



Annual Governance Statement

Governing Body of Bournmoor Primary School

2024-2025

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 help all 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 present a stimulating, balanced curriculum;
- 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)
- Mrs Jayne Walsh
- Mrs Zoe Soulsby
- Mr Philip Heaviside
- Mrs Laura Snowdon

Curriculum and Standards:

- Mrs Lynda Carr (Chair)

- Dr Mike Leddra
- Mrs Laura Snowdon
- Mrs Emma Lovett
- Heather Purdy
- Mrs Zoe Soulsby

Finance and Buildings:

- Mrs Lynda Carr (Chair)
- Mrs Rachel Andrews
- Mrs Tracy Bell
- Dr Mike Leddra
- Mrs Laura Snowdon

First/Pay Review

- Mrs Tracy Bell (Chair)
- Mrs Lynda Carr
- Mrs Rachel Andrews
- Mrs Laura Snowdon

Performance Management:

- Mrs Tracy Bell (Chair)
- Dr Mike Leddra
- Mr Philip Heaviside

Staffing/Personnel:

- Mrs Lynda Carr (Chair)
- Mrs Tracy Bell
- Mrs Rachel Andrews
- Mr Oliver Seaton
- Mrs Laura Snowdon
- Mrs Jayne Walsh

Key Issues Faced and Addressed by the Governing Body in 2023 to 2024

1. Develop pupils' disciplinary writing skills through teacher modelling, quality texts and extracts, focusing on the features of writing within subjects
2. Enhance children's self-editing skills through a range of quality feedback to support their own improvements
3. Provide regular opportunities for learning times tables to support pupils' rapid recall
4. Provide quality SEND CPD to support children and monitor the impact of strategies used

5. Monitor attendance of pupil groups with a focus on reaching at least national average using available school and LA systems to support
6. Develop our inclusive practice following our successful Inclusion Quality Mark application
7. Provide opportunities for pupils' wider development through a range of experiences
8. Subject leads to complete relevant courses, attend networks and complete own research, sharing best practice within school to enhance our teaching and learning
9. Apply for the History Mark through the Historical Association
10. Monitor subjects through book scrutiny, observations and learning walks and planning, sharing best practice in school and next steps
11. Monitor learning and development of subjects in EY through book scrutiny, observations/learning walks and planning, using a clear focus to provide quality feedback
12. Develop pupils' early writing skills through a range of teacher modelling, quality texts and building on pupils' interests.

Actions and Impact:

TARGET 1

- In our PD day, staff training focused on the Disciplinary Literacy' document from Education Durham which sets out how to *think, converse, read and write like a ... historian, scientist, etc* and given the Authentic Writing document with guidance on how develop from 'basic to disciplinary writing'.
- We have a variety of non-fiction texts (including from Durham Learning Resources) to develop children's understanding of writing in different subjects in upper KS1 and KS2.
- Monitoring of Medium-term planning shows explicit vocabulary instruction to help children access and use the correct vocabulary.
- The English lead has completed lesson observations and the HT continues to complete learning walks – positive improvements evident in books.
- Continued focus on spellings and vocabulary through 'focused 5' and key subject vocab which is noted on medium term plans.
- With our younger pupils, or those requiring additional support, strategies are used through modelling and group work, before support is gradually removed to promote independence.
- Regular learning walks show teachers and subject leads consider carefully how to record information matched to the subject.
- Staff completed a cluster meeting with our local primaries in Feb 24 to share good practice including assessment. This allowed subject leads to evaluate with other schools.
- Monitoring has been completed throughout the year on the following dates and this has shown that children are meeting the expected standards set by teachers through their planning for disciplinary writing and vocabulary use.
- Staff have completed an extensive list of relevant CPD to support them in their subject leadership roles and this has been shared with colleagues to ensure continued best practice in our school.
- We are ambitious for our pupils and continue to reflect on our next steps and apply these in our school improvement documentation. Training and our collaborative support work towards these goals.

TARGET 2

- Regular learning walks show the visualizer is used to allow children to read and identify improvements as a group in KS2.
- Evidenced in learning walks that children are taught to say out loud what they are going to write and re-read it as they develop their self-editing skills.
- Book scrutiny in KS2 show children use the editing skills taught in class to make improvements.
- Teachers, HLTA and TAs show professional judgement when giving feedback i.e. verbal or written considering the characteristics of the task set, the individual pupil, and the understanding of the class. This is adapted to meet the needs of pupils.
- Children are encouraged to use their 'focused 5' spellings that they identify. This allows them to focus on particular words for improvement and they can move to the next once they achieve this. The Literacy lead saw evidence of this in her Spring term monitoring.
- Children are given time to correct errors and use their red editing pen for this. They are given an exemplar model when needed to support them in producing the best example.

TARGET 3

- Children have weekly Times Tables Rockstars homework to complete online to provide opportunities to learn and quickly recall tables and this is also used in class. This has built confidence in the children to use software to answer at increasing speed.

- Year 3 / 4 have CGP Times Tables books for additional practice at home to allow them to build the recall.
- Pupils have quick fire tables work each Friday morning to build in learning and practice time. This supports the rapid recall.
- The Year 3 / 4 teacher has a times table club each Tuesday and Thursday lunchtime to support pupils in Y4 who need this additional time and this is building confidence in fluency.
- Data is regularly collated by the class teacher and shared with Mrs Snowdon to track progress
- Book scrutiny shows use of times tables knowledge in their work (including problem solving) to bring context to use of tables.
- Autumn term 2 our average score was 13.75 and Spring term 1 it was 17.3 and interventions continued to improve this score.
- Our June 2024 MTC check final data which reflects the daily teaching of times tables and the focus on children learning their tables at home e.g. on Times Tables Rock Stars software. The final average was 19.9.

TARGET 4

- We assess the primary SEN needs of pupils regularly to ensure that we can provide/refresh training for staff. This ensures that we are using funds effectively to target support/purchase resources and deploy adult assistance.
- In Autumn term 2023 the primary need is communication and interaction so our SENCO ensures this is one of our refresher CPD courses.
- Staff complete SEN plans each term and share them with parents so they are involved in their child's education and decision making.
- Children who joined in Nursery and Reception who have additional needs are supported through an amended curriculum (following their EHCP or SEN plan).
- Our SENCO is given dedicated time each week to review SEN reports, make adaptations to provision, liaise with staff and attend SENCO training and networks.
- The SEN governor completed monitoring on 15/3/24 with the SENCO and sent her governor monitoring form feedback for the FGB in June 24 which reflected the positive outcomes for pupils with SEN in our school.

TARGET 5

- 22/09/23 The Headteacher and Snr Admin Officer attended a webinar from the Attendance team to ensure that schools are updated are latest guidance and advice.
- We have a designated attendance officer (Sharon Hartland) for termly attendance meetings where pupils causing concern can be discussed.
- In 2022-23 our persistent absenteeism was 9% (below national data 17.2% for primary schools).
- We have embedded a wide range of systems to monitor and support pupils and these continue in academic year 23-24.
- We support children who are anxious into school and our PSA is a key part of this support.
- We use an early help approach with parents to support them with attendance through meetings, our PSA, Early Help Advisor support and relevant correspondence. When needed we seek advice through the Attendance Team to implement the correct approach.
- We have our identified pupils and families that we work with the aim of improving persistent absenteeism.
- Our % data for 2023-24 is: 93.2% for all pupils (NA 94.2%).
- Our persistent absenteeism data for 2023-2024 is 17.1% (NA 16.8%).

TARGET 6

- A governor link is well established and monitoring completed. We continue to build this link to ensure that our governor is updated on our inclusive practice.
- We continue to look at how best to support pupils and ensure inclusion in our clubs, learning, visits, etc. For example, our Deputy Headteacher offer lunchtime 'quiet club' for children who prefer to play chess, draw or read.
- We refer to the Durham Self-Harm Guidance and have developed a Self-Harm Policy to ensure we have clear guidance.
- Classrooms have defined learning areas for example work stations to allow children space to learn if needed. We listen to pupil voice for this as well talking to parents and following any recommendations in external agency reports.
- Routines are followed and clear structures in place. This is evidenced through learning walks and talking to pupils.
- The PSA time is allocated to pupils effectively each week and pupil voice reflects this.
- Inclusive learning areas in school are utilised for interventions to benefit pupils.
- CPD to promote inclusion is completed with positive impact.
- We use the Durham guidance on Anxious About Schools to adapt our approach to pupils who need extra support to come into school. This ties in with our attendance monitoring and SEN support to ensure that we use all available resources to offer an inclusive school.

TARGET 7

- As a team, we planned the trips and visits for Cycle B to ensure that children get a wide range of experiences. We draw on our local area for this including: Elba Park, The Discovery Museum, Shildon Railway Museum, St Barnabas. We have a list of trips that match our curriculum which staff can include to enhance learning experiences.
- We listen to pupil voice in terms of choices of activities. For example, 'quiet club' has been set up for children who prefer chess or drawing time.
- We look at how to develop pupil's wider skills through curriculum opportunities including: debate, discussion, learning about world events, researching key figures and following national campaigns.
- Children have opportunities to develop their confidence, independence and resilience through our Value of the Month discussions and class display.
- We promote the after-school clubs, encouraging children to try new experiences and listen to their preferences for these to try and match interest.
- In PSHE we have focussed on healthy relationships, dreams and goals, working together, anti-bullying and safety messages such as Bonfire Night safety, stranger danger etc. We also took part in national, annual events such as Safer Internet Day, Children's Mental Health Week and Anti-bullying week so the children have had messages of safety, work on supporting their mental health and strategies around bullying. We have visitors to share cultural experiences.
- We have had a local Chinese resident who talked to children about Chinese New Year and the culture and traditions of this special time of year in the Chinese calendar. The children each completed a Chinese dragon to share with their families.
- In class the children can share any achievements, work, rewards they have received outside of school.

TARGET 8

- We are committed to continued professional development for staff in our school and each year a full CPD list is compiled. This reflects the changes in the curriculum (e.g. a reading course to look in detail at the July 2023 Reading Framework).
- Subject leads attend network meetings so they can link with other colleagues and share best practice.
- Teachers share their own research and ideas with staff to develop practice in our school. For example, in 2022-23 we embedded a new spelling scheme and previously we improved our approach to handwriting through implementing Letter Join. We continue to share websites and resources such as the D & T Association and Historical Association.
- We have a full and comprehensive CPD and governor training list.

TARGET 9

- We have achieved awards for Science, Geography, RRSA and Inclusion so we continue to look at aspects of our curriculum through a closer lens for ways to improve the learning experiences for pupils. This year we will start our application for the HA Award.
- The History Lead completes regular planning scrutiny and looks at history books.
- Our History governor is committed to supporting the teaching of history in our school and has shared his expertise through teaching the Battle of Britain to upper KS2. His input with this award will be highly valuable and his insight into quality teaching of the subject when monitoring.
- We have worked as a team to develop our history teaching through greater use of IT and resources (e.g. Durham Learning Resources).
- The History Lead attended a webinar to find out how to apply for the History Award through the Historical Association. This shared the expectations and requirements for this. We have discussed as a governor body the positives of having a quality mark but accept that this comes with a cost that could be spent on resources or visits.
- The History Lead continues to audit the subject and make improvements e.g. our approach to assessment.
- Through working as a local cluster, we are able to share best practice and this continues to be useful. The cluster moderation focused on assessment and showed the wide range of approaches we all take to this.
- We continue to improve our history teaching and assessment in line with our commitment to quality education for all pupils.

TARGET 10

- At the start of the academic year the Headteacher completed monitoring of pupil books to assess standards and progress from previous year and this continues on a regular basis through a monitoring plan. The evidence for this was Maths, English and Science books. From this, the next steps were for the Maths lead to monitor the opportunities for teaching x tables in KS2 for fluency and recall and the Literacy and Science Leads to complete book monitoring to focus on standards and progress (completed regularly).

- Monitoring of planning by all subject leads continues to look at coverage of objectives, key questions, quality of activities and opportunities for wider development and we link with our local cluster school as part of this to share best practice and ideas.
- Subject Leads produced planning grids for their subjects e.g. Geography, MFL, Music, D & T, etc that are completed (and on website) to ensure that a 2-year planning cycle is in place with overviews and progression documents.
- Staff attend network meetings (via Teams) for their subjects in the Autumn and Spring terms to ensure they are updated on issues related to each subject, resources available, current good practice and assessment strategies. These allow them to ensure the subjects they co-ordinate meet the needs of the National Curriculum and the needs of our pupils.
- Staff continue to research within their subjects to develop them further by looking at Ofsted subject reports/EEF, and external sources.
- Staff liaise with their link governor to monitor planning, pupil work and subject delivery across the school. They report finding to the Headteacher so she is aware of the strengths and areas for improvement which is shared with the full governing body.

TARGET 11

- Following transition phone calls to parents in July 23, the staff ensured that areas of interest to the children were developed e.g. use of dinosaurs in small world. Monitoring at the start of term showed the high levels of engagement from children as they settled in. This has continued through staff listening to pupils and reflecting their interests within the provision.
- Our monitoring timetable allows subject leaders to focus on areas within their curriculum, including how subjects are taught and progress through Early Years. Teachers work together to share information and evaluate teaching of the curriculum.
- Regular learning walks by the Headteacher reflects that planning is being followed and the areas of the provision are regularly updated.
- The children completed a visit to the church in October 2023 as part of learning about Harvest. They also completed activities and shared stories linked to the celebration.
- Technology is used well to promote learning in subjects e.g. google maps as part of learning about our local area.
- The children use floor books effectively to record their learning. This is shared with subject leads when monitoring to allow them to see the range of areas being covered.
- Adults share a wide range of books as part of the EY curriculum to develop children's love of story and as part of topics.
- Displays in the classroom celebrate children's work and show the range of learning. They are regularly changed to reflect the current themes, as noted in learning walks.
- Pupils with additional needs are supported in the EY provision. The staff ensure that sensory time (in the classroom and hall), sensory toys, lights and quiet areas are planned for and used to promote learning within EY.
- Our EY lead attends training to keep updated with advice and support for best practice. She is part of a local cluster who work together to share ideas and look at books.

TARGET 12

- Staff completed training on 'Early Writing' with an Early Years Advisory Teacher from Education Durham so all adults working with children could understand the development of the writing process.
- Children are given a wide range of mark making opportunities. This develops their fine motor skills and their use of writing materials.
- Children write their name each morning and also in each area of the provision to allow them to practice and refine this.
- There are designated writing areas, providing a range of resources, texts and tools to develop children's early writing skills.
- Planning for writing is linked to the areas of the provision but also through pre-planned books and themes e.g. Halloween, Owl Babies story book learning 'All About Us'. The areas within the provision are updated and changed to reflect the EY planning and current themes. This ensures that children write for a purpose.
- Nursery children get many opportunities to write including using a floor book, white boards, on the IWB, using chalk boards, glitter trays, shaving foam, on a roll of paper using chunky pens. They complete 'pen disco' to develop their motor skills.
- As well as the writing resources and opportunities, children are encouraged to use the paint easels in both N and R classrooms.
- To provide opportunities in the outdoor provision, children access chalk for the ground, chalk on small boards and use white boards.
- Book scrutiny shows the positive impact of this as handwriting standards and mark making abilities have greatly improved. Children are keen to write and proud to share their ideas.

- Writing links to early reading through the development of phonics. Children are able to mark make and are encouraged through adult support and learning in the classroom areas to show this.

Future Plans for the Governing Body 2024 to 2025

- Subject leaders to identify/clarify the component knowledge and skills, and the ambitious end points children should achieve in all subjects.
- Ensure teaching addresses the gaps in pupils' knowledge so children know and remember more over time.
- Support the PSHE Lead's work towards our next RRSA award application as part of our on-going commitment to inclusion and the rights of children.
- Monitor attendance with a particular focus on persistent absenteeism and late marks within identified groups (e.g. SEN and PP).
- Implement and monitor NCETM's mastering number in R and KS1 as part of development of fluency in calculation and a confidence and flexibility with number.
- Embed our SEN autism training for pupils who require support with their regulation using the 'curve' system. Continue the progress made in greater depth maths in Key Stage 1 into Key Stage 2.
- Focus on the end points in the Early Years curriculum for both Nursery and Reception to ensure they are concise and provide quality assessment opportunities.
- Develop pupils' language and vocabulary skills in Early Years through adult modelling, quality adult-led tasks, building on pupil's interests and quality reading opportunities together.
- Apply for 'The Smallest Things' Prem Aware Award which raises awareness of the impact of prematurity on development and learning.

Contact Details

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