

**Annual Governance Statement for the Governing Body of
Durham Trinity School & Sports College
January 2020**

School Vision

- Fully inclusive and appropriate education is provided for the whole child.
- A holistic and nurturing approach to support pupil's social, emotional, communication, mental health and wellbeing at the appropriate level to the child.
- A curriculum that develops skills and knowledge, alongside opportunities to apply and develop life skills.
- Physical activities to develop creativity, resilience and risk taking whilst becoming healthy and active young people.
- Staff specialism and bespoke skill set ensures that each child is inspired, and reaches their full potential – physically, mentally and academically.
- Creative and innovative activities to challenge and develop thinking skills for all pupils no matter their SEND.
- Pupil's achievements and milestones are celebrated no matter how small.
- Pupils are society ready and ready to take on their next steps in life - aiming high in life.
- Staff are outward looking – (beyond the norm, outside the box) to ensure all pupils needs are met and to drive the school forward.

**The Governing Body of Durham Trinity School & Sports College has a strong focus on its
three core strategic functions:**

1. Setting Strategic Vision –
 - Ensuring clarity of vision and ethos,
 - Engaging with stakeholders
 - Ensuring statutory duties are met.

2. Creating Robust Accountability –
 - strengthening school leadership
 - performance managing the Headteacher
 - contributing to school self-evaluation

3. Ensuring Financial Probity –
 - Ensuring solvency and effective financial management
 - Ensuring the use of Pupil Premium and other resources overcome barriers to learning.

Governance arrangements

The Full Governing Body meets once each term, and we also have a number of committees to consider different aspects of the school in detail.

The **Finance Committee** meets half termly and focuses on finance, premises and resources.

The **Personnel Committee** meets termly and focuses on staffing matters.

The **Curriculum and Standards Committee** meets at least termly and focuses on pupil progress, achievement, attainment, curriculum and welfare issues.

In addition there is a Pay Review/First Committee, and Appeals Committee. These committees meet as required.

During the last year we have welcomed two new governors.

The Governing Body continue to be a member of the National Governors Association to Gold Level.

All Governors have access to the Governor Portal on the Durham Learning Gateway Office 365. This enables Governors to access to all Governing Body papers, agendas, minutes of meetings, associated documents and links to associated websites. The impact of this facility means all governors can access information in a timely manner.

All Governors have access to Every an online system to approve policies and documents whilst recording the policies and documents that have been read by governors.

All Governors have access to The Key – Governors; this provides access to resources and information to support them in their role.

Key Issues faced and addressed by the Governing Body

The Governing Body has had a particularly busy year focusing on:

Priorities as detailed in the School Improvement Plan 2018/19 whilst addressing the action points from the March 2016 Ofsted report.

This includes:

Leadership & Management:

1a) To further develop the role of middle leaders in accountability of monitoring and improving, behaviour/emotional wellbeing of pupils the quality of teaching and learning and pupil outcomes.

1b) To review current governance and utilise the expertise to drive school improvement.

1c) To develop an effective CPD programme to improve pupil progress.

Quality of Teaching & Learning:

2a) To review the current whole school curriculum in relation to the Rochford Review recommendations.

2b) To further develop pupil's independent thinking skills further.

2c) To further develop a Total Communication Approach.

2d) To further develop learning outside the classroom to promote creative and exciting learning opportunities.

Personal Development, Behaviour & Welfare:

3a) To support a higher proportion of pupils across the school in terms of their emotional wellbeing.

3b) To support staff health and emotional wellbeing

3c) To promote the new SMSC framework and implement the impact.

Pupil Outcomes:

4a) To use data more effectively to identify strengths of the school and future areas of development for the school and college

4b) To review the whole school assessment systems to ensure it is meeting the needs of the school and follows recommendations from Rochford Review.

4c) To develop Careers, Education, Information, Advice and Guidance (CEIAG) programme across the school.

Assessment of Impact from 2018/19 School Improvement Priorities:

Key Stage Leaders taking an active role in moderation of pupils work and pupils' behaviour and emotional wellbeing whilst monitoring a variety of data.

Working parties established for driving key areas of the SIP.

New governors identified and recruited, followed by inductions.

Skills audit introduced for all governors to identify strengths and training needs of the Governing Body.

Leaders and Governors worked collaboratively to write a new Ethos, Vision and Values.

Headline documents written by leaders to present school data for their area of responsibility.

New Teaching & Learning overview created to identify strengths to share good practice and training needs.

Implemented a CPD programme for classroom support staff.

Introduced a training programme for parents and carers.

Research and training taken place to support curriculum development and new assessment procedures. New assessment tools identified to be implemented within the new academic year (2019/20) – Evidence for Learning, MAPP, NOCN whilst Bsquared continues for identified pupils.

3 curriculum pathways created to meet the needs of all pupils at Durham Trinity.

Thinking Skills working party identified and purchased resources whilst organising a Thinking Skills drop down day for the whole school. This developed staff skill set whilst developing pupils thinking skills.

Total Communication Approach working party shared good practice and resources; further implementation of signing and symbols across the school.

EHCP interim report introduced by SENCos to illustrate progress made so far towards EHCP outcomes.

OPAL working party supported the further implementation of OPAL, with new equipment and structures in place, supervision zones; increasing play and engagement in the outdoors at playtimes, lunchtimes and lessons (e.g. Post 16 allotments).

New referral system in place to support pupil's emotional wellbeing and identified interventions.

Thrive CPD; improved staff skill set in understanding how to support pupils emotional wellbeing, writing class action plans and greater understanding of the Being stage.

Staff Wellbeing Being Working Party established; registered and working towards Better Health at Work award, whilst following the Staff Resilience programme.

SMSC tracker in place with identified staff inputting data to demonstrate the wide range of SMSC opportunities taking place.

Careers information on the website. Durham Trinity successfully applied to be on the Primary Gatesby Pilot programme.

There has been an increase in the CEIAG opportunities for pupils; visitors into school.

Future plans for the Governing Body

The priorities for this academic year are detailed in the School Improvement Plan 2019/20 whilst addressing the action points from the March 2016 Ofsted report:

Leadership & Management:

- Develop Governors expertise further and re-designate to specific areas of the School Improvement Plan.
- To develop Subject Coordinators role to ensure there is enriched and diverse curriculum across the school and in all departments.
- All leaders are able to articulate curriculum intent whilst they take an active role to implement and measure impact of the new curriculum.
- To follow and implement actions from recent audits: H&S, Safeguarding and Finance; to ensure school are embedding the culture of safeguarding whilst following all statutory requirements.
- Demonstrate the impact of further interventions on attendance.

Quality of Education:

- Planning and monitoring of the quality of education is formalised across the whole school to ensure a consistent approach, identifying areas of development and good practice to share to increase quality of teaching is to: over 80% is at least good.
- Leaders monitor the new assessment pathways procedures and ensure pupils are achieving their targets and developing as a whole child.
- Leaders introduce and embed the semi- formal and pre-formal curriculum across the school.
- To promote reading further across the school whilst measuring impact of interventions.
- To implement CEIAG within the curriculum, by ensuring Gatsby's benchmarks are embedded.
- To achieve the Outreach Level for the Science Mark Award.

Behaviour & Attitudes:

- To analyse DCC attendance report and implement actions to improve whole school attendance.
- To extend the implementation of SCERTS across the school.
- Leaders to further improve the levels of behaviour through termly analysis and actioning. (Thrive..... class based and no of 1:1 interventions, solution circles, restorative approach)
- To promote and embed the school ethos, values and vision to further improve behaviour and attitudes.
- To obtain pupils views, analyse and action as appropriate – to achieve Investing in Children's award.

Personal Development:

- To analyse SMSC tracker for gaps and future actions.

- To embed RSE primary curriculum through the curriculum pathways.
- To update and implement new PSHE curriculum within all curriculum pathways
- To implement The Primary Pilot Gatsby programme.
- Leaders can demonstrate that EHCP outcomes are embedded to prepare pupils for next steps in their development.