early Years visited school in September and provided advice and support for the improvement of writing in the provision (as part of our Service Level Agreement). The EY Lead shared this with the team and the implementation of ideas was put in place in the provision. The EDA guidance on how to develop letter formation and children's writing was implemented and was monitored via the EY Lead through observations on pupils, baseline data and this showed a positive impact. Evidence of improvement in writing opportunities in EY was evident through the books and also in the displays. This had been a focus following support from the EY EDA. In addition, our Literacy lead completed monitoring and gave feedback to staff. Pupil voice was key to this as it allowed the children's interests to be captured.

Target 6: Data was collated termly to allow summative assessment to form part of the overall judgements. In addition, on-going monitoring occurred to ensure that writing targets were being met as per the monitoring timetable. Boys' writing remained an area for monitoring with some improvements evident and small cohorts noted in our data. Monitoring timetable focused on writing in Autumn term both in English and in other subjects such as History and Geography. Feedback to staff from Literacy Lead was given to improve standards for all including LA and MA. This forms part of our on-going subject monitoring.

Target 7: The Headteacher, Deputy Headteacher and staff focused on strategies and interventions that were used pro-actively to maintain the good behaviour in school. Service Level Agreements were used effectively to provide support for those requiring it e.g. through Crisis Team and referrals for SEND to support pupils with SEMH. Along with this our Parent Support Advisor supported across the school. The Headteacher attended the 'Commercial Services Roadshow' in October where one of the key speakers provided information on Class Charts and the impact it had on the behaviour – this provided many excellent ideas including: 'Micro conversations' for positive outcomes, sharing information with home, expectations shared by all and followed by all and basics i.e. entering/leaving a room and ensuring organisation by pupils. We have continued with our 'peg system' as it provides a positive, visual display which all learners can access.

Target 8: Our PSHE lead registered for the Rights Respecting School Award and attended training in October. Staff training on 14/10/19 ensured the requirements and action plan were shared. Work began in school to meet the targets in preparation for assessment on 17/6/20. Pupil focus group were voted for to ensure that pupil voice was a continuous part of the process. A staff meeting on 27/1/2020 was used to update staff on the action plan and monitoring so work continued to achieve the award. School Council was voted for by pupils. Global goals and rights of the child remained part of our PSHE and assembly focus. In 22/10/19 we established a governor link with our Cultural Governor to develop global citizenship across the school. Mrs Carr (link governor) visited school in March 2020 to talk to pupils regarding their experiences in school and also of the wider world. Applications for Rights Respecting School Award has been extended due to school closures so work can be compiled when school resumes.

Future Plans for the Governing Body 2020 to 2021

- 1) Enable subject leaders to measure the effectiveness of improvement strategies as part of our recovery curriculum (impact) whilst sharing the intent and implementation of their subjects with stakeholders including governors.
- 2) Continue governor monitoring roles to enable them to provide more focused support and challenge for school leaders as part of our recovery curriculum.
- 3) Closely monitor reading across the school to continue the progress made across KS1 into KS2 to support catch up as part of recovery curriculum.
- 4) Develop further teachers' ability to plan learning activities that meet the needs of pupils for their different starting points, particularly the most able and least able pupils (including lowest 20% and highest 20%).
- 5) Provide focused opportunities for children in the early years to practice their writing and letter formation.
- 6) Intensify actions to accelerate pupils' progress in writing, with a particular focus on boys' and increasing proportions reaching ARE and above.
- 7) Focus on providing quality SEN support for the additional needs of pupils and ensure staff training provides quality CPD to allow staff to implement and assess how effective strategies are in supporting children with additional needs.
- 8) Development of pupils' rights as part of their global citizenship.
- 9) Ensure pupils follow the rules and expectations to ensure everyone's safety and well-being as part of Covid-19 safety measures.

Contact Details

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