

Annual Statement Helen Gibson and Clervaux Nursery Schools

The Governors at Helen Gibson and Clervaux Nursery schools have supported the school and kids club exceptionally well throughout the year. We have a wide range of Governors from many different backgrounds. The Governors skills are utilized well to match their strengths. We have working parties, which also take place throughout the year, which focus on issues around Teaching and Learning, Personal Development, Behaviour and welfare and Leadership and Management and incorporate our key principles. The Governors work closely with the school to identify priorities and develop a cohesive plan of action. They attend regular training sessions ran by both the local authority and the school itself to ensure that they are fully up to date with any changes in legislation or initiatives.

Key issue 1 that faced the Governing Board during 2022-23

Funding for nursery schools has always been an issue, however this year we have lots of unexpected costs to the schools. The Governors have been part of the monitoring of the finances and have been part of the budget setting process. They have worked with the head teacher to ensure value for money and with the Local Authority to support the reduction of the financial impact on the nursery.

Assessment of the impact 1 of the Governing Board on the school during 2022-23

The two Nursery Schools have a plan that will support them moving forward which will not have a negative impact on the children, families and staffing. The Governors have held the Head Teacher to account in all issues relating to finance and have worked hard to ensure that the school finances are continuously reviewed.

Key issue 2 that faced the Governing Board during 22-23

In 22-23 the amount of children arriving at both nurseries with additional rose significantly. As a result, additional staff were employed with the support from the Local Authority Top Up system. Additional training has been given to all staff to ensure that all children are well supported. A parents group has been set up at one of our schools, which allows families to discuss issues, learn new skills and develop a support network with others. One of our Governors has been a significant part of these groups and has led sessions on Makaton communication and Sing and Sign. The Governors have been instrumental in the support of families and children. Another Governor has consistently attended the parent sessions and given feedback during meetings on the progress of children with additional needs and how the school has supported them.

Assessment of the impact 2 of the Governing Board on the school during 2022-23

All children with additional needs have been fully supported. Children have made progress, safeguarded and transitions to their next setting has been flawless. This has prepared all children for their next steps in their education. Staff have a sound understanding of what to do and have relentless in their work with our children.

Children have been well supported in both of our Nursery Schools and have all made progress.

Key issue 3 that faced the Governing Board during 2022-23

This year there have been changes in staffing and new Governors have been appointed. As a result we have had to increase the level of support for those new to the schools and the philosophy we have. Training has been implemented and the Head Teacher has worked closely with other staff and new Governors to improve their knowledge of teaching and learning, safeguarding responsibilities and all areas of the Ofsted Framework. The Head Teacher has also trained to work as a contracted Ofsted inspector.

Assessment of the impact 3 of the Governing Board on the school during 22-23

Both nurseries have continued to be Outstanding, which has been validated following Section 8 inspections in both Helen Gibson and Clervaux Nursery Schools.

The governors in their role as 'critical friend' support and challenge the school, through careful monitoring of priorities for improvement. Impact is evidenced through:

- Termly reports from Head Teacher on progress and performance of the school.
- Analysis of school data / reports to monitor progress and achievement of children to ensure high standards are maintained
- Ensuring policies and procedures are in place and adhered to, including child protection, safeguarding and safer recruitment
- Performance management of Head Teacher
- Monitoring the implementation of the School Development Priorities through virtual and face to face visits and liaison with SLT