



Annual Governance Statement

Governing Body of Bournmoor Primary School

2023-2024

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
- Mrs Laura Snowdon

Curriculum and Standards:

- Mrs L Carr (Chair)
- Dr M Leddra
- Mrs L Snowdon
- Mrs E Lovett
- Heather Purdy
- Mr J Turnbull

Finance and Buildings:

- Mrs K Laybourne (Chair)
- Mrs R Andrews
- Mrs T A Bell
- Mrs L Carr
- Dr M Leddra
- Mrs L Snowdon

First/Pay Review

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

Performance Management:

- Mrs T A Bell (Chair)
- Dr M Leddra
- Mr P Heaviside

Staffing/Personnel:

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

Key Issues Faced and Addressed by the Governing Body in 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) Apply for the Primary Quality Mark through the Historical Association.
- 8) 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.
- 9) Planning and teaching within the EY provision is highly organised, resourced and sequenced, ensuring that all children benefit from meaningful learning across the curriculum.

Actions and Impact:

TARGET 1

- Targeted support is given to children of all abilities including both least able and more able through amended tasks and adult support in lessons.
- Close working relationships between Reception, Y1/2, Y3/4 and Y5/6 teachers ensures practices are shared supporting 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.
- Amended work is used or adapted outcomes are shown in books as indicated in book scrutinises.
- Comprehension skills lessons are timetabled weekly to improve inference and deduction by answering questions and giving reasons. Monitoring, assessment and tracking procedures are consistent and used termly.
- Writing and maths resources/ toolkit equipment are used and clearly seen in books. Amendments shown in maths books using concrete, pictorial and abstract calculation methods depending on the strategies selected by the children.
- The SENCO has meetings with staff to discuss SEN children and review support and interventions, 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 lessons and mini end of block maths assessments are improving progress in reasoning, inference and deduction skills.
- Individual or group reading with children ensures deeper level reading/ reading for fluency and reading for meaning.
- Teachers attended a local school cluster meeting to discuss subjects and how they are being taught in school, and share good practice 11.1.23
- Staff have attended a cluster meeting about writing to discuss writing samples (greater depth, expected, working towards standards), moderation and SATs, and share ideas and practice 8.3.23 (including Y2 and Y6).
- We use of class novels to provide opportunities for writing and link these to real life purposes so the children understand what they are writing and why with positive outcomes.

TARGET 2

- The Jane Considine spelling model has been adopted in school from Year 1 onwards. The Literacy Lead provided training for staff and we have adapted to suit our school.
- The children have adapted well to this approach and lesson monitoring shows the positive impact this is having in terms of pupil confidence and vocabulary use.
- The focus 5 activity is supporting pupils with specific spellings and in pupil discussions, they are able to articulate why the words are chosen and how they learn them.
- As a school, the impact this term has been positive as the scheme becomes embedded.
- Writing moderation (within the cluster and also in school) allowed staff to share their English books and reflect on the positives of the scheme. The closer focus on spelling is supporting pupils to use adventurous vocabulary and be confident to do this.
- After the successful trial of 'The Spelling Book' previously, when implementing the new approach, it was important to ensure staff were confident in their delivery, as a staff, we adapted the 5 day 'Quick Spells' to 4 days, so that we could have a consolidation day at the end of the two-week cycle.
- Children have been enthusiastic in their learning and have shared that they enjoy the spelling lessons and particularly enjoyed the collaborative learning instead of independent.
- When monitoring, the Literacy lead has worked closely with the HT after spelling observations to ensure teaching, books and attitudes to learning are as expected.

TARGET 3

- Monitoring of writing completed by the Literacy lead with positives and next steps shared with staff.
- Subject leaders have worked together to develop medium term plans for all subjects to focus on progress and key knowledge children should know and remember. This has been from EY to Y6 to ensure that progress is evidenced throughout the year groups. This has been especially important in writing from EY to ensure that children have the basic skills.
- We continue to focus on this when an Early Years Lead Practitioner from Education Durham provided training on quality writing from Early Years.
- We continue to use the Letter Join scheme to ensure consistency in handwriting in our school.
- Progression document for handwriting has been produced and shared with staff so they can see the expectations as children progress through the school. This is now fully embedded.
- The Jane Considine spelling approach has been introduced in school to ensure a sharper focus on development of spelling patterns and also vocabulary.
- The children were able to voice how the scheme supports them to improve their spellings, identify words they need more practice with and also that they develop their vocabulary. Children continue to take pride in neat work and pupil discussion shows how children can identify their own progress.
- The Literacy lead has delivered training to staff to support the implementation and continues to gather feedback and provide advice. Closer monitoring has occurred as a team so we can all share the positives and next steps.

TARGET 4

In addition to the CPD received last academic year (see list 2021-2022) staff have completed a range of safeguarding, SEN and curriculum courses including:

- 21/11/2022 LEGO therapy training for TAs
- 10/22 Wendy Boyes SEN training for staff
- 9/3/23 Trauma training from the LAC team has been beneficial to the Headteacher when supporting pupils with more complex needs.

- 27/6/23 Anxious About Schools training and guidance information

Our SENCO shared her SEN training regarding the SEMH toolkit with staff for resources and approaches to support. The SENCO PM document provides the following:

- The SEN support plans are fully implemented as working documents by staff and shared with parents at the beginning and reviewed with parents at the end of every cycle: half termly in EYFS, and termly in KS1&2. The SENCO supports staff so they are up to date with SEN and monitor SEN children in their class effectively.
- The SENCO has attended LA SEN advisory team termly network meetings to keep up to date with knowledge and training, along with other advice and guidance given at these meetings. A meeting is to be arranged with the SEN Governor for an annual catch up regarding SEND in school.
- The SENCO attends meetings with staff to discuss SEN children and review support and interventions and ensure SEN children and all staff (teachers and TAs) receive the support and guidance they need, including completing referrals and facilitating meetings with specialist professionals.
- The SENCO provides ongoing updates to staff and organizes training including: SEN staff meeting where a SEND advisory teacher from Durham SEND team has provided training to update staff on SEND responsibilities, new paperwork and funding to help teachers and TAs continue improve their knowledge of SEN and how best to support pupils 3/10/2022, training for TAs on using LEGO Therapy as an intervention strategy to support the needs of children with SEMH and ASD on 21/11/2022 and Blank level question information has been provided for staff in addition to the training staff received in a staff meeting 13.6.22.
- Zones of Regulation ideas and strategies are being used in school to help support children and have been discussed with parents of children who have SEMH identified on SEN plans and a display of the self-regulation toolkit from EWEL Team CPD training is used in every classroom to support the children with strategies to help them with their emotional regulation.
- Discussions occur weekly with our school PSA who supports pupils and families with social, emotional and mental health issues through in school support for pupils and signposting parents to relevant support.

TARGET 5

- Daily register checks and phone calls occur to ensure that all absences are noted and checked.
- Parents can access support from the PSA for any attendance issues. Parents request phone calls or meetings with our PSA to help with minor matters e.g. arriving at school for 9am rather than just after. This early help has really benefitted a small number of parents and they appreciate the positive approach.
- In addition, we monitor attendance weekly to look at each year group's % and any patterns or concerns that need to be looked at.
- We complete termly attendance monitoring meetings with the Attendance Officer for Durham County to identify strengths and actions.
- Attendance letters we sent out as part of our ongoing monitoring. This allowed a dialogue to begin regarding expectations and any support needed for the family.
- In addition to our daily and weekly attendance monitoring, we complete a full check of % for each pupil with letters sent to parents identified.
- Attendance meetings are arranged as required with the Headteacher and PSA.
- The Headteacher attended 'Anxious about school' training in June 2023 to support pupils who need additional help to attend school.
- Pupils are included in discussions about attendance as each week in Achievement Assembly the Headteacher shares the % for each year group. The class with the highest % is awarded Barney Bear (our attendance mascot) for the week. The highest attending year groups are given an end of year trip.

TARGET 6

- Following on from achieving the IQM in July 2022, we have continued to embed and develop our inclusive practice. This has included creating spaces in school to support children with cognition and learning, SEMH, behaviour, drawing and talking therapy and LEGO therapy.
- Our aim has been to utilise the spaces we have and design them with inclusive activities in mind for our pupils.

- This has been successful this term and allowed children access to a range of support from teachers, PSA, TAs and HLTA in our school.
- We continue to look at the needs of each child, focusing on amendments and adaptations that can support. This includes small steps from purchasing chew toys for sensory needs to CPD for staff to develop our skills.
- Governors are updated through the Headteacher's termly report and our Inclusion Governor continues her link.
- In addition, we continue to look at our curriculum and how we adapt to support all learners. Our quality marks for Inclusion, Geography, Science and RRSA have supported us to develop a strong team ethos and reflective approach to our planning and evaluation.
- To develop this further, we link with local cluster schools to look at planning and subject development. In January, Subject Leads met in local schools to look at their own subjects with fellow Leads to share good practice and develop closer links.
- The Headteacher has also attended curriculum development leadership CPD to enhance our planning and evaluation of key subjects.
- The Inclusion governor completed monitoring and completed her governor visit forms.
- We continue to listen closely to pupil feedback and make amendments and adaptations to support learning. For example, a range of sensory materials and resources for SEN continue to be purchased to ensure all children can be comfortable and supported in their learning environments.
- We review and adapt our curriculum to ensure that we offer inclusive practice. We have purchased Inspire Education for example, to enable pupils to access virtual learning to support.

TARGET 7

- The History subject lead completed an initial audit of our current practice as part of the application.
- We continue to focus on the key information that children will know and remember on our medium-term plans as part of our curriculum development
- We have visited local cluster schools in January to look at History in other primaries as part of our wider links.
- We continue to ensure that History has a visible presence on our website and in our school to promote the subject to all pupils.
- Our governor link with Dr Leddra allows us to benefit from his expertise through lessons he teaches and through his monitoring visits.
- Focus on disciplinary writing in History to ensure that the focus is on the quality of the history content and quality marking.
- The Headteacher completed ensuring and assuring the curriculum training with DCC and has produced training for staff from this to look at the non-statutory History guidance for 2024.
- Staff have worked together to improve our medium-term planning to make the 'sticky knowledge' more explicit i.e. what we want children to know and remember. We have looked again in preparation for 2023-2024 to ensure that our medium term plans are clear and concise about what is being taught and remembered.
- To match our 2-year cycle, staff have amended and updated the long-term plans. We revisited this in our June PD days to ensure that our planning continues to evolve and offer enhanced learning opportunities. This includes learning beyond the classroom, quality resources and the use of our local area.
- Curriculum grids are on our school website for parents and are shared via a text link and newsletter so they support at home and know what their child is learning. They have been developed for next academic year too and agreed by subject leaders.
- Progression grids for each subject are on our website following development by co-ordinators. We continue to focus on progression in each subject as noted in our objective but are also looking at how to develop this across the curriculum
- Teachers have worked collaboratively to look at progress in each subject, with co-ordinators leading on national curriculum expectations to ensure coverage and sequencing. We continue to work as a small, close team to do this. For example, greater use of artefacts in history has been identified for 23-24 and staff have looked at more focused questions that can be asked in the learning.

- The Headteacher has attended training for leaders on ensuring and assuring the curriculum through Education Durham and has worked with her education development partner on this within school. She has also continued to complete training from other providers and research including Ofsted webinars, Local History webinar and Historical Association.
- Monitoring has occurred in all subjects including history. Working as a team, we have improved our approach to monitoring to ensure that we spend shorter, but more quality focus on this. It allows us to see impact more quickly.
- Each co-ordinator has compiled the strengths and next steps and shared this with staff as part on our ongoing improvements.
- On 11/1/2022 we worked as a cluster to share good practice in our schools. Co-ordinators from each school visited local primaries to have a tour, look at work samples, share good practice and identify agenda item for next meeting including history.
- We will apply for the quality mark in 23-24 working with our link governor.

TARGET 8

- Staff work closely as a team to evaluate planning, sequence of learning and amend our curriculum to ensure that pupils knowledge builds progressively.
- Subscriptions and resources are purchased to support the teaching of subjects and leaders ensure that staff know how to use these effectively within learning.
- Staff link with cluster schools to monitor standards as part of our ongoing focus on teaching and learning.
- Staff continue to research subjects by looking at Ofsted subject reports/EEF, and external sources (for example Charanga Music Scheme, Geographical Association, Historical Association, White Rose Maths) and pull out key points to share with staff as part of good practice.
- Documentation, resources, etc. are on Staff shared drive as part of our ongoing team work to focus on quality planning and sequencing.
- Our Leadership Advisor has worked with key staff on planning e.g. our geography curriculum and ensure it meets the needs of the National Curriculum and the needs of our pupils.
- Staff attended a cluster meeting about Y2 and Y6 writing to discuss writing samples (greater depth, expected, working towards standards), moderation and SATs, and share ideas and practice to moderate our standards with other schools.
- Curriculum grids are on our school website for parents and are shared via a text link and newsletter so they support at home and know what their child is learning. They have been developed for next academic year too and agreed by subject leaders.
- Cycle A and B grids have been developed to match our 2-year cycle. Co-ordinators have looked at the sequence of information to ensure that it is logical, builds up understanding and allows children to build up their key facts.
- We use a range of assessment methods (including quizzes) to ensure that pupils are learning and remembering key information

TARGET 9

- Planning for the Early Years is carefully matched to pupil's needs to develop their knowledge and skills. This is evidenced in learning walks and through the monitoring undertaken in weekly meetings with co-ordinators.
- Data shows strengths within the cohort and the provision, we continue to adapt and amend to support areas needing more input.
- Lesson observations and learning walks show the working partnership between the TAs and teacher. This is also evident through meetings, data sharing and planning.
- Planning for the Early Years is matched to pupil's needs to develop their knowledge and skills. This is evidenced in learning walks and through the monitoring undertaken in regular meetings with co-ordinators.

- Lesson observations and learning walks show the working partnership between the teaching assistants and teacher. This is also evident through meetings, data sharing and planning.
- Learning walks and lesson observation show that tasks for children following teacher input ensure quality learning. They are able to demonstrate their learning during their child-initiated work. For example, phonics tasks allow children to practice and develop their phase sounds through a range of quality activities.

Future Plans for the Governing Body 2023 to 2024

- Develop pupils' disciplinary writing skills through teacher modelling, quality texts and extracts, focusing on the features of writing within subjects
- Enhance children's self-editing skills through a range of quality feedback to support their own improvements
- Provide regular opportunities for learning times tables to support pupils' rapid recall
- Provide quality SEND CPD to support children and monitor the impact of strategies used
- Monitor attendance of pupil groups with a focus on reaching at least national average using available school and LA systems to support
- Develop our inclusive practice following our successful Inclusion Quality Mark application
- Provide opportunities for pupils' wider development through a range of experiences
- Subject leads to complete relevant courses, attend networks and complete own research, sharing best practice within school to enhance our teaching and learning
- Apply for the History Mark through the Historical Association
- Monitor subjects through book scrutiny, observations and learning walks and planning, sharing best practice in school and next steps
- Monitor learning and development of subjects in EY through book scrutiny, observations/learning walks and planning, using a clear focus to provide quality feedback
- Develop pupils' early writing skills through a range of teacher modelling, quality texts and building on pupils' interests.

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