

Annual Statement from the Governing Board

Bede Burn Primary School

The core functions of the Governing Board are:

- Ensuring clarity of vision, ethos and strategic direction,
- Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance of staff, and
- Overseeing the financial performance of the school, making sure its money is well spent

The Governing Board of Bede Burn Primary School work in partnership with the Head Teacher, Senior Leadership Team, Teachers and Support Staff to promote and maintain high standards of educational achievement by ensuring pupils achieve appropriate progress and attainment. This can only happen if pupils are supported by a well led, enthusiastic, professional and competent staff which we are lucky to have at Bede Burn, as well as a dedicated Governing Body who all believe in the continuous improvement of standards and quality of our provision.

The School Improvement Plan (SIP)

Bede Burn Governors work in co-operation with the Head Teacher and Senior Management in the writing and monitoring of the SIP. This sets the focus for the coming year and reflects on the progress and attainment made in the previous year, measured against the previous years' cohort, local and national targets, school self-evaluation and teaching and learning scrutiny. The current SIP is based on priorities identified from data, school self-evaluation and Ofsted priorities. The SIP is set out with clear aims, the key tasks which will be completed in order to achieve these aims and the success criteria in order to measure outcomes. The SIP is monitored and reviewed termly, with an evaluation overview being completed and presented to governors through regular internal and external reports.

Bede Burn Primary School aims for 'Everybody Learning to Change the World.' This encompasses our belief that knowledge is the greatest power, and that learning can lead people to change the world for the better – something that Bede Burn instils in our pupils. Secondly, it reflects that *everybody* in Bede Burn is a learner... and often we learn from each other. We aim to make sure that our pupils run smiling to their parents at home-time, keen to share what they've been doing that day. We want to spark the imagination of our pupils and provide an education that prepares our children to be upstanding members of the community, both local

and global. We ensure our children leave year 6 with everything they need for success in their bright futures, including a broad academic knowledge, respect for themselves and others, confidence and a host of fond memories.

Here at Bede Burn, **'We think big – we dream big – we go for it!'**

Our current School Development Plan has four main objectives: Bede Burn's curriculum prepares pupils for their futures as lifelong learners; teaching and learning is consistently excellent across the school; our school is a valued community where children are empowered to become active global citizens and learners; leaders are the key drivers of school improvement. Each of these four main objectives has a developed strategy to enable achievement, they are: a focus on strong basic knowledge alongside enriching opportunities to master skills and strengthen understanding; a commitment to teachers' professional development and growing expertise is at the core of strengthening all teaching; pupil development is underpinned by the school's values and ethos and leaders are the key drivers of school improvement. Each objective and strategy in our SIP have identified tactics to achieve delivery, which clearly outline milestones and review checkpoints for each tactic during the launch, implementation and review points within the plan. Each tactic within the SIP has identified success indicators which enable the Governing Body and others access the current performance and achievement during regular updates from the Head Teacher at the termly meetings.

Assessment of the impact of the Governing Board during 2017 / 2018

We, the Governing Body, along with the Head Teacher, Senior Management Team, Teaching Staff, Support Staff as all other members of staff are constantly striving to improve and develop the school. This has been successful with continued improvement in pupil progress and attainment across school. Our EYFS GLD has increased again, continuing our upward trend, to 76.7%. Our Year 1 Phonics pass rate was 94.6%, with our Year 2 children requiring resits achieving a fantastic 100% pass rate. Our Key Stage One data at or above Local Authority averages in all subjects, at both Expected and Greater Depth levels. Our Key Stage Two data shows that progress in writing and maths were statistically in line with national data, and we have continued our strong attainment in Mathematics. Our main focus this year is improving our reading results to match our previous high standards. Internal data shows that all year groups are making good progress and achievement is good. All Governors have shown a very high level of commitment to the future of the school and offer an increasingly outstanding level of challenge and support to the school whilst ensuring the school fully meets its statutory requirements relating to safeguarding. We support the continuous improvement culture which

ensures the quality of teaching in all classes is consistently excellent, and the impact of our work has been strong progress measures in all classes. Morale is very high and belief in the school's success runs throughout the core of the school.

Following our Ofsted visit on the 16th January 2018, we maintained a strong judgement of a 'Good' school. We received a letter which evidenced that our direction of travel, senior management approach, strategies and challenge by the Governing Body had resulted in the school remaining good.

Ofsted letter to the Head Teacher quote:

'Governors are delighted with the changes that are taking place. They have reviewed thoroughly their own knowledge and skills and have undertaken significant training to improve these. They know how important it is to check things out for themselves such as safeguarding and provision for pupils who have special educational needs and/or disabilities. They have done so carefully and thoroughly. You value their whole-hearted support and challenge.'

The inspection findings were:

- Leaders have worked successfully with teachers to improve to the quality of teaching and learning. High-quality coaching, sharing excellent practice clearly evident in school and opportunities for teachers to attend external training have reaped rewards. In all classes, high-quality teaching and expectations are the norm;
- Teachers are skilled in using questioning to probe and deepen pupils understanding. Pupils say that they are always challenged and work is never too easy. Nevertheless, you are aware that sometimes learning has taken place too quickly and important skills need more practise and consolidation;
- Mathematics was one of your first targets for improvement. You quickly embedded a new curriculum and mathematics is now an intensely practical subject, full of rich learning opportunities. The last cohort of Year 6 pupils made strong, above-average progress from their starting points into Year 3. Inspection evidence shows that pupils' progress in mathematics is now good in all year groups. Pupils are able to both think for themselves and apply their skills to solving problems successfully. Teachers use time wisely and if a pupil struggles with a concept during a lesson the pupil is given additional support the same day, so that they do not fall behind;
- The work of leaders and staff is shining through in the high quality of reading skills clearly evident throughout the school. Pupils enjoy recording summaries of books they have read. Pupils' workbooks show real pride in their work, which is neatly presented. There is careful

attention to detail and the quality of handwriting, appropriate to pupils' stages of development, is high;

- You have recently implemented a curriculum where many subject disciplines are taught, linked to an imaginative, creative theme. This is inspiring interest and engagement in learning and pupils are now benefiting from a broad, balanced and imaginative curriculum. Teachers are using the curriculum to provide rich opportunities for pupils to practise and apply their writing skills in a range of contexts. Work in pupils' books shows accelerating progress in writing;
- You have ensured that teaching assistants are highly skilled through bespoke training. They make a strong contribution to pupils' learning and know just the right time to support and when to hold back, so that pupils learn to work independently and make good progress. You focus their work carefully to support pupils who need extra help.

As identified by Ofsted, moving forward, our Governing Body, Head Teacher, Senior Management Team, Teaching Staff and Support Staff need to focus on:

- the achievement of pupils in writing to improve by providing further high-quality opportunities for pupils to practise writing for a variety of purposes and range of audiences;
- pupils have good opportunities to develop, improve and refine their writing skills within the context of the now-rich curriculum within subjects other than English;
- enough time is provided to strengthen the impact of teaching and to ensure that pupils learn and master new skills before moving onto their next challenge.

Composition of the Governing Body

The Governing Body is comprised of:

Name	Governor Type	Role
Mr Jason Ail	Parent Governor	
Mrs Nicola Faulkner	Head Teacher	
Mrs Amanda Lenny	Co-opted governor (staff member)	
Mrs Nicola O'Doherty	Parent governor	
Mr Mark Overton	Co-opted governor	Vice Chair of the Governing Board / Health & Safety governor
Mrs Jane Parkes	Staff governor	
Mrs Linda Reiling	LEA governor	Chair of the Governing Board /

		Governor induction & training
Mrs Jean Watson	Parent governor	
Mr Nigel Yarrow	Co-opted governor	

Scheme of Delegation

Please refer to the scheme of delegation in relation to the various committees that each Governor is responsible for – linked on our website in the governors section:
<http://www.bedeburnprimary.co.uk/governors-information/>

Link Governors

Please refer to the link governor table in relation to the various link governor areas that each governor is responsible for – linked on our website in the governors section:
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Policies

As governors we are responsible for the development of and implementation of policies which play a vital role in ensuring the effectiveness of the school and its staff in meeting its obligations to its pupils, parents and other stakeholders. We ensure that policies are regularly scrutinised and updated to reflect national expectations and government legislation.

Finances

As governors we ensure that we set and regularly monitor the current and three year budget of the school, to ensure that monies are utilised correctly to provide best value to our school working against the Schools Financial Value Standards.

Summary and Future Plans

In May 2018 Linda Reiling was appointed as the new Chair of Bede Burn Governing Body following 8 years of being an LEA Governor on the Board and spending the past year as the Vice Chair. Linda is a Joint Commissioning Manager for Mental Health, Learning Disabilities and Autism for NHS Sunderland Clinical Commissioning Group. Linda has worked in the NHS since for 15 years and has undertaken a number of different roles within different areas of health

arena so she has a lot of knowledge, skills and experience to bring to our Governing Body and School. Linda was appointed to the role of Chair of Governing Body following the retirement of our previous Chair Julie Richardson. Julie was our Chair for a number of years (from March 2008) and had supported three of our Head Teachers here in Bede Burn School.

In September 2018 we are planning to reallocate Link Governors to ensure that we continue to act as the critical friend of the school – acting objectively to ensure each of the areas of learning is scrutinised closely to ensure no slippage against measurable targets. As Governors we undertake not only scrutiny of the school, but also of ourselves. We have a calendar of scheduled meetings and link visits, and in addition attend committee meetings and convene special meetings when required. As Governors we will continue to serve our school. We can be contacted through the school and we welcome your comments and feedback at any time.