



Annual Governance Statement

Governing Body of Bournmoor Primary School 2019-2020

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:

- Mr C Gowland
- Dr M Leddra
- Cllr A Willis

Curriculum and Standards:

- Mrs L Carr
- Mr C Gowland
- Miss M King
- Mrs L Snowdon
- Cllr A Willis

Finance and Buildings:

- Mrs T A Bell
- Mrs R Andrews
- Dr M Leddra
- Mrs L Snowdon
- Mrs L Carr

First/Pay Review

- Mrs T A Bell
- Mrs L Carr
- Mrs R Andrews

Performance Management:

- Mrs T A Bell
- Dr M Leddra
- Miss M King
- Cllr Willis

Staffing/Personnel:

- Mrs T Bell
- Mrs R Andrews
- Mr C Gowland
- Mrs L Carr
- Mrs L A Snowdon

Key Issues Faced and Addressed by the Governing Body in 2018 to 2019

Target 1: Develop governor monitoring roles to enable them to provide more focused support and challenge for school leaders.

Target 2: Further develop the roles of subject leaders to heighten leadership capacity and to enable them to measure the effectiveness of improvement strategies.

Target 3: To develop planning for the outdoor continuous provision suited to nursery and YR that identifies enhancements to meet the interests and skills of the children. And to ensure provision development both indoors and outdoors focuses on progression and challenge.

Target 4: Improve the quality of teaching in Y3, including transition from KS1 to KS2 to enable pupils to make stronger progress.

Target 5: Intensify actions to accelerate pupils' progress in writing, with a particular focus on boys and increasing proportions reaching GDS and above ARE.

Target 6: Improve the accuracy of teacher assessment and impact of support plans for SEND pupils by closely checking the effect of teaching and new initiatives and the use of additional funding.

Target 1: Develop governor monitoring roles to enable them to provide more focused support and challenge for school leaders.

All actions in Governor Review have been completed. As part of this process, information has been shared with the full governor meetings to update at least termly on impact and progress. This has ensured that governors have more detailed understanding of the strengths and areas for improvements in our governing body and can act swiftly to make improvements. Following on from this, governors have a more detailed understanding of our school improvement planning through their links and they share this at the FGB meetings. Minutes reflect this and also show when staff have presented to governors to enhance their knowledge of key areas of school curriculum. Working with the local authority, training has been delivered by our Education Development Partner to enhance governor's ability to challenge. FGB minutes and Governor Visit forms reflect the developed understanding of school improvement areas. Governors have completed monitoring and have a greater understanding of key areas of school. This is reflected in their discussions in FGB meetings and in the minutes. To ensure that we can maximise training to make our FGB effective, the Governor Skills Matrix was completed for 2018-19 and governor skills utilized across the year. Staff were able to draw upon the knowledge of governors and could identify times this has occurred in their feedback. Middle leadership was improved through regular meetings and sharing of information. Our July 2019 Ofsted report reflected how strong governance in school is and that governors provided challenge to leaders.

Target 2: Further develop the roles of subject leaders to heighten leadership capacity and to enable them to measure the effectiveness of improvement strategies.

Action plans were produced by subject leaders which outlined actions to be taken in specific subjects. Those action plans were reviewed, updated and showed effective improvements in subjects. Subject leaders attended appropriate training and this had a positive impact on their practice. This CPD was shared with other staff to improve their subject knowledge and ability to teach a key area and this was evident in the CPD log. Evidence of

links that have been established have had a positive impact on current practice and again this is evident in the CPD log. Our 'outward facing' approach (as noted by Ofsted July 2019) has benefitted our practice. Action plans reflected the positive aspects of learning which helped to drive our school improvement. Subject leaders presented to the full governing body at termly meetings and FGB minutes reflected the presentations. Governor link visit forms reflected meetings with middle leaders and the positive impact these meetings had on our school improvement. As our governing body is 'strong', they were able to bring their expertise as part of this improvement. Subject leaders were more secure in understanding the outcomes in their subjects and the progress pupils made in these subjects and this was evidenced in progress meetings. As a result they were more proficient in judging teaching and learning in their subject and were able to offer focused advice and support for development that was continually monitored for improvement.

Target 3: To develop planning for the outdoor continuous provision suited to nursery and YR that identifies enhancements to meet the interests and skills of the children. And to ensure provision development both indoors and outdoors focuses on progression and challenge.

Our CPD log showed evidence of training courses relevant to EYFS phase which included the Headteacher and EY lead attending management courses when relevant. Staff showed successful implementation of their training and could identify the positive actions they have taken. The analysis from the Local Authority Education Development Advisor demonstrated high quality continuous provision outdoors planning that was shared and visible to all staff. Internal and external monitoring showed next steps in learning were being followed up. Our data reflected targets were met with 80% of children reaching GLD at the end of reception. Regular meetings were used to ensure that all staff in the team were aware of the impact changes were having (or future changes that were needed). As part of this, children's views were gathered and used to develop the provision. Pupil questionnaires reflected their enjoyment of the EY provision. To support learning, parents were given ideas and information on how to support at home and Tapestry App feedback from parents reflected this. Our end of year questionnaires reflected the positive impact this has had.

Target 4: Improve the quality of teaching in Y3, including transition from KS1 to KS2 to enable pupils to make stronger progress.

Improved outcomes for LKS2 pupils were evident and this continued to build on the progress/attainment from KS1. As part of this, teachers watched each other to see the teaching styles and what was effective between KS1 and KS2. Teachers swapped classes to build relationships with their incoming class to LKS2 as part of the transition. Teachers monitored books half termly and shared tracking methods to ensure consistency in systems and marking into LKS2. Close monitoring of pupils just reaching their targets took place regularly and progress and attainment for these children was monitored. We received training from an Education Advisor on supporting writing and maths to reach age related + and greater depth. In addition to this, resources from EDA for maths were shared with the Deputy Headteacher and this was evident in books and used by staff. Progress of SEN pupils was tracked by SMT/SENCO and timely amendments to provision were made as required. SIMS training was implemented successfully to show improved monitoring of interventions.

Target 5: Intensify actions to accelerate pupils' progress in writing, with a particular focus on boys and increasing proportions reaching GDS and above ARE.

Monitoring and book scrutiny showed improvements in the key areas being marked. The feedback given to staff by the SMT and Literacy Lead impacted positively and the improvements were evident. Boys' writing showed increased flair and engagement as the books used were developing their interest. For example boys' writing at Y6 in 2019 was 50% at greater depth. Education Endowment Foundation ideas were used to support specific issues and these were implemented with positive outcomes. Monitoring showed we were on track to meet targets across each term but where targets might not be met then interventions were put in place to accelerate progress, with positive outcomes. Staff were able to identify children at risk of falling behind and worked with the SENCO to put them on the monitoring list. Staff training supported teachers to develop their planning and delivery of writing and this was evident in lesson observations. Staff were able to develop the training further to enhance their own planning and delivery with positive impact. Pupil voice showed children were enjoying the books chosen. Their views were reflected in the class novels being read and the books being used to plan from.

Target 6: Improve the accuracy of teacher assessment and impact of support plans for SEND pupils by closely checking the effect of teaching and new initiatives and the use of additional funding.

SEN Support Plans were used as working documents which were regularly updated to reflect the progress of SEN

pupils. Local Authority support, through the SEN Advisory teacher, had a positive impact and this was evident in the monitoring of SEN plans. SIMS training was implemented successfully to show improved monitoring of interventions. This allowed more precise detail on the impact of new interventions (continued in 2019-20). Progress of SEN pupils was tracked by SMT/SENCO and timely amendments to provision were made as required. Regular pupil progress meetings focusing on SEND children demonstrated evidence of support plan implementation. In addition, a comprehensive SEND strategy was published on the school website and Local Offer site detailing support offered to SEND pupils and this was shared with the SEN governor as part of her monitoring.

Future Plans for the Governing Body 2019 to 2020

- Further develop the roles of subject leaders to heighten leadership capacity and to enable them to measure the effectiveness of improvement strategies.
- Continue governor monitoring roles to enable them to provide more focused support and challenge for school leaders.
- Closely monitor reading across the school to continue the progress made across KS1 into KS2.
- Develop further teachers' ability to plan learning activities that meet the needs of pupils for their different starting points, particularly the most and least able pupils.
- Provide focused opportunities for children in the early years to practice their writing and letter formation.
- Intensify actions to accelerate pupils' progress in writing, with a particular focus on boys' and increasing proportions reaching ARE and above.
- Focus on development of pupils' rights as part of their global citizenship.

Contact Details

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