

Fairfield Children's Centre
Governor's Annual Report to Parents 2016/17

It is a great privilege to be Chair of Governors at Fairfield Nursery School. I have been a Governor here for six years and thoroughly enjoy working with the school and the team of Governors. As a Governing body we are extremely proud of our school and all that it encompasses.

The school has had an extremely successful year with raising attendance and achievement as well as receiving an outstanding judgement from OFSTED. As Governors we recognise the efforts and good work of all staff in contributing to the school's continuing progress and in maintaining outstanding standards. We would like to congratulate the Head Teacher, Sacha Walker-Byrne, on a very successful first year as full time Head Teacher.

I am pleased to present our Annual Report to parents, in accordance with the Articles of Governance for Nursery Schools. The report provides an overview of how the Governing body has been actively involved in the development and progress made in the school within the last year.

Thank you to all children, parents and members of the community that make our school successful.

The Roles and Responsibilities of the Governing Body

The instrument of governance was reconstituted in September 2013. The governing body has general responsibility for the conduct of the nursery school and children's centre with a view to promoting high standards of educational achievement and extended services that support families in the community.

Individual governors have no power or right to act on behalf of the governing body except where the whole governing body has delegated a specific function to that individual or where regulations specify that a function is to be exercised in a particular way.

Introducing the Governors

Staff Governors:

Sacha Walker-Byrne Head Teacher

Helen Bentley Teacher

Nafisa Ali TA

Parent Governors: (3)

Gemma Stevens (Chair)

Rifat Akbar

Ms F Ajmal
Lindsay Ingham

LA Governors:

Gill Hornby

Co-opted Governors: (5)

Monica Brown
Sally Wilkin
Sam Blair

Associate Governors

Clerk to the Governors: Alex Bird

The functions of the governing body fall broadly into the following categories: -

Staffing and organisation
Curriculum
Buildings and grounds
Children's welfare
Admissions
Finance and resources
Monitoring and evaluating progress

Governor's Meetings were held on: -

Full governing Body	29/11/16 28/3/17 29/6/17
Finance and Resources Committee	4/10/16 25/1/17 9/5/17
Children and Curriculum Committee	4/10/16 25/1/17 9/5/17
Children's Centre Committee	29/11/16 28/3/17

Governor's received a full and informative report from the Head Teacher prior to each meeting.

Finance (April 2016 to March 2017)

School Budget Share received including Early Years Funding: £603,133
Income from facilities and services (including insurance claims): £79,464
Balance brought forward from nursery 31/03/16 was £73,521
The balance carry forward by 31/03/17 was £81,793
Governors approved and noted the audited unofficial school fund accounts of income and expenditure for the 31 August 2016.

Ofsted

In November 2016 the school was inspected under section 5 of the Education Act 2005 and was judged to be "Outstanding".

Special Educational Needs

The governors and staff are committed to meeting the needs of all children. This includes children with special educational needs (SEN), whether or not they have an Education and Health Care Plan (EHC). The school gives priority to children who have Special Educational Needs or a disability. We regard children who have SEN as children who have special rights. Sue Fellows and Natalie Powney are the Special Educational Needs Coordinators (SENCO). The governor responsible for SEN is Mrs Monika Brown.

Governors do not have access to individual children's details but are informed by the Head Teacher in her termly report of the number of children at each stage of SEN provision and their progress.

No children have been allocated Education, Health and Care Plans. There have been 23 children working under SEN support.

The nursery's SEN policy has been rewritten to comply with the statutory requirement laid out in the SEND code of practice 0 – 25 (2014).

Children's Progress

Children made significant progress in their learning. Early Years Foundation Stage Profile scores collected from feeder primary schools for the previous cohort show that most children go on to exceed the goals set for the end of the Foundation Stage (Reception Year).

Early Years Outcomes 2016-17 *All figures are shown as a percentage*

Reception 2017 Cohort

Children who started in January 2015 (8 terms) 17 Children Jan 15,
14 children Summer 16, 14 children Autumn 2016, 14 Children Spring 17, 14 children Summer 17

	Attainment on entry			Summer term 2017			% making 8 or more steps of progress
	below	22-36mths	30-50mths	22-36mths	30-50mths	40 – 60 mths	
By July 2017 completed 8 terms							
PSED							
Making Relationships	88	12		0	0	100	78
Self-Confidence & Awareness	82	18		0	7	93	78
Managing Feelings & behaviour	88	12		0	14	86	86
C&L							
Listening & Attention	88	12		0	7	93	64
Understanding	94	6		0	14	86	78
Speaking	88	12		0	29	71	93
PD							
Moving & Handling	59	41		0	7	93	57
Health & Self Care	100			0	14	86	93
Literacy							
Reading	88	12		0	36	64	64
Writing	88	12		0	36	64	50
Maths							
Numbers	89	12		0	43	57	64
Shape, Space, Measure	94	6		7	43	57	57
Understanding the World							
People & Communities	94	6		0	21	79	78
The World	82	18		0	29	71	57
Technology	65	35		0	21	79	57
Expressive Arts and Design							
Exploring & using media & materials	53	47		0	21	79	36
Being Imaginative	88	12		0	0	100	93

	Strongest	Weakest
Attainment	Making Relationships	Maths
	Being Imaginative	Literacy
	Self Confidence	
	Listening & Attention	
	Managing Feelings & Behaviour	
Progress	Being Imaginative	Exploring & Using M & M
	Health & Self Care	Writing
	Speaking, Managing Feelings & B	

Reception 2017 Cohort

Children who started in April 2015 (7 terms) 10 Children April 15 10 Children Summer 2016 10 Children Dec 2016, 10 children Spring 17, 10 children Summer 17							
%	Attainment on entry			Summer term 2017			% making 7 or more steps of progress
	below	22-36mths	30-50mths	22-36mths	30-50mths	40-60 mths	
By 21 July 2017 completed 7 terms							
PSED							
Making Relationships	80	20		0	40	60	90
Self-Confidence and Awareness	80	20		0	30	70	90
Managing Feelings and behaviour	90	10		10	30	60	70
C&L							
Listening & Attention	100			0	40	60	90
Understanding	100			0	40	60	80
Speaking	100			0	50	50	100
PD							
Moving & Handling	40	60		0	30	70	50
Health and Self Care	80	20		0	30	70	80
Literacy							
Reading	90	10		0	50	50	70
Writing	100			0	60	40	80
Maths							
Numbers	100			0	70	30	90
Shape, Space, Measure	100			10	70	20	70
Understanding the World							
People and Communities	100			10	50	40	80
The World	90	10		10	60	40	70
Technology	60	40		0	50	50	60
Expressive Arts and Design							
Exploring & using media & materials	80	20		0	40	60	80
Being Imaginative	90	10		0	40	60	70

	Strongest	Weakest
Attainment	Self Confidence & Awareness	Maths
	Moving & Handling	Writing
	Health & Self Care	People & Comm, The World
Progress	Speaking	Moving & Handling
	Making Relationships	Technology
	Self Confidence & Awareness	
	Listening & Attention	
	Numbers	

Reception 2017 Cohort

Children who started in September 2015 (6 terms)

21 children in Sept 2015, 17 children in Summer 2016, 15 Children Dec 2016, 14 Children Spring 17, 14 children Summer 17

%	Attainment on entry			Summer term 2017			% making 6 or more steps of progress
	below	22-36mths	30-50mths	22-36 mths	30-50 mths	40-60mths	
By 21 July 17 completed 6 terms							
PSED							
Making Relationships	52	48	0	0	43	57	93
Self-Confidence & Awareness	58	43		0	21	79	78
Managing Feelings & behaviour	67	33		0	43	57	78
C&L							
Listening & Attention	48	52		0	36	64	93
Understanding	57	43		7	57	36	71
Speaking	62	38		7	57	36	71
PD							
Moving & Handling	29	71		0	29	71	78
Health and Self Care	58	43		0	43	57	86
Literacy							
Reading	63	38		7	71	22	64
Writing	77	24		0	78	22	71
Maths							
Numbers	71	29		7	78	15	71
Shape, Space, Measure	82	19		7	71	22	78
Understanding the World							
People & Communities	67	33		7	71	22	78
The World	58	43		7	71	22	64
Technology	29	62	10	0	57	43	36
Expressive Arts and Design							
Exploring & using media & materials	53	43	5	7	57	36	78
Being Imaginative	72	29		7	71	22	71

	Strongest	Weakest
Attainment	Self Confidence & self awareness	Maths
	Moving & Handling	Literacy
		People & Comm
		The World
Progress	Making Relationships	Technology
	Listening & Attention	

Reception 2017 Cohort

Children who started in January 2016 (5 terms) 13 Children Jan 2016
 11 children in Dec 2016, 11 children Spring 17,
 10 children Summer 17

%	Attainment on entry			Summer term 2017			% making 5 or more steps of progress
	below	30-50mths	40-60mths	22-36mths	30-50mths	40-60mths	
5 Terms completed 21 July 2017							
PSED							
Making Relationships	85	15		0	30	70	70
Self-Confidence & Awareness	62	38		0	30	70	50
Managing Feelings & behaviour	92	8		0	50	50	80
C&L							
Listening & Attention	85	15		0	60	40	60
Understanding	77	23		0	50	50	60
Speaking	92	8		10	30	60	80
PD							
Moving & Handling	92	8		0	20	80	90
Health and Self Care	100			0	10	90	100
Literacy							
Reading	85	15		0	50	50	60
Writing	85	15		0	30	70	60
Maths							
Numbers	85	15		10	40	50	70
Shape, Space, Measure	92	8		0	40	60	50
Understanding the World							
People & Communities	92	8		0	40	60	60
The World	69	31		0	50	50	60
Technology	62	38		0	50	50	20
Expressive Arts and Design							
Exploring & using media & materials	62	38		0	10	90	60
Being Imaginative	62	38		0	40	60	30

	Strongest	Weakest
Attainment	Health & Self care	Listening & attention
	Exploring & Using M & M	
	Moving & Handling	
Progress	Health & Self Care	Technology
	Moving & Handling	Being Imaginative

Reception 2017 Cohort

Children who started in April 2016 (4 terms)

8 children in April 2016 6 Children in Dec 2016, 4 children Spring 17, 4 children Summer 17

%	Attainment on entry			Summer term 2017			% making 4 or more steps of progress
	below	30-50mths	40-60mths	22-36mths	30-50mths	40-60mths	
Completed 4 terms in 21 July 17							
PSED							
Making Relationships	75	25		0	25	75	50
Self-Confidence & Awareness	50	50		0	50	50	50
Managing Feelings & behaviour	75	25		0	50	50	50
C&L							
Listening & Attention	62	38		0	50	50	75
Understanding	62	38		0	50	50	75
Speaking	62	38		25	25	50	50
PD							
Moving & Handling	50	50		0	50	50	50
Health and Self Care	62	38		0	25	75	50
Literacy							
Reading	62	38		0	50	50	50
Writing	62	38		0	75	25	75
Maths							
Numbers	62	38		0	75	25	50
Shape, Space, Measure	62	38		25	50	25	50
Understanding the World							
People & Communities	50	50		0	50	50	50
The World	62	38		0	50	50	50
Technology	62	38		0	50	50	50
Expressive Arts and Design							
Exploring & using media & materials	62	38		0	50	50	50
Being Imaginative	62	38		0	50	50	25

	Strongest	Weakest
Attainment	Making Relationships	Writing
	Health & Self Care	Maths
Progress	Listening & Attention	Being Imaginative
	Understanding	
	Writing	

Reception 2017 Cohort

Children who started in September 2016 (3 terms) 24 children in Sept 2016, 24 children in Mar 17, 24 children Summer 17							
%	Attainment on entry			Summer term 2017			% making 3 or more steps of progress
	below	30-50mths	40-60mths	below	30-50mths	40-60mths	
24 Children Completed 3 terms 21 July 2017							
PSED							
Making Relationships	74	26	0	12	42	46	62
Self-Confidence & Awareness	48	52	0	8	33	58	71
Managing Feelings & behaviour	65	35	0	12	50	38	58
C&L							
Listening & Attention	61	39	0	12	58	30	62
Understanding	56	44	0	16	50	34	37
Speaking	56	44	0	8	54	38	54
PD							
Moving & Handling	43	57	0	12	50	38	50
Health and Self Care	48	52	0	8	42	50	58
Literacy							
Reading	78	22	0	12	71	17	62
Writing	61	39	0	17	58	25	50
Maths							
Numbers	74	26	0	21	62	17	37
Shape, Space, Measure	65	35	0	21	62	17	42
Understanding the World							
People & Communities	61	39	0	8	71	21	33
The World	61	39	0	8	67	25	42
Technology	61	39	0	12	50	38	42
Expressive Arts and Design							
Exploring & using media & materials	65	35	0	8	50	42	54
Being Imaginative	61	35	0	8	50	42	58

	Strongest	Weakest
Attainment	Self confidence & Self awareness	Maths
	Health & Self care	People & Communities
		The world
Progress	Making Relationships	People & communities
	Listening & Attention	Numbers
	Reading	Understanding

Children's Centre

As of 1st April 2017 Fairfield Governing body has ceased to be commissioned by Lancashire County Council to deliver Children's Centre Services. The Well Being Prevention and Early Help service (WEPEH) are now the lead. Fairfield Nursery school has been designated a Neighbourhood Centre for three sessions a week. The governing body and head teacher continue to be responsible for safeguarding and health and safety in the building.

Attendance for the academic year 2016/17:

Attendance figures continue to be a problem. Governors are seeking to achieve an average of 90% attendance to impact on children's progress and set a good routine for the future.

FEYE2 children: AM 80%
PM 75.5%

3/4 year children: AM 84.7%
PM 80.3%

The School Information Profile:

Pupil Characteristics

- Since September 2014 the nursery school has offered 100 part time N2 places, 60 part time N1 places and 56 part time FEYE2 year old places
- 80 N2 children in the Autumn term, 79 in the Spring term, 79 in the Summer term
- 23 N1 children in the Spring term, 38 in the Summer term
- FEYE2 children 40 in the Autumn term, 36 in the Spring term, 43 in the Summer term
- Male children 85 in the Summer term and Female children 75 in the Summer term

Chair of Governors	Gemma Stevens

Date: 17th July 2017