



## **Annual Governance Statement**

**Governing Body of Bournmoor Primary School 2018-2019**

## 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 and are re-applying for it again this year. In addition our former Deputy Headteacher won the national Enthuse award for significant contribution to the teaching and development of Science, Technology, Engineering and Maths in our school. Our new Deputy Headteacher has continued to build on this and has significantly developed STEM opportunities for pupils. 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
- Dr M Leddra

### Curriculum and Standards:

- Mrs K Laybourne
- Miss M King
- Mrs L A Snowdon
- Mrs L Carr

### Finance and Buildings:

- Mrs T A Bell
- Mrs D Kershaw
- Mrs K Laybourne

- Dr M Leddra

#### **First/Pay Review**

- Mrs T A Bell
- Mrs L Carr
- Mr C Gowland
- Cllr A Willis

#### **Performance Management:**

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

#### **Personnel:**

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

### **Key Issues Faced and Addressed by the Governing Body in 2017 to 2018**

**Target 1:** 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.

**Target 2:** 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).

**Target 3:** In writing a key focus will be on children punctuating their answers correctly and providing challenge to develop sentence development.

**Target 4:** 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).

**Target 5:** Focus on the social, emotional, mental health aspect of SEND children and ensure staff receive training in effective provision.

**Target 6:** Develop pupil's interpersonal skills through a range of opportunities in the curriculum.

**Target 7:** Continue to build on our STEM opportunities with a key focus on developing engineering opportunities across the school.

**Target 1:** To develop the strategic ability of the Deputy Headteacher, she took part in the deputy head teacher visits scheme which focused on learning key Deputy/Headteacher roles from a range of different schools such as: how the School Improvement Plan and SEF are designed, reviewed and evaluated financial processes and insights into budget planning and to learn about to about marketing, Ofsted preparation and community engagement.

To develop our maths teaching further the Maths Co-ordinator discussed the ways maths is planned and taught in colleague's school (PSTT cluster) i.e. about the way they plan, assess, administer tests etc). She then planned and delivered specific maths staff training i.e. an update session, EY maths, reasoning, assessment and planning. All staff were trained on the use of the White Rose Maths planning when it was implemented by the Maths Co-ordinator. To evaluate this the Maths Lead conducted a maths learning walk with the Headteacher in Autumn term 2017 looking for the impact of the maths training and evaluated against evidence to plan next steps.

Mrs Kershaw (Literacy Lead) has been building links with other schools e.g. visits to Broadway Juniors. She has ensured governors are updated through projects such as creating the Governor Training File.

Our 4 Early Years staff visited other nurseries as part of their own CPD and worked with staff to look at how the

provision is set up to offer quality provision and challenge: Lumley Nursery and Infant School (Outstanding) and The Grove Primary School (Good). The Early Years Lead attended a cluster meeting at EDC in Summer term to build links with other schools.

The new SENCO has attended the 'New to SENCO role' course provided by Durham Local Authority SEND and inclusion service for her own professional development. She has attended 'Preparing SENCOs for Inspection' course provided by the Durham Schools Alliance, delivered by a Headteacher/Ofsted inspector). She attended the Mental Health and Resilience in Schools Conference and also provided this CPD opportunity to our teaching assistant (responsible for SEND interventions within the school). She attends SENCO network meetings termly.

**Target 2:** CPD in September 2017 was used by the Deputy Headteacher to deliver a maths update with information from the Maths Annual Conference. She introduced the new planning structure which built a range of skills and assessment across the week. To develop this further, staff meeting training covered assessment, EY maths and reasoning. To develop home/school links the Deputy Headteacher planned and delivered a parents maths workshop with the support of all teaching staff (who wrote and presented their own input for their academic year group). Key Maths homework was sent home weekly for all year groups. This continued for Year 6 until spring term, when SATS booklets were sent to consolidate learning.

The new maths planning was followed to ensure weekly problem solving lessons were being taught, as well as incorporating 2 and 3 steps problems every lesson i.e. fluency lessons with a 2 to 3 step problem. Additionally in Year 2 and Year 6, pupils received weekly SATS questions based on the topic and weekly mental arithmetic practice. Testbase software questions and teacher generated assessments were used with the school's new approach to long term Maths planning. Periodic times table testing, SATS style questions and word problems were used throughout the week, focusing on developing core Maths skills whilst maintaining additional development of logical reasoning. To promote home/school learning our teaching assistant created a new dedicated Mathematics display in the refurbished school library to ensure that there was a clear visual reminder of the usefulness and importance of Mathematics.

**Target 3:** Our Literacy Co-ordinator delivered CPD to update staff about the most effective ways to use the literacy planning and teaching strategies in school. These sessions also included a specific focus on GPS in school and how GPS is assessed at the end of Key Stage One and Two. She provided staff with feedback after moderation of their books, which in turn, informed the content of further staff meetings. One staff meeting included the introduction of the "Think Pink" strategy as part of the school's marking policy. This method allowed staff to highlight various GPS errors in book, so pupils could easily identify what needed to be corrected. This was first trialled in the Literacy Co-ordinator's class and showed improvement in the understanding of GPS. Pupils showed a greater understanding of GPS and could easily see what errors had been made. Staff were fully briefed about the expectations, procedures and methods to increase standards and progression in English. There was a focus on the continuous use of evidence stamp and success criteria (as per marking policy) to show increased of punctuation used in writing and books (in all subjects) were marked using the "Think Pink" strategy to allow pupils to easily identify GPS errors in all subjects.

**Target 4:** Staff have focused on how reading sessions have been structured to get the maximum benefit from all reading opportunities. For example, small group sizes during reading comprehension sessions with a focus on teaching support in emerging groups with teacher focus on stretch and challenge of secure and MAT children. The weekly comprehension sessions resulted in increased word reading and comprehension skills such as inference, prediction and retrieval and pupils could justify their answers with evidence. The teaching assistants work skilfully, under the direction of the teacher, to hold regular sessions of 'Guided Reading' with children of all abilities. Questioning during these sessions was founded upon inference, adapted to the level of the group. Weekly and monthly test data indicated that pupils were improving in Reading and GPS. For example in Year 6 pre-SAT data showed that 80% of children were on target and at ARE for reading with 20% above their targets in Year 6. However actual test results were below this but our teaching assessment data reflects the hard work the pupils put in across the year and the progress they made.

**Target 5:** The new SENCO arranged a staff meeting in which the SEND advisory teacher for Durham Local Authority provided CPD to staff on the role of SENCO and their roles in SEND processes in school. She has attended SENCO network meetings termly. The SENCO has attended the Mental Health and Resilience in Schools Conference and also provided this CPD opportunity to the teaching assistant responsible for SEND

interventions within the school.

The SENCO made staff and children aware of Child Mental Health Week by showing them a video made by the Anna Freud centre. She reminded staff of the Durham Families Information Service Website and the Local Offer provided by County Durham for families to access support. In addition to this she allocated interventions to support pupils with SEMH including Relax Kids, Talkabout for Kids, Mindfulness, etc. To develop this further a teaching assistant completed training with specialist ASD teacher and commenced 'mindfulness' sessions with pupils. Under the direction of the SENCO, the teaching assistant took responsibility for conducting 'Talkabout' sessions with a small group of ASD children and conducted this on a weekly basis. There is a weekly interaction group for identified children for "Relax Kids" through which signs of anxiety or social and emotional problems in the children are assessed and supported. For example, children who need peer relations, have low self-esteem, anxieties, are withdrawn or have behavioural problems. This is shared with the SENCO so SEN plans can be updated. Under the direction of the SENCO, the teaching assistant allows the children opportunity to steer the group as this allows the children to flag up their own needs dove-tailing Relax Kids and the PSHE curriculum comprehensively. During Child Mental Health Week the SENCO ensured children were given a voice so they could make suggestions as to what they would like to see in place in school to support children with any "big feelings" they may have.

To improve the service we offer to our SEND pupils and families, the new SEND notice board ensured SEND had a prominent place in the school and was promoted as an important area for both staff and pupils. The board contained information, advice and support to staff regarding SEND issues.

**Target 6:** There was a focus on developing children's language and communication skills as this has been an area that on-entry to EY shows is well below historically. This was supplemented by the fact we opened our own nursery in September 2017 to offer the local community pre-school learning opportunities. The provision offered a vocabulary rich environment where children were encouraged to develop their communication skills. The Early Years environment offered role play opportunities i.e. the toy shop where children could develop their interpersonal skills. Our nursery and EY provision showed improvements in children's language and communication skills. The parents appreciated the weekly information sheets that were sent home and we found that language development was continuing at home.

Children were encouraged to apply for jobs within the school i.e. the School Sports Crew where they had to match specific criteria to be appointed. At Christmas the STEM co-ordinator offered a Vex stall where children had to complete the challenge. This was managed by children and they developed their skills of working with the public. In addition, each year in SAT week the staff run a SAT Café where children can come in before school and socialise and talk before their tests. We find this useful in developing their social skills and helping to tidy/run the café.

As a school we have developed childrens' ability beyond the primary phase of their curriculum. For example, the Year 4/5 class submitted a winning bid to Newcastle University's Advanced Propulsion Team to win an electric car. As a school we developed a format to apply for the PSQM Gold mark and this successful model was shared with children and used to allow them to submit their bid. Pupil Questionnaires showed that children enjoyed coming into school and expressed how many opportunities they were given. The development of STEM in our school has been significant and successful. Through working with local businesses such as Nissan, children have had greater understanding of the need for good communication to get the job done. When pupils from Year 4 and 5 were interviewed by the local press last year about their electric car, they were eloquent and showed depth of knowledge about the project.

The SEN children showed improvement in their communication and language use and this was evident in lesson observations, talking to pupils and in their book scrutiny. Behaviour logs showed children are learning to express themselves more clearly, learning to walk away and talk to staff rather than reacting and can talk openly to the Headteacher about concerns and support they need.

**Target 7:** Working closely with Science and Maths co-ordinator a continued focus on developing external links has been maintained across the year. Park View VEX sessions and developing links with Nissan, Komatsu and the Foundation of Light were all included in an action plan to continue the school's already strong STEM links. The school has already benefited from attending "The Big Bang" which provided useful links with local business that

can be developed to benefit both KS1 and KS2. Building on the success of last year's Primary Engineers award, a plan was formulated to roll this format out across school, from the newly set up school Nursery through to Year 6. Staff training was provided in order to ensure all children access the same high quality teaching delivery and enthusiasm regardless of year group.

In October, 2017 the STEM leader attended a two day 'STEM' training course - 'Integrating Robotics into the Primary Curriculum'. The enthusiasm and profile of STEM subjects in UKS2 was maintained as children moved from Year 5 to 6 as a result of continued focus on attending local events and maintaining local links such as Robotics at Park View and attending "The Big Bang" engineering event in October 2017.

Profile of STEM has been raised due to the addition of a school Twitter page. The STEM Co-ordinator has recorded the VEX work and it features on the school's Twitter feed, which helps to raise the profile and reputation of the school amongst parents and the wider community.

We are now linking with global partnerships (VEX ROBOTICS AND RAPID ELECTRONICS) and local provisions such as Park View and Tanfield Academy. In addition to this, the STEM leader successfully applied for an 'Enthuse' award for the VEX training, and as a result obtained a full set of robotics equipment for the school. There has been a thriving 'VEX' robotics club within the school, which made use of this equipment.

#### **Future Plans for the Governing Body 2018 to 2019**

- Develop governor monitoring roles to enable them to provide more focused support and challenge for school leaders.
- Further develop the roles of subject leaders to heighten leadership capacity and to enable them to measure the effectiveness of improvement strategies.
- 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.
- Improve the quality of teaching in Y3, including transition from KS1 to KS2 to enable pupils to make stronger progress.
- Intensify actions to accelerate pupils' progress in writing, with a particular focus on boys and increasing proportions reaching GDS and above ARE.
- 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.

#### **Contact Details**

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