

Aclet Close Nursery School

Governors' Annual Report to Parents July 2018

A report to parents from the Governors is required by law under the **School Standards and Framework Act 1998**.

It is published on the school's website under Policies and a hard copy is available in the office on request.

If requested, the Governors will hold a meeting **at 5pm on Tuesday 17th July 2018** in the Nursery School, at which this report would be discussed.

If fewer than 15 parents wish to attend, it is not necessary for the meeting to take place. If you wish to attend the meeting please return the tear off slip at the end of the report **by 3.30pm on Friday 13th July**.

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Previous Report to Parents and Annual Parents' Meeting

A report was prepared for the Summer 2017, and a meeting arranged by the Governors. The report was discussed by the Governors, but as there were no requests from parents; no formal meeting was held.

The Governing Body

The Governing body consists of the following members, as of 29th June 2018:

Chair	Celia Dixon
Vice Chair	Valerie Jago
Head Teacher	Lisa Jenkins
Co-opted Governors	Celia Dixon Alex Marley Lucy Ridley Claire Toole Vacancy
Local Authority	Valerie Jago
Parent Governors	Alison L Courtney Vacancy
Staff Governor	Suzanne Staines
Clerk to the Governors	Kath Allison

Note: The Governing Body is to be revised during the Autumn Term in accordance with statutory changes.

The Chair of Governors can always be contacted through the school. The Clerk to the Governors can be contacted at Governor Support Services, County Hall, Durham.

The Governing body have met termly with additional meetings for sub-committees such as Pay Review, Finance and The Curriculum.

Governor involvement:

- Completion of SFVS with the Head Teacher
- Worked with Head Teacher to ensure website meets statutory requirements
- Worked with Head Teacher to ensure the school meets statutory Safeguarding requirements
- Supported staff with trips and visits
- Completed an action plan of monitoring throughout the year

The Governing body combines experienced and recently appointed Governors; Mrs Ridley is our most recently appointed Governor and Mrs Dransfield has resigned from her Governor commitments.

Staff and Staff Development

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During this year there have been no changes to staffing, though Teaching Assistants have undergone job re-evaluation with the Local Authority.

Head Teacher	Mrs Lisa Jenkins
Deputy Head Teacher	Mrs Suzanne Staines
Teacher 0.2 PPA Cover + Woodland Experience	Mrs Angela King
Higher Level Teaching Assistant, p/t mornings	Mrs Lianne Metcalfe
Enhanced Teaching Assistant, p/t afternoons	Miss Julie Thompson
Enhanced Teaching Assistant, 3s and 4s provision	Miss Perri Newton
Enhanced Teaching Assistant, 2s provision	Mrs Denise Hughes
Enhanced Teaching Assistant, Special Needs Teaching Assistant	Miss Nikki Woodhouse
Teaching Assistant, p/t, 2s provision	Miss Danielle Wright
Office Administrator	Mrs Sharon Buttle
Caretaker	Mrs. Barraclough

Staff Training

Governors are totally committed to ensuring that staff remain trained and motivated, and encourages them to access training. Some of this training is planned in the School's Development Plan.

- In the Autumn Term, Continuing Professional Development attended by staff included: involvement with Ready, Set, Read project, fundraising masterclass, Pebble training (School fund software), Managing school finances (HT), Prevent update (HT), Neglect Strategy (HT), 2s and EYFS cluster groups, Introduction to Mathematical difficulties, Oral Hygiene project and NASENCO training for DHT.
- In the Spring Term, Continuing Professional Development attended by staff included: Safer Recruitment training (DHT), Paediatric First Aid, EYFS Cluster group, Level 3 Safeguarding (HT), Network meeting at Bishop Auckland Mining Museum. SEND e-learning, Oral Hygiene project, Movement difficulties and visual perception, Sunderland Early Years conference (HT) and Helicopter Stories.
- In the Summer Term, Continuing Professional Development attended by staff included: Paediatric first aid training, EYFS cluster meetings, working/auditory memory, General Data Protection Regulations, Target Tracker twilight, Harmful; Sexual Behaviour (HT) . In addition the whole team visited Early Excellence, Huddersfield for inspiration with developing the Nursery environment and to purchases suitable resources for the children.

Weekly staff meetings have provided updates and on-going professional development as well as opportunities to discuss attainment and progress of cohorts, groups and individual children.

The School's Self Evaluation

The school received a 'Good' Ofsted judgement in March 2017 and is now striving for 'Outstanding'.

Aclet Close Nursery School

Aclet Close Nursery School is an inclusive Nursery School that has a positive trend in attainment. Children leave the nursery well prepared for the transition to Primary school; we support children to develop the characteristics of learning that will ensure that they will be enthusiastic learners in the future.

External reviews of the school are positive. Irene Cochrane, employed by the Local Authority, has been the school's Education Development Partner with responsibility for monitoring of standards.

The school reviews its own progress continuously, and teaching and learning are at the heart. Performance Management reviews document that staff have high expectations of themselves and children. The Governors are very satisfied that high standards are being set by the team at Aclet Close, to the benefit of children and their families.

The Ofsted inspection report recognised that:

"The Headteacher leads the school with passion and commitment. She wants only the best for the children, and is supported exceptionally well in this by the new Deputy Headteacher and the staff."

"The new governing body are passionate about the school. They come from varied backgrounds and have a good balance of skills to hold the school to account. They have undertaken an internal audit, and have commissioned an external review to further enhance and improve the governance of the Nursery."

Children's Progress

Within a few weeks of children starting Nursery, staff establish 'baseline' data through observational assessment. The assessment and tracking tool is updated throughout the year, on a half-termly basis.

The data shows that many children start Nursery below national expectations, however, during the time they are here they progress very well and leave at or above Age Related Expectations.

The school continues to drive up standards and this is reflected in challenging School Development Plans with great rigour applied to self-evaluation. Mini moderation meetings and pupil progress meetings take place throughout the year in order for colleagues to discuss the learning of progress of groups and individual children.

Premises

Flooring throughout the Nursery has been replaced and minor building works completed as well as decoration to further enhance the learning spaces and opportunities for children. Capital Grant Funding has afforded the majority of this work.

The caretaker makes daily checks both indoors and outdoors. Various maintenance and repairs have been completed over the last as well as the usual checks, for example, monthly legionella, alarms, boiler, alarm, electrical equipment.

The arboricultural team visit regularly and we continue to dispose of resources that are no longer of high quality.

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School Security: School Travel Plan and Access

This year, no children have left the building unauthorised. The biggest threat to children remains careless movement of cars in the delivery space at drop off/collection times. We have had complaints about parking from a nearby resident who was having trouble accessing space outside her home; the Head Teacher sought advice from the Police.

Governors thank all parents for their cooperation in keeping the school a safe place to access.

Teaching and Learning and the Curriculum

All staff are formally observed teaching regularly throughout the year, and these observations are recorded and shared. All members of staff believe that it is important to strive to improve their performance and continue to attend training as well as learning from each other.

Our curriculum is play based. A range of new ideas and familiar activities are planned to challenge children of all abilities, developing their knowledge and skills in every area of learning. Flexibility allows other short topics to be included, to address the needs or follow the interests of the children. They have enjoyed learning about other cultures during festivals such as Diwali and Chinese New Year as well as celebrating their birthdays, the birth of the Royal baby and the Royal Wedding.

Children and families have taken part in 'stay and play' sessions over the year. The Head Teacher asks for feedback from parents as to how we can continually make improvements to the service offered.

School Visits and Visitors

Over the last year children have visited Woodhouse Close library, Woodhouse Close swimming baths and the seaside. Smaller numbers of children have visited King James 1 Academy and Etherley Lane Nursery School as part of mini projects.

Zoo Lab and Farmyard Flyer have also visited the Nursery. All trips and visits were subsidised by school funds.

Charity Fund-raising

Parents made donations to Children in Need and the Royal British Legion.

School Fund

School Fund, donated by parents via weekly voluntary contributions, is effectively a current account that is audited annually. Parents are informed of expenditure on monthly newsletters. Examples include, subsidised school trips, daily healthy snacks and resources that enhance the children's learning. Copies of the audit are available on request from the office.

The accounts for April 2017-2018 will be independently audited by the Finance Team at County Hall.

School Budget

This provides for all of the school's expenditure and comes from the Government via the Local Authority.

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The school's budget runs for the financial year, from April to March. The Nursery has received fortnightly visits from a bursar who oversees finances and generates reports to Governors.

Changes are afoot with regards to how Nursery Schools are funded. We have set the budget for the year 2018 – 2019 and fully expect funds to continue to be tight. The school is able to generate a very small sum by offering additional hours and private places, where we have spare capacity.

Accessibility and Disability

This year we have had a small number of children with disabilities who require careful consideration with regards to accessibility in order to make good progress physically.

Access for visitors has been improved by installing a hatch window at the Nursery entrance; at present the door with one high and one low handle could be a barrier for some.

The rest of the nursery is accessed on one level and we have an accessible bathroom.

Racial Equality Issues

It is the school's policy, in line with County Council policy and legislation, to report any racist incidents. This might involve comments made by parents, children or staff, or involve graffiti, or any other incident. The Governors have a responsibility to oversee these issues. There have been no incidents this year.

Bullying Incidents

The school has had no incidents of bullying this year – it is a particular focus of staff to ensure that no bullying takes place here. Parents, staff and visitors adhere to the Care, Courtesy and Respect code adopted by the Local Authority.

Complaints Procedure

As outlined in the school's handbook, the school has a complaints procedure. During the current year neither the Head Teacher nor the Governors have received any formal complaints.

Publication of Information

The school has a policy which explains which information is available to parents concerning the running of the school. It is available to view from the school's office. This information falls under four categories – the School Prospectus (Handbook); Governors' Documents; Pupils and Curriculum; and School Policies. Any information falling under these categories can be examined on receipt of a

request (written or verbal) to the Head Teacher – the exceptions being any personal information and/or any information restricted under Data Protection legislation.

Special Educational Needs (SEN)

Aclet Close Nursery School is an inclusive school. We support children with a range of needs, enabling them to access a full curriculum. Staff work with and follow advice from a range of professionals

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including Educational Psychologist, speech therapists, health visitors, family support workers, paediatricians and physiotherapists.

All staff adhere to the SEN Code of Practice (2014) and fully embrace the principles of working with children and parents in decision making at individual and strategic levels.

The Nursery receives a small amount of funding that allows us to partly pay for extra staff and the Nursery's Special Educational Needs (SEN) co-coordinator oversees children's learning and collates the necessary paperwork.

Annual Report on Special Educational Needs

The aim of the school is to identify children with Special Educational Needs (SEN) as early as possible, whilst also allowing the children to 'find their feet' and show us what they are capable of in a time frame which is different for individual children. Children have Special Educational Needs if they have a learning difficulty that requires special educational provision to be made for them. Our success in this area is confirmed by the positive response from past parents and other professional agencies that monitor the pupil's progress and are independent from the nursery, whilst being closely involved in the welfare of these children.

We work very closely with professionals to ensure that all children's needs are identified and met.

A number of children have been identified by Nursery staff as having delayed speech and/or language skills. We follow advice from speech and language therapists and where resources are provided, children take part in regular intervention work with their key worker. After referrals, the waiting list for assessment is often long; therefore, early identification is crucial.

The Future

The school will endeavour to meet the needs of families and the community, providing a seamless service to young children and their families.

Two Year-Olds at Aclet Close Nursery School

Demand for provision for two year olds remains very popular. Staff at Aclet Close have worked closely with the Local Authority in order to teach 2, 3 and 4 year olds together in family style groupings (rather than separate 2 year old provision). There are many benefits for both children and staff as well as the opportunity to offer more flexibility for parents of our 2 year olds.

30 hours provision (for working parents of 3 and 4 year olds)

From September 2017, the Nursery have offered a choice of 2 attendance patterns for families entitled to 30 hours funded education – 4 and half days or 5 days. In the Summer Term 20 children have attended and coped very well with attending full days.

Continuous development of the learning environment

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The staff at Aclet Close Nursery School will continue to develop both indoor and outdoor environments in order to improve the learning experience for the children. We endeavour to keep up with the latest good practice, reflect on our own practice and make changes where they are in the best interests of the children.

The Governors are delighted to present this report which records another successful year in the life of this always developing school.

Signed:

Mrs Celia Dixon

Chair of Governors

On behalf of the Governors of Aclet Close Nursery School

I wish to attend a meeting at **5pm on Tuesday 17th July 2018** at which the Governors will present and answer questions on this report.

Name..... Child's name.....

***Please return to the office by 3.30pm on Friday 13th July ONLY if you wish to attend a meeting. If you are happy just to read this report you need take no action.**

Note: *If the parents of fewer than 15 registered pupils respond, the meeting will not take place. (Annual Parents Meeting (Exemption) (England) Regulations 2003/1921)*