



Living the Olympic  
and Paralympic Values



## Northbourne CE (A) Primary School

Cockcroft Road  
Didcot  
Oxfordshire OX11 8LJ

Headteacher: Mr. P. Shaughnessy

Phone: (01235) 817744

[office.3852@northbourne.oxon.sch.uk](mailto:office.3852@northbourne.oxon.sch.uk)  
[www.northbourne-school.org.uk](http://www.northbourne-school.org.uk)

## The Board of Governors' annual report, 2018-19

### Who are the Northbourne School Governors?

Northbourne school is a Church of England academy and a member of the Oxford Diocesan Schools multi academy Trust (ODST). As a Church of England school, the majority of the Governing Body of Northbourne School is appointed by ODST. These Governors are known as foundation governors and include Reverend Hannah Reynolds, Reverend Fran Childs, Sara Green, Anita Smith, Kate Woods, Paul Clayson, Barbara Sexton and Sarah Mollen. Mrs Green, Mrs Smith, Mrs Woods and Mr Clayson are also parents of children at the school.

There are two elected parent governor positions. One of these is currently held by Catherine Yarker (term ends Jan 2022), and the other is vacant.

There is one elected staff governor, and this is currently vacant. Mr. Shaughnessy is also a Governor.

The Chair of Governors is Mrs Green and vice-chair is Mrs Woods. Mrs Woods is also the Governor with special responsibility for safeguarding, and Mrs Green the governor with special responsibility for whistle-blowing.

Governors can be approached formally via the school office or in person at pick-up/drop off times.

### What do Governors do?

Governors help to set the priorities of the school and monitor the effectiveness of the work of the staff. They work alongside Mr Shaughnessy and the senior teachers to produce an ongoing School Development Plan which sets out the goals for each year and into the mid-term future and then check how well this plan is being implemented and whether it needs to be changed. They are also responsible for setting the budget along with the headteacher and business manager, checking that the school is in a sound financial position and that the budget is spent wisely to provide the best education possible for the children at the school. Governors are volunteers and those who are also members of staff receive no further pay or time off for their work as governors.

The day-to-day running of the school is the responsibility of Mr. Shaughnessy and the staff. Governors have a strategic role and cannot help with day-to-day issues and will have no knowledge of the progress of individual children. Mr. Shaughnessy or your child's class teacher should be approached with any questions.

### How well has the school done recently?

We had our SIAMS (Statutory Inspection of Anglican, Methodist and ecumenical Schools) inspection in February 2017. We were delighted to be graded as 'outstanding' and feel that this accurately reflects the ethos of the school and the hard work of staff and pupils.

SIAMS Report on Northbourne Primary (published March 2017):

- *“The school’s exceptionally strong and vibrant Christian ethos which is firmly based on distinctly Christian values has created a community in which each member is loved and cared for as a unique child of God resulting in the pupils developing confidence in their own abilities, achieving and progressing both educationally and socially.*
- *The school’s leaders have a distinct vision of the school’s ongoing development within a strongly Christian context resulting in the school’s Christian character shaping the lives and learning of all in its community.*
- *The extremely firm and mutually beneficial partnership established with the parish church together with the links forged with other churches in the area has strengthened the school’s ethos of love and care for all, creating within it a distinct and supportive Christian community.*

We were last inspected by Ofsted in July 2015 and were rated as ‘Good’.

*“The headteacher, ably assisted by a strong leadership team, has dealt well with the disruption to teaching caused by staff absences. He has made good decisions to ensure that pupils’ learning has been affected as little as possible. This has resulted in significantly improved progress by pupils in reading, writing and mathematics in all year groups this year.”*

An up-to-date summary of school performance data is available on the school website (Our School – Attainment). Additional data can be found by searching online for the Government’s new ‘Compare School Performance’ service.

Improving attendance continues to be a focus of the Governors because it is absolutely vital that every child attends school unless they are unable to do so because of illness; missing time from school seriously harms children’s progress. Attendance has been steadily improving in recent years so thank you for your co-operation.

### **What is the plan for this year?**

If you wish to read the full version of the School Development Plan please ask at the office. Here are some important elements:

We are working towards further raising attainment and increase progress in all subjects with a particular focus on:

- Attainment of children eligible to Pupil Premium funding across all subjects and phases.
- Proportion of pupils attaining a Good Level of Development at the end of Reception.
- Secure consistency in all classes across Early Years Foundation Stage
- English: 1. Develop consistency in teaching of early reading and in whole class reading 2. Going deeper with editing 3. Comprehension and use of vocabulary 4. Shared and modelled writing within a consistent approach to skills development.
- Maths: 1. Fluency – multiplication and other number facts 2. Challenge for rapid graspers 3. Embedding mastery approach for early maths 4. Securing conceptual understanding: concrete-pictorial-abstract.
- In the wider curriculum, secure progression in skills and knowledge in non-core subjects.
- Embed teaching of Mandarin in Key Stage Two and begin to consider how to make this sustainable.
- Develop reading and maths peer mentors to support development of key skills.
- Embed Understanding Christianity resource to develop teaching and learning in RE.

### **Is the School in a sound financial position?**

Like most schools across the country we have found that the funding levels we receive from central government are making it increasingly challenging to balance the budget, although to date, we have managed to achieve this and are currently running without a deficit. This will continue to be a significant challenge in the near future, with what resources we have targeted at quality teaching.

## **Safeguarding**

The school, including all governors, is [committed to safeguarding and protecting the welfare of children and young people](#) and expects all staff and volunteers to share this commitment.

We undertake rigorous checks on all staff and volunteers who work in our school and maintain a central record documenting these. Staff members involved in recruitment and selection of employees are trained in safer recruitment, and all of our staff and volunteers undertake in-house Child Protection training. Governors take their responsibility for safeguarding the welfare of pupils very seriously, and monitor this regularly in a range of ways.

## **Pupil Premium**

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is important that anyone who might be eligible for this funding lets the school know so we can carry out a simple check. A full breakdown of how the Pupil Premium is being spent in our school is available on the school website (Our School – Attainment – Pupil Premium reports). This includes the provision of a specialist Numbers Count teacher, access to our Reading Recovery teacher and specialist teaching assistants. Governors monitor the effectiveness of these provisions.

## **Special Educational Needs**

Our Special Educational Needs co-ordinator is Mr. Rob Woods. He produces a separate report each year.

We know that all of the children in our school have unique talents, but that, at some point, many children may find some aspects of school – be they academic, social, emotional or behavioural – more challenging. All staff at Northbourne share a commitment to supporting any child with an additional or special need whether it is a short-term problem related to a very small part of the curriculum or school life, or more complex needs.

We strive to provide the support each pupil needs in order for them to become a motivated and successful learner. More details can be found on the school website.

If you would like a copy of the school's Accessibility Plan please ask at the office.

The Governors would like to thank Mr. Shaughnessy and our staff for their dedication and inspiration in providing the best possible outcomes for every pupil in the school; their efforts were acknowledged by our recent SIAMS and Ofsted inspections. We consider ourselves fortunate to have such a skilful and dedicated staff at Northbourne.