



Annual Governance Statement

Governing Body of Bournmoor Primary School 2017-2018

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. The aims of our school help us support each pupil to succeed and reach their full potential. We have worked together to achieve the Primary Science Quality Mark at Gold level in 2016 showing our commitment to raising standards and giving children excellent opportunities. In addition our Deputy Headteacher won the national Enthuse award for significant contribution to the teaching and development of Science, Technology, Engineering and Maths in our school. 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 Karin Laybourne

Appeals:

- Miss M King
- Mrs K Laybourne
- Mrs J Potts

Curriculum and Standards:

- Mrs K Laybourne
- Miss M King
- Mrs L A Snowdon
- Cllr A Willis

Finance and Buildings:

- Mrs T A Bell
- Mrs E J Lees
- Mrs L A Snowdon
- Mrs K Laybourne

First/Pay Review

- Mrs T A Bell
- Mrs E J Lees
- Cllr A Willis
- Mrs L Carr

Performance Management:

- Mrs T A Bell
- Mrs E J Lees
- Cllr Willis

Personnel:

- Mrs T Bell
- Miss M King
- Mrs L A Snowdon
- Mr C Gowland

Key Issues Faced and Addressed by the Governing Body in 2016 to 2017

Target 1: To further embed three key maths skills in teaching i.e. facts, arithmetic and reasoning so pupils show deeper understanding and have a greater ability to apply basic maths skills in a range of concepts.

Target 2: To ensure foundation subject co-ordinators work effectively to raise the profile of their subject through careful monitoring and progression of skills through action plans and audit of current practice.

Target 3: Staff to receive specific SEND training i.e. autism awareness training and dyslexia training to support pupils effectively.

Target 4: To continue to promote the 'Value of the Month', which was introduced in 2015-16, to support social and emotional well-being of children.

Target 5: To further embed the Marking Policy improvements i.e. 'evidence' stamp.

Target 6: To use a range of enquiry approaches in Science effectively and across the curriculum i.e. exploring/grouping and classifying, comparative and fair test, observing over time, using secondary sources of information and looking for patterns.

Target 1: Staff are up to date with current thinking in maths education and know the key aims of the government and the expectations for maths teaching. The maths governor is aware of the requirements of the National Curriculum for maths, she knows how we approach maths in school and the practise and policies that underpin this. She has a good idea of the methods used to teach maths and how our approach is developing and changing to suit a mastery curriculum. The governor has a 'Maths Governor File', an idea to strengthen the links between governor and the subject leader which outlines the way we plan and assess. Parents have a clear knowledge and understanding of the requirements of the National Curriculum and what their child should know in terms of number facts etc. Children are given clear tasks relating to these expectations including mental maths. The senior management team, governors and staff have a clear understanding of the actions needed for maths across the school and what they key priorities are.

At a staff meeting, the link governor for maths attended, ensuring that the governing body be kept informed of developments. Further training on the use of the Bar Model was also provided which allowed staff an opportunity to become more skilled in the use of this method. 'Key Maths', an idea for homework which clearly outlines to parent the key maths facts that should be learned in each year group, was introduced across the school. In addition a maths scheme of work for Reception was created, updating the maths teaching file and giving support to the new Early Years teacher. The teaching file also contains numerous documents that support the teacher with activities and the development of the outdoor area. The reception maths scheme is used to give structure to their maths curriculum, ensure the children are Y1 ready and link to the requirements of the National Curriculum.

Schools across the North East took a range of ideas and suggestions from the workshop led by our Deputy Headteacher at the ACME conference. She made links with other professionals, establishments and businesses to help support our primary curriculum for STEM, linked to the use of different enquiries and the jobs involved with science based learning. The links and ideas provided for staff from the Deputy Headteacher enhance the science curriculum and make greater links with STEM giving staff and children enhanced opportunities. We have won two major national competitions with excellent prizes that have motivated staff and children and enthused the development of STEM subjects.

Target 2: The history co-ordinator has raised the profile of this foundation subject through monthly 'history PowerPoints' that are shown to pupils to increase interest and engagement in the subject. Using historical figures to inspire a love of learning in pupils such as a

Shakespeare themed World Book Day, has really engaged the children. History texts have been resourced by the co-ordinator to raise the profile of the subject and encourage a cross-curricular approach to teaching. By creating history assessment grids, both for staff and self-assessment grids for pupils that compliment the history progression grids created previously for Literacy, staff's understanding of the needs of the curriculum has been embedded. In addition to this, co-ordinators have provided one to one support and mentorship to new members of staff in foundation in subjects.

The Science Governor has been provided with a 'Science Governor File'. The co-ordinator and governor also completed a learning walk across the school to see the policies put into practise and observe a range of enquiry skill based investigations. A very comprehensive action plan for science has been completed using the PSQM model as a framework. This clearly shows the developments across the school and our next steps. The science co-ordinator was asked to present a STEM based workshop at the 'School's North East Future Ready Conference' (09.02.2017). In her presentation, she shared good practise and links she has made for STEM in relation to career development. As a school we have made links with businesses, individuals and charities, pursuing these to help us enhance the science curriculum and encourage a range of enquiries linked to STEM. For example the Greenpower Car Competition, British Gas SMART meter competition, The Woodland Trust, Heinz, Innocent Smoothies and Northumbrian University.

As a school we hosted a major CPD event run by The Royal Society' and the CBI in our school in February 2016. The aim was to make links between education and business. Associations between staff continue to be a strength of the school for example the Early Years teacher linked with others to develop the outdoor area in terms of both science and maths provision (in line with all EY requirements).

Outdoor learning continues to be developed and links have been made with the Woodland Trust. We have completed a tree planting project with them in our grounds. A teaching assistant in our school has set up a gardening club with activity ideas and a vision for improving our outdoor spaces.

Support has been provided to staff with the teaching of French and resources have been provided plus an outline of the curriculum for their year group along with lesson plans and resources to accompany it.

Work on tracking systems for IT/Computing is on-going and a range of different opportunities for assessment are being analysed. The co-ordinator has shared ideas and resources with staff to ensure high quality Computing across the school. The development of STEM has also led to improved outcomes for pupils as they have had access to programming IT software to develop their ideas.

The provision of new, improved and more appropriate P.E equipment to facilitate the delivery of high quality P.E lessons from our teachers and external individuals such as Mr Football and Change for Life Club. Attending the cluster PE coordinator meetings, and increasing the overall profile of Bournmoor Primary School, has been a strength this year. Bournmoor's sporting profile has been raised within the local community. Children have had

the chance to be part of the school's first swimming gala at Freeman's Quay Leisure Centre, Durham. Pupils are took part in a number of sporting opportunities through the spring and summer term including the Durham Dash, Mini Olympics and Change for Life Festival. Utilising and working in line with government targets set out in the recent childhood obesity campaign has been a key focus. PE equipment is now at suitable standard to deliver high quality PE lessons "in house" without the additional support and cost of external coaches. Building on the up-skilling sessions delivered in the previous academic year should be a lasting legacy for future year groups, allowing sport at Bournmoor to remain high priority regardless of the leadership structure.

Target 3: Autism training delivered by an ASD specialist teacher in October 2016 allowed staff to evaluate their practice to ensure autism friendly strategies were in place. The SEND training allowed the SENCO to work with, and support, the teaching assistant working with children with complex SEND. We work together to consider the best ways of supporting the children in our setting so that they can access the learning at their level and in order to progress towards personal goals and targets. The communication, speech and language team has supported our Early Years staff in the speech and language development of SEND children who use PECS (picture card exchange system). Dyslexia training has improved the delivery of inclusive lessons, not only for specific individuals but also for other children with personal challenges. Staff now say that they feel skilled and can draw upon this when planning, delivering and analysing lessons. Children have benefited from this with the pitch and lesson design, allowing all aspects of the new curriculum to be accessed by all pupils in the class.

Target 4: We have continued to develop and update the Value of the Month blog on our school website so that whole school community is aware of our values. Each month staff are emailed with a new 'Values' PowerPoint with activity ideas to use in PSHE lessons and a suggested homework activity or 'big talk' task, to encourage discussion of our values at home. To supplement this there has been an order of 'Value' themed books for the new library. To continually highlight the importance of our school values, we have added an additional display in the porch, which changes each month to reflect the current value and features children's work, created in school clubs (e.g. after school art club), lessons and anything brought in from home. At the end of each month the co-ordinator send staff a certificate for the Values Champions and the children are invited to a special VIP Golden Ticket lunch (an idea of School Council's) and evidence of this is on the website. Values education continues to play a key role in our school. Through all of these actions, children are encouraged to reflect upon core values in assemblies, lessons and to continue this at home. All of the new ways we are using to ignite the values ethos encourage children to actively use the values in school life and the community. Value of the month has had a positive impact on children's behaviour as they are encouraged to use the values through their own behaviour. In addition staff recognise and celebrate seeing the value being demonstrated. It enhances children's social capacity, equipping them with social and relationship skills and attitudes to help them succeed in life.

Target 5: Books have been monitored to ensure that the marking stamps are being used successfully and staff have been shown through staff meetings various ways that these can be used in the books (i.e. the success criteria list (Key Stage specific) or in one-off pieces of work) and when marking the final drafts. The Literacy co-ordinator met with our Marking

Policy Governor to explain the impact of the evidence stamp. Overview documents were created and shared. The governor also received a tour of the school to see the progression and continuity of displays in each classroom. CPD was delivered to staff to ensure that the evidence stamp/success criteria policy is being used correctly and to benefit the students. The evidence stamp and success criteria have allowed quick and easy end of term assessment, especially for KS1 and KS2 data.

Target 6:

Children continue to include conceptual and critical thinking activities in a range of subjects e.g. continuing to use Captain Conjecture model in maths, using an “Ideas Page” in science and maths to allow reasoning and conceptual thinking. Our “free reign” activities i.e. present a question and pupils must research to answer it (this could be in any topic), linking all strands of literacy in lessons and across the week to allow conceptual thinking skills to develop.

In Early Years children are encouraged to understand and talk about the characteristics of learning that feature in our classroom. This has been approached as animals in the ‘learning zoo’ when they or others have demonstrated these characteristics of learning e.g. critical thinking - Slinky Linky Snake, Choosing Chimp, Innovative Iguana. Challenges are set in different areas of the continuous provision that require children to use the different characteristics of learning, particularly maths and science, e.g. Nrich problems.

Children are encouraged to apply their maths skills in a variety of contexts and play situations to make connections, with open-ended resources available in different areas of provision. ‘Green for Go’ is used in lessons and children respond to this. Challenge is related to the tasks and pupils are supported to understand why they are making changes and being moved to the next stage of understanding. There is an increased focus on cross curricular links i.e. embedding STEM theories, thinking across all subjects and maintaining a focussed approach in areas such as (but not limited to) technical drawing in art, science and maths links with speed, measurement and real life reasoning problems.

Pupils are a lot more independent when completing work and more adept at problem solving. Their work attitude is very positive and they have a “can-do” approach to tasks. Staff have worked with the Deputy Headteacher (maths and science lead) to provide them with a framework for critical thinking which has improved the teaching and learning. In Early Years for example, the learning characteristics inspired our children as they helped them to reflect on their learning styles and view challenge as a positive feature. Across the school children can now draw on more real-life situations and examples, putting theories and methods into practise in a real-life setting. Pupils are focussed and enthused through whole class projects, a sense belonging and team work. The overall enthusiasm, motivation and drive to succeed across both boys and girls has seen a sharp increase as a result of class successes / inclusion in competitions and external opportunities.

Future Plans for the Governing Body 2017 to 2018

- Middle leaders to provide staff training to share their expertise and engage with outside agencies to further opportunities for pupils and provide written/verbal

guidance for staff.

- In maths focus on children being able to answer more complex multiple choice style questions (ensuring home/school links are strengthened through sharing of Key Maths)
- In writing a key focus will be on children punctuating their answers correctly and providing challenge to develop sentence development.
- In reading a focus will be on inference style questions and pupil's ability to find multiple information from the text (including at greater pace).
- Focus on the social, emotional, mental health aspect of SEND children and ensure staff receive training in effective provision.
- Develop pupil's interpersonal skills through a range of opportunities in the curriculum.
- Continue to build on our STEM opportunities with a key focus on developing engineering opportunities across the school.

Contact Details

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