

Annual Governance Statement for the Governing Body of Seaham Harbour Nursery School 2018/2019



School Vision/Mission Statement

At Seaham Harbour Nursery School we provide a secure, caring and happy environment where learning and discovery is FUN!

Every child is unique and their individual needs are catered for allowing them to flourish and grow.

Our children:

- are listened to and have interested and caring adults to share in their enjoyment and learning
- are encouraged to play, explore, experiment and learn through exciting and meaningful experiences
- learn because it's fun and not just simply to meet their next developmental milestone

Through a well-planned curriculum in a rich and stimulating environment we provide first hand experiences that motivate and challenge all children.

Staff demonstrate a high level of engagement, using their knowledge and skills to respond to children's interests and needs. Through observing and interacting with the children, the environment is enhanced to extend child initiated play.

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of Seaham Harbour Nursery School Governing Body are:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the head teacher to account for the performance of the school and the staff and the achievements of the children.
3. Overseeing the financial performance of the school and making sure its money is well spent.

Governance arrangements

The full governing body consists of the following people who have the skills required to contribute to the effective governance and success of the schools.

- The headteacher
- 1 staff governor
- 5 elected parent governors

	<ul style="list-style-type: none"> ➤ 1 local authority governor ➤ 7 co-opted governors <p>The full governing body and finance, premises and grounds committee meet every term to cover school, LA, government and current issues in detail. We hold other committee meetings in response to the needs of the school.</p> <p>The governing body committees are</p> <ul style="list-style-type: none"> ➤ Finance, Premises and Grounds committee- meet termly to closely look in greater detail at the school budget, financial planning and consider the upkeep of the building and premises ➤ Performance Management - meet annually to discuss the head teacher and deputy head teacher's performance in relation to previously agreed targets ➤ Assessment and data committee - meet termly to monitor progress and achievement ➤ First/Pay review committee- meet annually to consider any pay awards ➤ Appeal committee - only meets when required, it is formed by members of the governing body that were not involved in any original decisions that may lead to an appeal being lodged <p>All minutes from committee meetings are shared with all governors at the full governing body meetings.</p> <p>At the beginning of the school year each governor completes a skills audit and governors are encouraged to attend training events as individuals or as a full governing body to become better informed and more able to support and challenge the school.</p>
Attendance record of governors	Governors have excellent attendance at meetings.
Key issues faced and addressed by the Governing Body	<p>The governing body of Seaham Harbour Nursery School are very dedicated and take a great deal of pride in their role and focus on school improvement.</p> <p>Achievement:</p> <p>Issue: <i>to raise achievement across all areas of learning for all ensuring the provision is relevant/meaningful and responsive to the children's needs and interests</i></p> <p>Actions:</p> <ul style="list-style-type: none"> • Entry data produced and shared with staff • Book scrutiny and monitoring of documentation throughout the year • Observations of teaching throughout the year

- Refinement of assessment tracking
- Aspirational targets set for children
- End of year assessments completed and matched against aspirational targets

Quality of Teaching:

Issue: *to continue to ensure the quality of teaching is at least good and often outstanding in all areas of learning and that children make consistently good progress, whilst ensuring documentation reflects on the teaching and learning.*

Actions:

- High expectations of all staff
- Staff training regarding specific areas for development
- Curriculum coverage is monitored and areas of underperformance are challenged
- The Deputy head teacher has attended moderation meetings with other Deputy heads from nursery schools to compile documentation to ensure more parity in assessment of children's achievements
- Additional member of staff employed (through Early Years Pupil Premium) to work with groups of children
- An extended learning project completed with more able children in the summer term
- Data is shared with governors termly after the completion of assessments with breakdowns for specific groups of children.
- Governors have visited nursery to monitor the provision through successful governor weeks throughout the year
- Book scrutiny by head teacher and deputy head teacher - outcomes shared with staff
- Ofsted Health Check conducted by LA
- Regular observations of all teaching staff throughout the year

Leadership and management:

Issue: *to monitor assessment systems and tracking procedures and curriculum coverage in particular the EYPP children and the 30n hour children. To continue developing the effectiveness of all leaders (including Governors) in all aspects of leadership in preparation for Ofsted.*

Actions:

- Analysis of data and identification of children's needs
- Comparison of EYPP children to non EYPP children
- Comparison of 30 hr children to 15 hr children
- Offering different activities for the 30 hour children

	<ul style="list-style-type: none"> • Governor presence increased in school through Governor Weeks and HT/Chair meetings • Governor monitoring role of SDP • Analysis of data with governors <p>Behaviour and safety: Issue: <i>to continue reviewing and reflecting on staff training</i> Actions:</p> <ul style="list-style-type: none"> • Training for all staff and governors through in house and LA - E-safety, GDPR, Writing, Maths, Music <p>Governors have ensured all procedures and policies for safeguarding, health and safety and behaviour are in place. Attendance and behaviour issues are reported through the Headteacher to the governing body.</p>																																													
<p>Assessment of impact</p>	<p>Impact on achievement:</p> <ul style="list-style-type: none"> • Final assessment data for 2017/2018 shows an improvement in all areas of learning and achievement from low entry points. • Rates of progress show at least 93% of the cohort leave with at least the expected progress in all areas of learning. At least 69% of the cohort leaves with either good or outstanding progress in all areas of learning. • The quality of teaching remains consistently high <table border="1" data-bbox="598 1211 1332 1503"> <thead> <tr> <th colspan="5">% of children on or above expected level at end of year</th> </tr> <tr> <th></th> <th>2014/15</th> <th>2015/16</th> <th>2016/2017</th> <th>2017/2018</th> </tr> </thead> <tbody> <tr> <td>PSED</td> <td>55</td> <td>71</td> <td>91</td> <td>71</td> </tr> <tr> <td>CL</td> <td>51</td> <td>57</td> <td>88</td> <td>74</td> </tr> <tr> <td>PHY</td> <td>75</td> <td>67</td> <td>96</td> <td>82</td> </tr> <tr> <td>LIT</td> <td>51</td> <td>57</td> <td>85</td> <td>80</td> </tr> <tr> <td>MATHS</td> <td>47</td> <td>55</td> <td>80</td> <td>75</td> </tr> <tr> <td>UW</td> <td>41</td> <td>64</td> <td>89</td> <td>73</td> </tr> <tr> <td>EX ARTS</td> <td>36</td> <td>51</td> <td>87</td> <td>80</td> </tr> </tbody> </table> <p>Impact on the quality of teaching:</p> <ul style="list-style-type: none"> • The governing body are well informed about the quality of teaching through the head teacher's termly report and NOV reports from the School's EDP • Teaching is judged to be consistently high with outstanding features; this is due to high expectations, appropriate CPD, sharing of good practice and teamwork • Staff have been using different approaches and strategies to all pupils (in groups and as individuals) to support literacy development • Additional staff have been employed giving greater adult to child ratios as well as delivering high quality 	% of children on or above expected level at end of year						2014/15	2015/16	2016/2017	2017/2018	PSED	55	71	91	71	CL	51	57	88	74	PHY	75	67	96	82	LIT	51	57	85	80	MATHS	47	55	80	75	UW	41	64	89	73	EX ARTS	36	51	87	80
% of children on or above expected level at end of year																																														
	2014/15	2015/16	2016/2017	2017/2018																																										
PSED	55	71	91	71																																										
CL	51	57	88	74																																										
PHY	75	67	96	82																																										
LIT	51	57	85	80																																										
MATHS	47	55	80	75																																										
UW	41	64	89	73																																										
EX ARTS	36	51	87	80																																										

	<p>learning experiences for all children (as well as identified children)</p> <p>Impact on behaviour and safety:</p> <ul style="list-style-type: none"> • Governors have a clearer picture of the deprivation and achievement of children in vulnerable groups through thorough analysis and reporting • The provision for vulnerable children has been improved by more targeted interventions • Governors are secure in the knowledge that all health and safety policies are in place and in line with LA recommendations including the refinement of safeguarding procedures including new staff badges, visitor leaflets, GDPR and completion of relevant training
<p>Future plans for the governing body</p>	<p>Governors have identified the following actions to improve their effectiveness:</p> <ul style="list-style-type: none"> • To continue to participate in the bespoke Nursery School Governor Network that has been established across the Local Authority • To attend training when required for personal development/needs and school development/needs • To continue to have a 'governor week' once a term which will include specific areas for reporting on eg safeguarding, areas of learning, school issues etc • To monitor the development of the SDP and update the priorities regularly • To become more visible as governors in school and make regular visits/contact with the school
<p>Contact details</p>	<p>The governing body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of governors c/o the school office.</p> <p>Details of the full Governing Body are available on the school website.</p>