

## **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 Governor's skills are utilized well to match their strengths. We have working parties, which also take place throughout the year, that focus on standards and resources 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 run 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 2024-25**

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. Due to the rising levels of children with additional need and more support being needed for the safety and education that all children deserve, we decided to employ more staff. We are recognised in the LA area as an outstanding provider for children with SEND, meaning we have more children enrolling. Staffing issues, including covering sickness and maternity was also an issue this year.

### **Assessment of the impact 1 of the Governing Board on the school during 2024-25**

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 24-25**

Our SEND Nurture provision opened at Clervaux Nursery School for children in their Reception year of school. This was a big change for the nursery. It meant staff who would have normally worked in the main body of the nursery were now in the Daisy room. This had implications in main nursery, as we still had the same level of children attending with additional needs. We worked on the premise of not having a 1-1 for all SEN children, and instead, we set up a separate small group that supported high levels of needs in short bursts. The smaller group allowed the children to carry out the same types of learning and follow the curriculum but with some adjustments e.g. more physical movements. The children who attended the Daisy room had varying needs and staff worked with a brand new curriculum to support their needs.

### **Assessment of the impact 2 of the Governing Board on the school during 2024-25**

All children with additional needs have been fully supported. Children have made progress, safeguarded and transitions to their next setting has worked well. This has prepared all children for their next steps in their education. Staff have a sound understanding of what to do and have been relentless in their work with our children. Parents have been supported by Governors attending SEN coffee mornings at both schools and parents feel that the knowledge and help they have received has ensured they do not feel alone. They have been able to network with others, listen to professionals and be guided by parents, staff and governors who have first-hand experiences of having children with additional needs.

The unit has had a significant impact for wider community and LA area too by supporting families within South Tyneside.

### **Key issue 3 that faced the Governing Board during 2024-25**

Since the Pandemic, we have noticed a huge decline in parental involvement. We had offered workshops, coffee mornings, and stay and play sessions. The uptake of stay and play was always high; however, other sessions were less attended. The impact this had on the children meant there was no consistency between home and school. Expectations were often different, and children struggled to cope. We decided that we needed to take a positive approach to this by sending out messages via email. We found that parents preferred to respond virtually in one school, whilst in the other, a face-to-face approach was favoured. We decided to trial Tapestry in Clervaux nursery to increase the engagement and parental participation in education.

### **Assessment of the impact 3 of the Governing Board on the school during 24-25**

The impact was significant. Parents shared what their child was doing at home, giving staff more opportunities for purposeful discussions with the children. Behaviour improved, and parents felt part of the journey with their child. We will be rolling out Tapestry with our other school to build on what we have already achieved. As one of the Governors stated,

“To bring up a child it takes a village!”

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 the Head Teacher on the progress and performance of the school.
- Evaluating our key principles for learning and development
- Analysis of school data/reports to monitor progress and achievement of children to ensure high standards are maintained, including detailed feedback on achievements and next steps for all groups of children
- Ensuring policies and procedures are in place and adhered to, including child protection, safeguarding, and safer recruitment
- Performance management of the Head Teacher
- Monitoring the implementation of the School Development Priorities through virtual and face-to-face visits and liaison with SLT