



Annual Governance Statement

Governing Body of Bournmoor Primary School

2022-2023

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 Lynda Carr

Appeals:

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

Curriculum and Standards:

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

Key Issues Faced and Addressed by the Governing Body in 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.

Actions and Impact:

TARGET 1

- As part of our School Improvement Plan 2021-2022, we continue with our governor monitoring roles and governor visits/links have taken place in 2021-2022 (full list published in our FGB report June 2022).
- Governors completed monitoring visits in school with key staff to focus on their school improvement area. This allowed governors to have more detailed understanding of their link area through discussion and learning walks.
- Governors have been very proactive in supporting staff with quality mark applications e.g. Inclusion Quality Mark and Geography Award.
- Governors accessed the training programme as we buy into the SLA to support their development.
- The skills audit has been completed and uploaded to our website. The overall picture is of a skilled governing body who bring experience to our FGB. Governors continue to be reflective and undergo training.

TARGET 2

- Staff identified the children who are less able or more able writers so their data can be tracked more precisely and this data has been collated across the year.
- We continue to use our 'Letter Join' handwriting scheme to improve presentation and letter formation.
- Focused writing sessions have been completed to improve letter formation and children's written skills in early writers as difficulties with fine motor skills have been identified by staff.
- We continue to give the weekly 'Presentation Award' in assembly to recognise high quality presentation/handwriting in our school.
- Staff completed writing CPD with a leading teacher from Education Durham to enhance their practice.
- Writing is regular and carefully planned to support learners of all abilities.
- We have shared strategies that work well and staff share good practice both formally in meetings and informally.
- We have supported our Early Career teacher through careful mentoring and training with regards to developing writing (inc handwriting).
- Writing stamina has needed to be developed for some children following school closures so staff have provided engaging topics to write about.
- We have continued the focus on grammar, punctuation and spelling to support quality writing. Interventions have been organised to help with this.
- We celebrate children's written work and presentation through quality displays which include extended writing, story writing, non-fiction and work from a range of subjects.
- In Early Years, we ensure the continuous provision allows children to see examples of letters and writing to provide examples and guidance.

TARGET 3

- Staff evaluation and trial occurred following changes to Letters and Sounds to ensure effectiveness in both in Nursery, EY and Y1 for our pupils. Progression and the approach matched to our provision and approach.
- Parents received phonics guide information to inform them of the test and the sounds children learn.
- Phonics training was completed by all staff this year as we continue to ensure that teachers/TAs/HTLA understand the process of learning letters and sounds and strategies to support.
- Interventions were used to ensure that children accessed the correct phase they needed and this was reviewed regularly.
- BLAST (phonics) is taught well in Early Years and progress is good due to high level engagement and interactive activities through targeted support.
- Results are positive with 67% (2 out of 3) children passing the Year 2 and 67% (8/12) children passing the Year 1 phonics test (June 2022).
- For children who did not pass the Year 1 phonics check, timetabled interventions continue.

TARGET 4

- The Early Years provided training for staff and governors on the new Early Years framework.
- The Early Years baseline was completed in line with statutory requirements – training was taken by the EY lead and HT.
- In Early Years, staff have high expectations and a good understanding of the developmental and learning needs of children. They share this through regular meetings as a team each week alongside their daily interactions.
- Opportunities for regular assessment are embedded and a focus on quality observations for those newer to the setting have been supported through EDA advice and training.
- Using the Tapestry App has allowed all staff to have a shared format so they can focus on the quality of the observations, next steps and following this up.
- Children who have additional needs identified and the curriculum adapted.

TARGET 5

- The maths leader has promoted the inclusion of specific mathematical challenges within lessons. Ensuring that teachers are maintaining challenge for the more able pupils, it is evident in books with a focussed “challenge” element in most lessons.
- Teachers continue to develop a cohesive and consistent approach to the teaching of maths.
- Staff attended training on inference and deduction delivered by Marie Rudd (DCC). Following this we have worked to increase focus on the WHY? element of inference within English lessons.
- Children complete regular reading comprehension-based activities and we encourage this focus when reading our current class novel.
- Pupil results from monthly SATs week tests improved as a result and children’s confidence has improved when verbally reasoning among their peers.
- Metacognition training has improved awareness of strengths and weaknesses through our own reflection.
- Marking and feedback have improved pupil’s reasoning, inference and deduction skills, including problem solving/reasoning in maths and reading comprehension, and their self and peer editing has positively informed their progress.
- Using ‘why?’ and ‘how do you know?’ questions in all lessons has extended children’s answers.
- Targeted support is given to small groups of children both least able and more able through differentiated tasks and adult support in lessons.
- Differentiated work is used or differentiated outcomes are shown in books as indicated in book scrutinises.
- Differentiated comprehensions are given, including assessment ones depending on the ability of the children.
- Monitoring, assessment and tracking procedures are consistent and used termly.
- Assessments in reading comprehension and maths reasoning/problem solving are done at the beginning of every term and again at the end to indicate progress. Data shows progress is being made in reading comprehension and reasoning/problem solving.
- SEN children who are highlighted as having cognition and learning difficulty needs undertake the assessments that match the level they are working at and not their actual age so that the progress these children make can also be measured.
- Writing and maths resources/ toolkit equipment are used and clearly seen in books. Differentiation is shown in maths books using concrete, pictorial and abstract calculation methods depending on the strategies selected by the children.
- Meetings with staff to discuss SEN children and review support and interventions are complete and ensure SEN children and all members of staff receive the support and guidance they need.
- Each small Maths step in the White Rose Maths Scheme uses questions that allow children to practice their fluency and reasoning/problem-solving skills in every lesson.
- Regular reading comprehension tests and mini end of block Maths assessments are improving progress in reasoning, inference and deduction skills.

- Reading Framework updates training by Literacy Lead 27.9.21
- Inference and deduction training from Durham County Literacy specialist 6.12.21
- Metacognition training from Durham LA leading teacher for English 7.2.22
- Quality writing training from Durham LA literacy specialist 14.2.22
- Reading and phonics training from Durham LA professional development adviser 6.6.22

TARGET 6

- We continue to use a wide range of strategies to support pupils and adapt our practice to ensure pupils are included.
- For example, the use of Zones of Regulation, peg system, worry monsters, reading materials linked to feelings and access to a trained child support worker are some of the ways we support regulation.
- We listen to children's views and work together to amend their learning/support to engage and encourage, with success.
- The School Council, Geography Ambassadors, Science Ambassadors and sports leaders have worked closely with staff and children to listen and ensure all children are included. This feeling of belonging and consistency helps children to thrive in our setting.
- We have worked closely with external agencies across the year, completed paperwork, accommodated SEN assessments in school and attended relevant meetings. The SENCO and Headteacher work closely together to support children on the SEN register and those we are monitoring.
- Our PSA continues to be an effective and necessary part of our team, providing advice and support to families. Her weekly sessions with children are valued by our pupils and they say how much it helps them.

Relevant training has included (see CPD list for full training):

Curriculum:

27/9/21 The reading framework document (Mrs Kershaw)

7/02/22 Metacognition training Marie Rudd

14/02/22 Quality writing Sheila Harrison

06/06/22 Reading and phonics Joanne Watson Durham LEA

SEN training

5/10/2020 Zones of Regulation training Durham SEN team

9/11/2020 SEMH training Durham SEN team

15/6/2021 Self-regulation training Durham SEN team

8/11/21 SALT team PECS training Sunderland Kirsty Spalding.

6/12/21 Inference and deduction Literacy specialist Marie Rudd

10/01/22 Quality writing Sheila Harrison Durham County

17/01/22 Autism training Gill Briggs Durham SEN team

24/01/22 Speech and language training Anna Wilkinson Durham

TARGET 7

- All children closely followed the expectations for Covid safety. This included hand washing, following the rules in place and remaining in bubbles which helped to keep our school community safe.

- Parents and family members have been highly supportive of what we put in place.
- We apply a consistent, persistent, firm but fair approach across the team at all times. We link closely as staff to support pupils who need additional behaviour support.
- Our peg system allows children to have visual reminders of expectations and for those who need it, time to talk is given.
- We have looked closely at how we ensure inclusive practice to look at how to adapt and amend our offer to children to ensure they can be supported in their setting.
- When needed, we have liaised with outside services to provide additional behaviour support to pupils, with positive outcomes.
- We applied for the Inclusion Quality Mark in June 2022 as we all share this ethos in our school and wanted to capture this through this award application and were successful.

Future Plans for the Governing Body 2022 to 2023

- 1) Focus on developing pupils' reasoning, inference and deduction skills (*including problem solving, reasoning in maths, reading activities, comprehension work and in the wider curriculum*).
- 2) Implement a new approach to spelling for Y1-Y6 to increase the retention and application of learned spellings in independent work, through a more personalised approach.
- 3) Focus on quality, extended writing opportunities from EY onwards in all subjects, including an emphasis on presentation through Letter Join scheme.
- 4) To support pupils through staff's development of skills in SEND and inclusion following on from effective CPD including Zones of Regulation.
- 5) Monitor attendance of pupil groups with a focus on reaching at least national average.
- 6) Develop our inclusive practice following our successful Inclusion Quality Mark application, including the implementation of Jigsaw PSHE scheme.
- 7) Continue to promote RRS and CRC within in our school and through links with our wider community.
- 8) Apply for the Primary Quality Mark through the Historical Association.
- 9) Middle leaders to monitor their subjects to ensure progression of learning within their subjects from EYFS to Y6 with quality planning showing what pupils need to know, do and remember, with applicable evidence.
- 10) Planning and teaching within the provision is highly organised, resourced and sequenced, ensuring that all children benefit from meaningful learning across the curriculum.

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