

Annual Governance Statement

Governing Body of Bournmoor Primary School

2026-2027

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 and 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 Lynda Carr
- Vice Chair of Governors: Dr M Leddra

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
- Rev Catherine Walton

First/Pay Review

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

Performance Management:

- Mrs Lynda Carr (Chair)
- Dr Mike Leddra
- Rev Catherine Walton

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 2025 to 2026

1. Develop mathematical fluency to support recall of basic facts and procedures, allowing focus on problem-solving and deeper mathematical thinking in pupils.
2. Monitor attendance with a particular focus on PA and late marks within identified groups (e.g. SEN and PP), building on effective practice.
3. Further develop our inclusive practice following our successful IQM award as a Centre of Excellence
4. Apply for the RRSA Silver Award as part of our on-going commitment to inclusion and the rights of children.
5. 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.
6. 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.
7. Develop pupils' language and vocabulary skills in our EY setting to support their transition across the primary phases and beyond.
8. Embed the 'Principles of Nurture' training into school life as part of our wider inclusion support for pupils
9. Monitor Prem Aware data and make adaptations for identified pupils as required.

Actions and Impact:

TARGET 1

Our school improvement outlines all the actions taken this academic year including monitoring by the maths lead and governors, interventions, SATs club, strong focus on developing mathematical fluency as noted in lesson observations and staff training.

DATA 2026:

- Early Years 100% of children reached GLD for number and number patterns
- MTC Y4 average score is 23.5
- Year 2 Maths Teacher Assessment: 92% at EXS and 17% GDS
- Year 6 Maths Teacher Assessment: 75% at EXS & 13% GDS

TARGET 2:

- L Snowdon links with Attendance Team for advice and meetings for identified pupils. This has been in Autumn and Summer term. This provides excellent advice linked to Dfe.
- L Snowdon and C Donnelly (PSA) work with families to offer support and with external services (eg Early Help practitioners) as part of ongoing attendance support for families.
- For families working with external services, school continue to request attendance is a priority as part of our discussions and actions noted on plans.
- By offering the soft start to our school, we have seen the positive impact through parent and pupil voice.

Attendance data for is as follows (school and national average):

	Attendance	PA	EAL	Male	Female	SEN	FSM	Non-FSM
2025-2026	93 (94.7)	17.2 (15.4)	94.5 (94.5)	94 (94.2)	91.9 (94.7)	88.4 (91.8)	88.7 (91.8)	96.4 (95.4)

TARGET 3:

- On 23rd June 2026 we were assessed for the Inclusion Mark Centre of Excellence and have retained this award for the 2nd year.
- We continue to work with others IQM schools to share best practice which enhances the provision we offer.
- We have developed our pupil voice opportunities further this year and continued with our governor monitoring as part of our continuing evaluation.

TARGET 4:

- Our PSHE lead completed the RRSA submission and emailed off for our virtual assessment on 30/9/25 and on this day staff, pupils and governors (Mrs Carr and Mrs Lovett) met online with the assessor to provide verbal evidence to support our portfolio.
- In lesson observations and learning walks it is clear how embedded our RRSA ethos is.
- 27/11/25 L Snowdon attended the RSHE guidance for Headteachers from EDC staff – New Statutory RSHE Guidance 25/26 briefing to support the changes due for implementation by September 2026.
- Following our assessment day on 30/9/25 we retained our Silver status and the feedback was very strong.

TARGET 5:

- Evidence for the IQM assessment day 23.6.26 was provided with regards to meeting end points which formed part of our successful application.
- Governing monitoring reflects the quality of work in children's books and their ability to articulate what they are learning.
- Time to Talk pupil voice reflects the children's ability to share their learning including what they are aiming to achieve in their work.
- We complete SEN training to support our ability to adapt teaching for all pupils to ensure that adjustments are made in our learning areas so all children can access their curriculum and make progress towards their end points. SEN reviews allow teachers to work with pupils and parents to focus on effective strategies and evidence of impact. We gather pupil voice through their SEN plans and this ensures that we amend and adapt as needed to support children to reach their end points.
- The Headteacher supported two primary schools in June 2026 to develop their own mixed aged planning and the focus on end points was a key part of this training. Both schools have used the advice to develop their own mixed age curriculum being implemented from September 2026.
- Staff from a local primary came in to observe mixed Year 1/2 teaching and the focus on end points was a part of these model lessons.

TARGET 6:

- SLT, subject lead and governor monitoring reflects the positive impact of all the above as evidenced in learning walks, book monitoring and pupil voice.
- We have greatly extended our planned opportunities to collate pupil voice through 'Time to Talk' and this evidence has shown that we are offering many effective ways for children to know and remember.
- Lesson observations show the range of techniques that staff use to teach and elicit retrieval information.
- We looked at adjustments to our teaching strategies for example, increased retrieval opportunities, more planned scaffolding and pre-teaching of vocabulary. We also embedded the training we completed with the Durham SEN team, our training on metacognition and also subject specific CPD for leaders. Also, staff revised curriculum maps and made some sequencing changes in our 2-year cycle as part of our ongoing reviews.
- We have evaluated our approaches and the evidence would support this has been effective. Some examples of this are that starting points compared with later assessments reflect the progress made by all learners. Also, work from children with SEND shows increased independence and recall and children can identify the strategies that support them. Children's self and peer marking reflect their ability to identify areas of learning to improve and their successes.

TARGET 7:

- There are lots of planned and spontaneous opportunities to develop oracy in lessons. Children share daily within their own setting to practice and develop spoken language.
- We model to children speaking in full sentences and encourage this in all pupils, making amendments for pupils with additional needs. We want to develop confidence alongside development of vocabulary.
- Monitoring and pupil voice reflects that children are confident to speak and share with adults and their peers. Verbal peer feedback is used to develop verbal skills as evidenced in lesson observations and learning walks. This encourages children to give their views and use relevant language to do this.

- Key vocabulary is introduced and then children are given opportunities to practice in context through planned adult led tasks and child-initiated learning. For example, lesson observation in March regarding adaptations and amendments in teaching (including language use) reflected the positive oracy opportunities in EY. Also, monitoring in Autumn term (maths) reflected how embedded language development is within teaching (see lesson observation).
- Questions are structured to meet the needs of pupils so all children are included through adapted vocabulary (see lesson observation March 2026). Children in Early Years being supported with communication and language, use communication cards and boards to help them express and share their wants and needs (see SEN plans).

DATA 2026:

- GLD in 2026 is 73% with 82% achieving GLD for comprehension, 82% for Word reading and 73% for writing

TARGET 8:

- We have embedded the Principles of Nurture following the training from Durham SEN team and the visit undertaken by the SENCO and Headteacher to a local primary which is a large hub and includes an effective Nurture group.
- We use the language of empathy and this is evident in learning walks, playground monitoring, lesson observations and daily interactions between staff and pupils.
- 26/1/26 staff and some governors completed Nurture Groups Evidence Based Support for Socially and Emotionally Vulnerable Young People led by Anita Cessford from Durham SEN team which enhanced our understanding further.
- Children show greatly improved emotional regulation and can talk about what helps them. This is evident in classrooms and around our school. We have significantly fewer behaviour incidents as children can identify strategies that help them. Behaviour records show the positive impact this is having, supporting a calm atmosphere.
- Engagement in lessons and work in children's books reflects the strong level of motivation shown by pupils. Our lesson observation form has been adapted to include a new section on 'Inclusive Practice' as staff recognised that the strategies and approaches we have embedded have such a positive impact.
- Children can articulate what helps them in our school and where they can go to seek help and support.
- Pupil voice reflects how children feel listened to and supported. They are actively developing nurture group by requesting resources they want and supporting each other.

TARGET 9:

- Data collection forms have been analysed by our SENCO so children can be identified for potential tracking and support.
- The data collection forms continue to request this information as part of the information we collect to support children in our school.
- This information is recorded so we can be aware of any potential needs of the child and our Prem Aware training supports staff's ability take a wider view of need through this data.

Future Plans for the Governing Body 2026 to 2027

- Ensure daily routines and teaching in mixed nursery and Reception classes are carefully organised so that the youngest children develop secure foundations in communication, independence and emotional regulation.
- To embed Emotion Coaching in our school as part of our approach to emotional wellbeing and inclusion
- Use assessment effectively to inform teaching and learning and to help pupils embed key concepts, use knowledge fluently and develop their understanding
- Embed consistent teaching and learning opportunities of multiplication facts to improve application of knowledge in fluency, reasoning and problem solving.
- Provide opportunities for children to explain and demonstrate their maths independently through reasoning and application including in unfamiliar contexts.
- Embed Nurture Principles into our Behaviour Policy

- Strengthen pupils' ability to know how to keep themselves safe and healthy, including how to look after their mental health and how to maintain an active lifestyle.
- Create a 'New Build' focus group to ensure staff and governors feel valued and involved in the strategic direction of the school.

Contact Details

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