

# Annual Governance Statement for the Governing Body of Seaham Harbour Nursery School 2017/2018



## 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"> <li>➤ 1 local authority governor</li> <li>➤ 7 co-opted governors</li> </ul> <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"> <li>➤ 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</li> <li>➤ Performance Management - meet annually to discuss the head teacher and deputy head teacher's performance in relation to previously agreed targets</li> <li>➤ Assessment and data committee - meet termly to monitor progress and achievement</li> <li>➤ First/Pay review committee- meet annually to consider any pay awards</li> <li>➤ 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</li> </ul> <p>All minutes from committee meetings are shared with all governors at the full governing body meetings.</p> <p>Annually 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>
<p><b>Attendance record of governors</b></p>	<p>Governors have excellent attendance at meetings and we have never cancelled a meeting because it was not 'quorate' (the number of governors needed to ensure legal decisions can be made)</p>
<p><b>Key issues faced and addressed by the Governing Body</b></p>	<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><b>Achievement:</b></p> <p><b>Issue:</b> <i>to raise achievement across all areas of learning for all in particular raise the profile of mathematic and literacy provision (writing) throughout the whole school.</i></p> <p><b>Actions:</b> Training for staff - in house and LA  Evaluation of environment, provision and practice  Activities developed for group work and whole class</p>

teaching

End of year assessments (2017) show a greater number of children were at or above the expected levels in Literacy and Mathematics. Both areas showed an improvement on the previous year.

**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 (learning journals and group books) reflect 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.

**Leadership and management:**

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

Actions:

- Analysis of data and identification of children's needs
- Comparison of EYPP children to non EYPP children
- Comparison of 30 hour children to 15 hour children
- Analysis of data with governors
- Training arranged for leaders including safeguarding, child protection, Ofsted preparation etc.

**Behaviour and safety:**

	<p><b>Issue:</b> <i>to raise awareness of E-safety for all including governors, staff and parents.</i></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Training for all staff and governors through LA</li> <li>• Information to be disseminated to parents through workshop and leaflets</li> </ul> <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. Governors have taken on specific roles such as Website governor, Health &amp; Safety governor, Safeguarding governor.</p>																											
<p><b>Assessment of impact</b></p>	<p><b>Impact on achievement:</b></p> <ul style="list-style-type: none"> <li>• Current data is showing an improvement in on entry data for 2017/2018</li> <li>• Final assessment data for 2016/2017 shows an improvement in all areas of learning from the entry points. Comparing the end of year to the end of the previous year an improvement in the number of children either on/above expected levels in all areas of learning can be seen.</li> </ul> <table border="1" data-bbox="730 1093 1200 1413"> <thead> <tr> <th colspan="3">% of children on or above expected level at end of year</th> </tr> <tr> <th></th> <th>2015/2016</th> <th>2016/2017</th> </tr> </thead> <tbody> <tr> <td>PSED</td> <td>71</td> <td>91</td> </tr> <tr> <td>CL</td> <td>57</td> <td>88</td> </tr> <tr> <td>PHY</td> <td>67</td> <td>96</td> </tr> <tr> <td>LIT</td> <td>57</td> <td>85</td> </tr> <tr> <td>MATHS</td> <td>55</td> <td>80</td> </tr> <tr> <td>UW</td> <td>64</td> <td>89</td> </tr> <tr> <td>EX ARTS</td> <td>51</td> <td>87</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The quality of teaching remains consistently high across the whole school</li> </ul> <p><b>Impact on the quality of teaching:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Teaching is judged to be consistently high with outstanding features; this is due to high expectations, appropriate CPD, sharing of good practice and teamwork</li> <li>• Staff have been using different approaches and strategies to all pupils (in groups and as individuals) to support literacy development</li> <li>• Additional staff have been employed giving greater adult: child ratios as well as delivering high quality learning experiences for all children (as well as for</li> </ul>	% of children on or above expected level at end of year				2015/2016	2016/2017	PSED	71	91	CL	57	88	PHY	67	96	LIT	57	85	MATHS	55	80	UW	64	89	EX ARTS	51	87
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	<p>identified children)</p> <p><b>Impact on behaviour and safety:</b></p> <ul style="list-style-type: none"> <li>• Governors have a clearer picture of the deprivation and achievement of children in vulnerable groups through thorough analysis and reporting</li> <li>• The provision for vulnerable children has been improved by more targeted interventions</li> <li>• 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, and completion of training.</li> </ul>
<p><b>Future plans for the governing body</b></p>	<p><b>Governors have identified the following actions to improve their effectiveness:</b></p> <ul style="list-style-type: none"> <li>• To continue to participate in the new Nursery School Governor Network that has been established across the Local Authority</li> <li>• For 'specialist' governors to develop their roles further eg health and safety, SEND, Safeguarding, website etc</li> <li>• To have a 'governor week' once a term which will include specific areas for reporting on eg safeguarding, specific areas of learning, documentation etc .</li> <li>• To become more visible as governors in school and make regular visits</li> <li>• To actively participate in training relevant to best practice and the School Development Plan</li> <li>• To continue regular meetings between the Headteacher and Chair of Governors</li> </ul>
<p><b>Contact details</b></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>