



Annual Governance Statement

Governing Body of Bournmoor Primary School

2025-2026

School Vision and Aims

We provide a friendly, inclusive 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 2024 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 strive to provide pupils with teaching and learning which ensures they are fully equipped for life in modern Britain. We have high expectations of what pupils can achieve and how they should conduct themselves.

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 2024 to 2025

1. Ensure teaching addresses the gaps in pupils' knowledge so children know and remember more over time.
2. Continue the progress made in greater depth maths in Key Stage 1 into Key Stage 2.
3. Monitor attendance with a particular focus on persistent absenteeism and late marks within identified groups (e.g. SEN and PP).
4. Complete work towards our next RRSA award application as part of our on-going commitment to inclusion and the rights of children.
5. Subject leaders to identify/clarify the component knowledge and skills, and the ambitious end points children should achieve in all subjects.
6. 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.
7. 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.
8. Develop pupils' language and vocabulary skills in EY through adult modelling, quality adult-led tasks, building on pupil's interests and quality reading opportunities together.
9. Embed our SEN autism training for pupils who require support with their regulation using the 'curve' system.
10. Apply for 'The Smallest Things' Prem Aware Award which raises awareness of the impact of prematurity on development and learning.

Actions and Impact:

TARGET 1

We have focused closely on our curriculum design for all pupils ensuring that children have the core knowledge within our mixed age planning. We continue to focus on end points to know how the curriculum builds from early years, ensuring that children know/remember/demonstrate and with clear end points for each academic year. Medium term plans will show the clear end points and lesson observations will show quality, focused, precise questioning to assess pupil's knowledge beyond substantive.

TARGET 2

We wanted to build on the progress in Key Stage 1 in greater depth maths into Key Stage 2. 2023 SAT data showed that our expected Y6 maths data was above NA at 90% (NA 73%) but our GDS was 0% and NA was 24%. In 2024 our Y6 maths SAT data remained at/above national at 75% but our GDS was 6%. This links with the maths subject leader's work on developing precise end points in our maths assessments and also his work with the Maths Hub in Early Years. 2025 SAT data for greater depth maths was 18% reflecting the input from staff and subject lead.

TARGET 3

2023-24 our persistent absence data for PP pupils was above national. We have a wide range of support mechanisms in place to deal with pupil absence and each case reflects this. We continue to make this a focus to ensure that each child is in school each day to receive their full education. Where necessary, we work with the Attendance Intervention Team (AIT) to fine parents. We also request medical evidence in order to authorise absences for pupils below 90% which has all led to an improvement in FSM PP data in 2025.

TARGET 4

We support the rights of all children in our inclusive school and our Rights Respecting Award and Quality Inclusion Mark reflect this. Personal development is a strength of our school and by re-applying for this award we are reminding children of their rights and responsibilities as citizens not only of our school, but as part of UNICEF's commitment to all children. Our evaluation date is for September 2025 where staff, pupils and governors can share our RRSA commitment. In addition, we achieved the Inclusion Quality Mark following our reapplication in June 2025 which compliments our work on children's rights.

TARGET 5

Subject leaders have worked to develop a strong and ambitious curriculum for all pupils, including those with SEN and disadvantaged. Our next step is to build on this through improved assessments to ensure that as pupils work towards upper KS2 they are able to know/remember and demonstrate what they have learned. We will focus on ensuring it is really robust with consistent systematic checks by teachers in lessons and at clearly identified points. Lesson observations will show how teachers pin point pupil's with targeted questions and these must be on the curriculum we planned. This ensures that subject leaders can clearly identify the gaps through this robust approach and ensure our assessment focuses beyond substantive knowledge to ensure children retain knowledge and can demonstrate their understanding. This means that by the end of KS2 progress remains strong and our clear end points ensure robust assessment.

TARGET 6

Children in EY and KS1 will be introduced to the 'mastering number at Reception and KS1' programme through the National Centre for Excellence in the Teaching of Mathematics' NCETM. The focus of this is that over time children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention was given to key knowledge and understanding needed in Reception classes and progression through KS1 to support progression in the future.

TARGET 7

Subject leaders, including our Early Years Lead. have worked to develop a strong and ambitious curriculum for all pupils, including those with SEN and disadvantaged. Our next step is to build on this through improved assessments and be able to demonstrate how the curriculum builds from early years. Working with EY, subject leads will focus on ensuring it is really robust with consistent systematic checks by the EY teacher in lessons and at clearly identified points. Lesson observations will show how the EY team pin point pupils with targeted questions from the curriculum we planned. This ensures that subject leaders (working with the EY lead) can clearly identify the gaps through this robust approach and ensure our assessment focuses beyond substantive knowledge to ensure children retain knowledge and can demonstrate their understanding.

TARGET 8

Our Early Years provides a strong start to our pupils with a clear focus on providing quality learning in all areas of the EY curriculum. By focusing on maintaining a language rich continuous provision, our Early Years continues to provide a positive start for all pupils, regardless of their starting points. Quality, planned adult-led tasks remain the foundation for this along with ensuring that child-led initiatives are followed, building on each child's interests in all areas of our provision.

TARGET 9

Due the complex needs of some of our youngest learners, our SENCO organised highly effective and bespoke autism training through the Durham SEN team. Our monitoring showed the positive impact of this for identified pupils. As children are entering our EY setting with a range of needs, we have embedded the training across the year to ensure all learners are supported with their emotional regulation, communication and interactions.

TARGET 10

Following our successful submission, we were awarded The Prem Award in April 2025 with the following feedback in our email. This was shared with governors in Mrs Snowdon's Headteacher's Report to governors 17.6.25: *"Thank you for your email and your really brilliant documentation - we can see you've really embraced becoming Prem Aware which is fantastic."* The Prem Aware Team

We now have the award certificate and also the logo is on our school website homepage. Parents were informed of our success in the May/June newsletter as they were integral to being awarded this due to the information they shared regarding their child(ren).

Future Plans for the Governing Body 2025 to 2026

- To support pupils to know and remember more over time, subject leaders review and evaluate the impact of the different strategies, adapting and changing where necessary.
- Support pupils to learn, remember and recall their times tables at speed through regular learning opportunities and a range of approaches.
- Monitor attendance with a particular focus on persistent absenteeism and late marks within identified groups (e.g. SEN and PP).
- Further develop our inclusive practice following our successful IQM award as a Centre of Excellence.
- Apply for the RRSA Silver Award as part of our on-going commitment to inclusion and the rights of children.
- As part of our curriculum focus, ensure subject leaders identify the ambitious end points for each year group that children should achieve in all subjects.
- Focus on problem solving and fluency from EY to Y6 to develop greater depth of understanding.
- Develop pupils' language and vocabulary skills in our EY setting to support their transition across the primary phases and beyond.
- Embed the 'Principles of Nurture' training into school life as part of our wider inclusion support for pupils.
- Monitor Prem Aware data and make adaptations for identified pupils as required.

Contact Details

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