



Annual Governance Statement

Governing Body of Bournmoor Primary School

2021-2022

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
- Mrs K Laybourne

Curriculum and Standards:

- Mrs L Carr (Chair)
- Mr C Gowland
- Mrs L Grey
- Mrs L Snowdon

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

Staffing/Personnel:

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

Key Issues Faced and Addressed by the Governing Body in 2020 to 2021**TARGETS**

- 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.

Actions and Impact:**TARGET 1**

- Autumn term 2020: Monitoring timetable set up and book scrutiny completed regularly. Performance Management targets set linked to our School Development Plan. CPD organised by subject leaders to ensure development of their subjects in Autumn, Spring and Summer term (see CPD log).
- Spring term 2021: Mid-term performance management reviews took place and relevant documents updated. At the FGB meeting in February 2021 governors were updated on school improvements and actions towards this. Staff have their performance management to update at the end of the year which shows the significant work that has been undertaken in the school this academic year.
- Subject leaders have produced action plans and ensure they complete relevant CPD (see log). As an outward facing school, we aim to link with other schools and experts to develop our curriculum but this has been hampered by school closures. This has remained part of subject leader's actions and performance management reflects this.
- As part of our recovery curriculum, subject leaders have used a range of methods to assess pupil progress. They used baseline assessments in September and return to school in March to identify gaps in knowledge so teaching and learning could be adapted to support catch up. This was successfully put in place to ensure that targeted support was provided. Data collated at the end of summer term show the positive impact and book scrutinies reflect this.
- Staff meetings were used during school closure to look at how we delivered remote learning to allow a broad curriculum with feedback and marking. Subject leaders ensured coverage on the remote learning sent home and provided ways to monitor this.
- Teachers/subject leaders looked at key areas of concern in preparation for school opening in March 2021 and subsequent actions, training and information sharing allowed these key areas of focus to be addressed.

TARGET 2

- The Parent Governor vacancy was advertised in newsletters where information on the role was provided. Governor induction has been completed using the full range of relevant documents and information. Our new parent governor has extensive experience in HR and her skill set will add significant value to our strong governing body.
- Governor monitoring held virtually due to the issues of coming into school and following our Covid risk assessment. For example, a detailed SEND monitoring link occurred and a full report was presented to governors in June 2021.

- Our monitoring list was detailed last academic year and prior to that and all established governors have a good understanding of our school.
- Prior links for our awards were in place and information shared in 2019-2020 so governors have been updated with regard to our aspirations. Headteacher reports allow further updates.
- The governors were made aware of the changes needed to open schools in September through the Headteacher's report. This allowed them to be updated on this. They were updated in the Spring 2021 meeting about how the January-March lockdown was being dealt with and this is captured in the minutes.
- A governor committee was established in February 2021 to focus on remote learning and complete the Durham County audit. Meetings were established to share the document virtually, complete it and reflect on our practice. This was shared in June at the FGB meeting by a committee governor representative.

TARGET 3

- Identified groups of readers were being tracked closely (i.e. lowest and highest 20%). In addition, reading records and assessment data was being used to ensure that books and strategies met their needs of pupils.
- All reading ages collated in Autumn (pre and post), Spring (pre to date) and in summer to allow assessment of book bands, reading ability and steps needed as part of our catch-up curriculum.
- Previous staff meeting time was used to look at most effective reading approaches and interventions so a streamlined approach was used.
- TA support has been deployed effectively to provide catch up support. Catch Up Premium has been used in KS1 to support basic skills including reading.
- Reading is regular and monitored closely. The Literacy Lead has completed reading monitoring across the school.
- Our remote learning during school closure (Jan-Mar 2021) ensured reading and phonics were a key part of this.
- Remote learning provided activities and resources to support this. Teachers read the class novel/story and recorded it so children could hear the story read by a familiar voice to help them learn at home.
- The Literacy co-ordinator produced a 'Reading Guide' for parents to support children at home. This compliments the guides and resources shared previously and on our website.

TARGET 4

- Learning walks and books scrutiny showed the focus on developing each child through planning and adaptations to learning. Specific training had been completed in a range of areas including developing more able readers and writers along with ongoing SEN training. Lesson observations showed the positive impact this was having.
- Reading ages taken in Autumn and Spring term show that children have retained significant learning and have returned to school keen and engaged. Summer term word reading ages show the continued improvements and reading comprehension has improved due to the focus. However, this remains an identified target due to the significant closure of schools and children's need to develop reasoning, inference and deduction skills.
- Staff meetings have been used to allow middle leaders to share what is effective and next steps from their monitoring so planning can be adapted to meet the needs of pupils as part of the intent, implementation and impact model.
- Remote learning has been developed to provide a wide range of planned activities on a structured daily timetable. Adaptations were provided when needed by teachers following feedback from parents to allow pupils to access the work or have further challenges provided. Our remote learning recording system allowed staff to see who was accessing so welfare calls could be made to offer support.
- The question of 'how do children know how to improve?' was a key part of Jan-Mar 2021 remote learning and staff provided feedback to children on next steps. The range of activities varied and included quick fire tests e.g. x tables so feedback could be given and children could act on it.
- Lesson observations and monitoring in Spring used to focus on key areas to see improvements and next steps (see monitoring and lesson observation feedback).

TARGET 5

- The Education Development Advisor for Early Years visited school and guidance on how to develop letter formation and children's writing was given and the positive impact was seen up to the point of school closure in March.
- Catch Up Premium has been used in Year 1 from Autumn term to provide additional teaching assistant support with very positive impact. Strategies that were being so effectively used in early years have continued to support the current cohort.
- Data from end of Autumn term 2020 assessments shows we were on track to meet our aspirations and this continued into the Spring. Summer data was positive and reflected the support given to pupils in school along with the quality feedback during school closure on Tapestry to parents. Early Years writing data as follows: 70% GLD (inc 20% above).
- Pupil voice was being captured to develop the provision to the interests of the children. Evidence of writing activities in the provision and children being given opportunities linked to their development level.

- Evidence of improvement in writing opportunities in EY through the books but also in the displays. In addition, our Literacy lead has completed monitoring and feedback given to staff.
- During remote learning Jan-Mar 2021 a focus on writing was supported through structured, focused activities for the children to complete each day. Regular communication with parents provided support and discussed the children's progress allowing parents to address gaps and focus on next steps.
- For those children attending school, specific targeted interventions provided them with activities that supported their needs and addressed gaps. The feedback given by the EY lead was of high quality and bespoke to the needs of each child.
- Monitoring and work samples have shown that children enjoy the interesting writing opportunities provided but need support handwriting and grammar to present their ideas at their best.

TARGET 6

- Using the class novels has engaged all pupils including boys as the texts have been chosen by pupils. Book scrutinies show children are writing with increasing quality.
- The children have produced different genres of writing linked to the novels more readily including diary entries, descriptive pieces, letters, stories imagined as if they were the characters. Book scrutinies note this. All children are included in the class reading of the novel and so feel included and involved in the ownership of the novel.
- Marking and feedback have improved the outcomes of the children and their self and peer editing has positively informed their progress. Using success criteria in lessons allows pupils to understand what is required in each piece of writing.
- Daily reading is improving vocabulary and comprehension tasks has stimulated vocabulary along with the class novels. Better vocabulary is used in children's own writing as shown in English books.
- Data showed progress in writing (including boys) and the catch up of missed learning from the first lockdown was evident as all bubbles attended. We continue to focus on this area following return to school in March. Data in June shows improvements in boys' writing but this remains a focus in 2021-2022.
- During remote learning Jan-Mar 2021 a focus on writing continued and was supported through structured, focused activities for the children to complete each day. Often these linked closely to the class novel or book. We ensured that writing was a regular area of remote learning with feedback given to pupils online to build on the progress made in school.

TARGET 7

- Links with outside services resumed slowly when school reopened following school closures but delay has meant some assessments or reports were later but staff are highly trained in SEN so could adapt the learning and environment to support children before receiving recommendations.
- Termly designated SEN staff meeting where SENCO feeds back to whole staff re network meetings continued alongside her attendance at network meetings.
- Statutory SEN requirements continued this year (including during school closures) with EHCP reviews completed. We completed reports for external agencies to ensure that any assessments completed in a timely manner, despite school closures.
- Our link governor for SEND completed a virtual monitoring link with the SENCO on 23/2/2021 as part her role and feedback to the FGB meeting delivered in June. Mrs Laybourne and Miss Purdy have an established monitoring link which has allowed the governors to receive quality written feedback on our SEN provision.
- PSA support has been invaluable in providing much needed help to families. This continued regardless of school closures or when fully open as our PSA has excellent systems in place for contacting and supporting parents, making referrals when needed. In school our Parent Support Advisor available each week to listen to children and offer support such as drawing and talking therapy.
- We have identified pupils who may be more vulnerable due to mental health issues or family matters and have adapted our offer of places to accommodate these children. This list was regularly reviewed following the welfare calls in place.

TARGET 8

- As part of our PSHE curriculum, the subject co-ordinator registered for the Rights Respecting School Award and attended training in 2019-2020.
- Our RRSA Lead continues to build the portfolio of evidence to show the work completed in school. However due to further school closure in January 2021 the application is on hold and we have a date for January 2022.
- PSHE work was provided as part of our remote learning offer to ensure that children continue to develop their knowledge and understanding in this key area.
- World awareness was developed in the Geography Day on 28/1/2020 led by Mrs Kershaw. This followed on pupil voice discussion which asked for a practical day of learning. The development of key skills of enquiry and knowledge were evident and this continues as part of the PGQM application.

- Monitoring showed that knowledge in our school is more of a strength than geographical skills so this is the focus.
- Geography work was provided as part of our remote learning offer from January 2021 to ensure that children continued to develop their knowledge and understanding in this subject.
- 22/10/19 we established a governor link with Cultural Governor to develop global citizenship across the school. Mrs Carr (governor) visited school in March 2020 to talk to pupils regarding their experiences in school and also of the wider world. Feedback to governors was included in the October 2020 FGB meeting.
- RE feedback was given in the middle leadership staff meeting on 27/1/2020 by Miss Pigg to ensure monitoring actions are being covered e.g. the development of key questions. We continue to teach using the Durham Agreed Syllabus for RE. The books showed the development of world knowledge.

TARGET 9

- Our Behaviour Policy outlines the positive measures we take to ensure we focus our measures in favour of encouragement and rewards. This has been updated to reflect the necessary changes for Covid-19 and has been ratified by governors in July 2020 (copy on our website).
- Each class set up their own charter in September where safety and well-being were at the focus of the discussions. Children were given aspects of the Covid risk assessment in an age appropriate manner through PSHE lessons and on-going reminders.
- We continue to apply our consistent policy for behaviour management with all staff using positive rewards.
- We link with the LA when needed for behaviour support e.g. accessing the Behaviour Panel to ensure pupils with additional and complex needs have targeted support.
- We introduced adjustments to accommodate pupils with additional needs as we were aware that classrooms and provision looked very different.
- We continued to modify and adapt to support pupils but all children have shown such maturity upon return to school.
- We continued to work with external services to support pupil needs during this time. We gave children time to listen and in addition offer weekly access to our PSA.
- Durham County have produced a document to support: see '*Promoting Positive Behaviour Developing the Durham Offer Information for School Leaders and Key Partners*'.

Future Plans for the Governing Body 2021 to 2022

- 1) Continue governor monitoring roles to enable them to provide focused support and challenge through meetings and monitoring for school leaders.
- 2) Monitor writing in all subjects (including handwriting) across the school. Ensure a particular focus on writing in EY and KS1 to embed early skills and deep roots of learning.
- 3) Review and reflect on our approach to the teaching of systematic synthetic phonics (SSP).
- 4) Implement the new Early Years framework (including baseline assessment) and the associated changes this requires including governor links, staff training, parent information and recording or observations/data.
- 5) Focus on aspects of the curriculum that develop pupil's reasoning, inference and deduction skills, including problem solving/reasoning in maths and reading comprehension.
- 6) Provide support for the development of pupils, with a particular focus on self-regulation. Ensure staff training provides quality CPD to allow staff to implement and assess how effective strategies are in supporting children.
- 7) Ensure pupils follow the rules and expectations to ensure everyone's safety and well-being as part of Covid-19 safety measures.

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