What we as governors have achieved in 2021-22

(Completed by Governors 30/06/2022)

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| Core Functions of the Governing Body | Strategic Objective | What we have Achieved | Impact of governors |
| Ensuring clarity of vision, ethos and strategic direction | To develop a permanent leadership structure across Osborne & Featherstone Nursery Schools to ensure sustainability of both schools. | Senior Leaders have been working across both sites effectively to manage the leadership of Osborne and Featherstone Nursery Schools for three years.  Leadership costs split by proportion of pupils across the two schools.  Monthly Head Teacher supervision by an external agency.  100% of staff evaluations at the end of the school year were positive about the leadership and management of the school.  New DHT appointed across the two schools.  Admin Assistant appointed to work across the two schools from January 2022.  Teachers at both schools have started to have regular meetings via Teams and in person  Some joint policies put in place across both schools as they are reviewed to ensure consistency and reduce work-load associated with policy-writing and review.  Regular Chairs of Governors from both schools and Headteacher meetings.  Governors have explored what federation of the two schools would mean. | Governors agreed on a third year of trial shared leadership whilst completing an evaluation with all stakeholders, due to disruption from pandemic.  The impact of variations in pupil numbers is lessened and both nursery schools can remain financially sustainable in the light of ever tighter budgets.  Wellbeing of head teacher protected despite increased workload.  Staff feel that leadership are supportive, approachable, there’s good communication, an open door policy, issues are dealt with promptly and fairly, all team members are valued for their strengths and everyone’s voice is important.  Both DHT & SENCo now have working across the two schools in their job descriptions.  The two admin teams work more closely together, workload is shared and cover for absent staff built in, due to flexible working across the two schools.  Shared workload and wellbeing support for a role which only has one person in it at each school.  Approval of policies, agreement for the use of joint policies.  Common vision for the two schools and similar procedures for governors have started to be developed in preparation for a permanent governance structure  Governors have all agreed to start federation of the two schools next academic year |
| To further develop our partnership working with Erdington Schools Collaboration, Birmingham Nursery Schools Trust & Birmingham Association of Maintained Nursery Schools. | Governors supported and encouraged collaborative working with:   * Birmingham Nursery Schools Trust * BAMNS * Erdington Families Partnership * Erdington Locality Children’s Centre * Professionals who support children with SEND e.g CAT, health visitors, PSS, hearing support * Professionals who support children with safeguarding concerns e.g. social workers, health visitors, family support workers   Governors met with governors and headteachers of schools that have federated to discuss the benefits, issues and things to consider when federating schools. | HT has received valuable support from BAMNS & the wider Nursery Head Teachers consortium during pandemic. Constantly changing guidance has been discussed & ideas shared to ensure the safety of all staff and children.  Governors have allowed the headteacher to take on a strategic lead role for the DLP project, which opportunity came from being part of the Birmingham Nursery School Trust.  Bulk buying of online training (Kym Scott) with BAMNS schools developed skills and knowledge of staff.  Shared INSET training with BAMNS in September 2021 – large cost saving.  Weekly zoom sessions for all organisations working with families in Erdington increased staff’s knowledge of the early help families can be sign posted to locally.  Pupil numbers have risen again as we have had referrals for places from children centre staff and health visitors. Our vulnerable families have been supported by their family support team, household support payments and Christmas presents.  The setting up of a Stay & Play in conjunction with children centre staff via the DLP project has aided the transition into nursery for some of our children.  Children have been well supported by the communication and autism team, hearing support teachers, educational psychologists and the pupil support service.  Our children are securely safeguarded and important information is communicated between nursery staff and outside agencies.  All governors unanimously decided that it would benefit both schools to formally federate and will be starting the process towards federation in September 2022. |
| Holding the headteacher to account for the educational performance of the school and its pupils and the performance management of staff | To ensure a consistency of high quality teaching, so that children in all groups make better than expected progress and close any gaps in their learning, thus excelling in primary school when they leave us. | Performance Management procedures in place.  HT Performance Management took place by governors from both schools aided by our school improvement advisor.  Decision made by governors to retain SIA after contract with ESC ended.  A thorough review of our curriculum plan was undertaken by staff from both schools at joint staff meetings after discussions at governing board.  All classroom staff had a day when they swapped with a staff member in a similar role at Featherstone Nursery School.  Pupil Premium used effectively to support pupils across the setting, securing long-term additional agency staff to ensure interventions could take place despite staffing shortages.  Pupil on-track/not on-track data shared with GB and discussed at GB meetings  Evidence seen on governor visits of excellent levels of support for pupils with additional needs and their parents from the SENCo and classroom staff. Parent questionnaires supported this evidence further.  Discussion and approval of spending for SEND support at GB. This includes agreement on staffing via agency on long term contracts.  Staff receive high quality CPD opportunities to develop their skills at all levels. Staff training is often linked to the needs of specific groups of children e.g. working with children with autism.  Ex-parent volunteers offered student placements and taken into employment at the nursery.  Governor agreement to bring parents back into nursery in a controlled way for the Early Words Together at 3 course. | PM for HT reported at GB meeting. Insightful and cost-effective HT objectives are set. Governors ensure all staff have appropriate appraisals and supervisions.  Funding allocated in budget enabled annual SIA visits to continue to bring challenge and support for the SLT.  Staff have said that they have ownership of the new curriculum plan. Expertise from staff at each school was shared and a common understanding of our expectations of 2, 3 and 4 year olds was obtained.  Shared leadership structure enabled staff to see good practice at Featherstone Nursery School and receive positive and constructive feedback from staff there to improve their own practice.  HT Reports provide detailed information regarding EYPP spending and outcomes- updates, discussions and approval at GB meetings, including funding approval.  Governors have been able to develop clear understanding of the rates of progress and attainment of pupil in school. Any concerns with progress are challenged and addressed. Any barriers stopping children making progress are discussed.  Children continued to be moved along the SEND pathway and SEND Support Provision Plans & EHCPs obtained to enable them to have the correct support in primary school.  Provision for pupils with SEND is effective and ISEY funding used to maximise support via agency staff in the most appropriate environment.  Adequate staff training budget included when budget is set and agreed by governors. Apprenticeship levy funding used to develop a nursery officer’s skills and knowledge.  Ethos of training up our own staff internally enabled us to recruit into positions where there was a shortage of applicants.  Parents learnt vital skills for helping their child develop language and communication skills at home. |
| Overseeing the financial performance of the school and making sure its money is well spent. | To retain quality and vibrancy and keep our nursery school economically viable in light of the on-going health and education climate. | Financial management is supported by external agencies in school and at GB meetings. Full and accurate reports are produced and shared with Governors, outlining expenditure throughout the financial year to ensure financial monitoring. A checklist is also produced to show that all financial expectations are met.  Change in DHT role to four days across both schools during the recruitment of a retiring staff member  TA who resigned was not automatically replaced as pupil numbers were low due to the pandemic.  Carry forward balance remains high with plans to use the additional funding to enable the school to ‘buy in’ agency staff to maintain appropriate ratios to best support pupils.  School Improvement Plan is costed and approved and is on track.  Funding from additional sources such as Pupil Premium and ISEY, is used to best advantage in ensuring positive outcomes for pupils.  Petty cash expenditure is monitored/audited and reported to GB.  Gifts and hospitality overview is in place.  Promotion of available nursery places with Erdington Children Centre and health visitors as large number of vacancies due to lack of parental confidence during the pandemic.  Decision made at governor level to balance numbers in nursery with staffing by use of supply in second half of year as numbers rose across the nursery.  Governor agreement for headteacher to be strategic lead for the Developing Local Provision project & the school to be a fund holding school.  Governor encouragement for staff to work externally on projects to develop and share their skills. E.g. DHT trained as a DfE early years recovery mentor.  Governor agreement of the selling of spare nursery spaces. | Governors have full awareness of the financial situation for the school. Governors see the reports in advance of the meeting and are able to challenge issues, such as carry forward budget spending, etc.  Governors discuss, challenge and approve spending on, for example, agency staffing.  Annual review of suppliers ensure they are cost effective and good quality.  Governors take cost saving opportunities when they naturally arise to avoid the need for re-structure and redundancies.  The Governing body has reviewed the budget regularly and worked to ensure the school works within a balanced budget whiles maintaining high standards and striving to increase outcomes.  The School Improvement Plan is approved by the GB and the spending allocated to ensure it may be delivered effectively. HT reports provide details for Governors.  Governors discuss and approve budgets/spending, including additional funding via CRISP and EYPP.  Audit of spending on petty cash and school fund shared and approved at GB meetings.  Approval of gifts and hospitality by GB where required.  Numbers given to governors in HT report every term. Predictions and plans for future are always made and governors challenge HT over any concerns or drops in numbers.  Nursery is not over staffed in the Autumn Term when numbers are always lower.  Additional funding brought into the budget.  Schools receives payment for time they spend out of school.  Funding received to towards staff costs via parents, college funding and childcare plus funding. |
| Ensuring Statutory Compliance |  | Statutory Return is completed by HT and shared with Chair for approval and then at GB meeting.  (covering statutory testing eg: Legionella, gas pipes, boilers, electrics, security lighting, etc, as detailed in Property Log Book)  Governors’ are provided with Statutory policy documentation in advance of governor meetings, where discussion, challenge and approval takes place.    All staff and governors have received virtual safeguarding training and other training relevant to their roles.  Safeguarding procedures in place:   * KCSE updates for staff and Governors. * Safeguarding and Child Protection Policy approved and on website. * DSLs in place with updated training being carried out virtually when face to face couldn’t * Staff first aid training all kept up to date * Recording of concerns is accurate and secure   175 safeguarding audit completed.  Covid management plans were regularly updated and shared with staff and governors.  A Covid agreement written, published on our website and discussed with all new and existing parents  Covid addendums added to relevant policies  Health and safety walks carried out termly by staff to ensure that the school was kept in good repair  Data protection procedures are in place:   * Staff update training has been provided * Governor update training completed * Governing Board documentation is accessed by governors via OneDrive * Role specific data protection considerations discussed with staff and governors   Website is regularly updated. Covid information page updated as regulations changed throughout the year | School is kept safe and compliant with all legislation.  Statutory Policies all in place and approved  Governors and staff have a good understanding of their roles and responsibilities under statutory regulations such as safeguarding, health and safety etc.  School is compliant with all Safeguarding regulations including keeping children safe in education.  Safeguarding procedures are effective and checked by governors at virtual visits when in-person visits could not happen.  Policies are in place and are shared with Governors for discussion and approval.  Safeguarding governor checked 175 safeguarding audit to ensure all procedures were in place.  Staff had above legal requirements for staff first aid trained throughout pandemic.  Schools remained covid secure and implemented all DfE and PHE guidance.  Governors agreed use of a parent covid agreement  Policies remain relevant in current situation  Governors checked actions plans from the health and safety walks to ensure any remedial works were completed  School is GDPR compliant  Records kept of minor breaches and shared openly with governors to discuss how to prevent in the future.  Website is compliant and a useful source of information for prospective and current parents |

Signed: H.Majahid Date: 30/06/2022

Chair of Governors: Haleem Majahid

Governors contributing: Haleem Majahid, Debbie Hill, Sharon Eeles, Sam Wiltshire, Jo Sartori