

**Annual Governance Statement for the Governing Body of
Durham Trinity School & Sports College
September 2024**

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 and Premises Committee** meets at least termly and focuses on finance, premises and resources.

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

The **Curriculum 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 governor.

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

All Governors have access to the Governor Hub on The Key whilst also being able to access Office 365 for emails and SharePoint. This enables Governors to access 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 are able to approve policies and documents in the Governor Hub, whilst also signing up to training and downloading their certificates on this portal.

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

Priorities as detailed in the School Improvement Plan 2023/24 whilst addressing the action points from the February 2020 Ofsted report.

This includes:

Leadership & Management:

- Increased Governor leadership capacity providing wider ownership of school development targets increasing capacity and sustainability.
- Increase in partnership working to develop further learning opportunities (work experience/volunteer) and action research in school.
- To work collaboratively with DCC to provide an offsite Post 16 provision
- To research and plan for a future academy conversion.

Quality of Education:

- To embed the Curriculum Toolkit across all pathways
- To monitor and ensure a personalised and consistent approach to reading
- To further develop the Total Communication Approach by introducing further strategies, resources and interventions.
- To embed how learning and progress is evidenced through Evidence for Learning.

Behaviour and Attitudes:

- To embed the current approaches to support behaviour and emotional wellbeing
- To introduce a new intervention – Sensory Attachment Intervention

Personal Development:

- To provide outstanding enrichment activities to meet the needs, interests and challenge for all pathways
- To review Personal Development policy to include a rationale that identifies and defines Cultural Capital, Character Education and SMSC, within the context of the whole school.
- To re-launch and promote OPAL as a whole school model
- Capturing and effectively using pupil voice to inform school development and pupil outcomes

Assessment of Impact from 2023/24 School Improvement Priorities:

- The Curriculum Toolkit is embedded across all pathways and our curriculum is effectively implemented, whilst being appropriate and challenging for each pathway. Coaching opportunities have enabled staff to be able to articulate this.
- Teachers use the Curriculum Toolkit, continuums to identify where gaps are in pupils learning and use the agreed sequential planning documents/proformas to plan sequential learning for different groups of pupils in class.
- The Reading Lead monitors and ensures there a personalised and consistent approach to reading, by providing training, resources, and decodable books whilst also sharing information with our families during Parent Information Sharing sessions. This is presented on the school website along with an updated policy; which explains the number of approaches to reading we use at Durham Trinity.
- Phonics tracking grid is completed by teachers, identifying and closing any gaps whilst maintaining reading records to show pupil's progress in reading.
- Our Total Communication Approach has been developed further by introducing further strategies, resources and interventions to support pupil's needs. This includes Blanks and Gestalt Language Processing.
- We use Pupil Premium funding for an additional Speech and Language Therapist to support and assess identified individual pupils who require assessments or additional support and advice for staff to meet the diverse range of need across the different pathways.
- Pupil's learning and progress is evidenced through Evidence for Learning which has been further embedded across the school, with an updated Teaching and Learning policy and introduction of case studies to evidence individual learning.
- Sensory Attachment Intervention is one of our new interventions introduced to support identified pupils, whilst our school therapy dog passed his accredited dog therapy course.
- Our programme of Friday Extra-curricular activities are embedded which provide rich learning opportunities that are appropriate, challenging with some accreditations for the different pathways.
- Our school has a clear and concise Personal Development policy that reflects practice and key areas – Cultural Capital, Character Education and SMSC.
- OPAL was relaunched in January 2024, with a new middle leadership role introduced; A Play Lead to drive this initiative towards achieving platinum OPAL award in 2024/25.

- The School Council continue to provide pupil voice whilst the EHCP pupil voice format is embedded across the school, whilst sharing our good practice with social care.
- Governors continue to monitor their areas of responsibility, meeting leaders and classes whilst attending training to support them in their role.
- Our Link Governor has created a tracking grid to identify gaps in training or needs of the FGB.
- Regarding Careers, our school were part of NELEP sharing good practice through a professional video made about the practice within our school.
- A bank of companies and organisations are growing offering work experience/volunteer work and career learning opportunities across the school.
- Our Director of Sports is working collaboratively with Durham University to carry out action research based on attention autism and PE. This has led to partnerships to develop the PE curriculum regarding Physical Literacy with Gethin Thomas (PE/Health and Wellbeing Education Consultant).
- Our Pre-formal Lead has been accepted on the Interact Study for Intensive Interaction for pupils with PMLD.
- Our school have agreed to support DCC and their mainstream schools by being part of an SLA to support SEND within mainstream schools in Durham.
- The school is in conversation with DCC regarding an additional site for Post 16 and KS4 students – a wish list has been shared, a site has been identified, whilst it is at the feasibility and inception stage.

Future plans for the School and Governing Body

The priorities for this academic year are detailed in the School Improvement Plan 2024/25 whilst addressing the action points from the February 2020 Ofsted report:

Leadership & Management:

- To further develop Governor skill-set and expertise at all levels.
- To further improve sharing of information with our families.
- To work collaboratively with DCC to provide an offsite Post 16 provision
- To research and plan for a possible future academy conversion

Quality of Education:

- To ensure continuous provision for each pathway is appropriate and challenging.
- To embed new communication strategies and resources.
- To further support pupil's reading by developing parent engagement and resources.

- To research and trial opportunities for the use of Evidence for Learning to record MAPP assessment and EHCP interim assessment judgements..

Behaviour & Attitudes:

- A wider Thrive Practitioners programme in place to support all classes.
- Continue to meet the needs of our most complex learners, through focussed support/training for each class around how to deliver the behaviour policy in a practical and individualised way

Personal Development:

- To link Cultural Capital to the delivery of the curriculum: inside and outside the classroom.
- To achieve Platinum OPAL accreditation.
- To research, apply for funding to extend the school day.