

**Fairfield Nursery School**  
**Governor's Annual Report to Parents 2017/18**

It is a great privilege to be Chair of Governors at Fairfield Nursery School. I have been a Governor here for seven 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, supporting all children to achieve to their fullest potential. 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.

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

**Parent Governors: (3)**

Gemma Stevens (Chair)  
Rifat Akbar  
Ms F Ajmal

**LA Governors:**

Lorraine Cox

**Co-opted Governors: (5)**

Monica Brown

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	28/11/17
	15/3/18
	21/6/18
Finance and Resources Committee	10/10/17
	23/1/18
	8/5/18
Children and Curriculum Committee	10/10/17
	23/1/18
	8/5/18

Governors receive a full and informative report from the Head Teacher prior to each meeting.

### **Finance (April 2017 to March 2018)**

School Budget Share received including Early Years Funding: £597,559

Income from facilities and services (including insurance claims): £86,729

Balance brought forward from nursery 31/03/17 was £81,793

The balance carry forward by 31/03/18 was £79,031

Governors approved and noted the audited unofficial school fund accounts of income and expenditure for the year ended 31 August 2017.

### **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.

One child has been allocated an Education, Health and Care Plan. There have been 22 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

### **Children's Centre**

As of 1<sup>st</sup> April 2017 Fairfield Governing body ceased to be commissioned by Lancashire County Council to deliver Children's Centre Services. The Children Family Wellbeing Service is now the lead. Fairfield Nursery school has been designated a Neighbourhood Centre for three sessions a week. Lancashire CC is undertaking a consultation regarding the future of using buildings. It is proposed that they withdraw services from the school. The governing body and head teacher continue to be responsible for safeguarding and health and safety in the building.

### **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
- 63 N2 children in the Autumn term, 58 in the Spring term, 55 in the Summer term
- 30 N1 children in the Spring term, 50 in the Summer term
- FEYE2 children 39 in the Autumn term, 32 in the Spring term, 32 in the Summer term
- Male children 65 in the Summer term and Female children 72 in the Summer term

#### **Attendance for the academic year 2017/18:**

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.

Progress Data for N2 Children - Reception 2018

Reception Cohort 2018 consisted of 60 children in Autumn 17 <b>56 children in Spring 18</b> , <b>55 Children in Summer 2018</b> you may wish to add how many SEN etc.					
2018 Spring Term assessments – 56 children	% who entered at age 2 yrs who were working below 22 – 36 mths	% who entered at age 3 yrs who were working below 30 – 50 mths (23 Children)	% who made more than typical progress (July18)	% working in (July18):	
				30 – 50 (&below)	40 - 60
<b>PSED</b>					
Making Relationships	78	65	40	56	42
Self-Confidence and Awareness	73	61	38	49	51
Managing Feelings and behaviour	86	65	47	51	49
<b>C&amp;L</b>					
Listening & Attention	76	65	40	51	47
Understanding	81	69	40	60	36
Speaking	86	83	49	71	27
<b>PD</b>					
Moving and Handling	65	56	38	55	45
Health and Self Care	86	56	53	42	58
<b>Literacy</b>					
Reading	84	69	20	84	16
Writing	84	74	31	69	31
<b>Maths</b>					
Numbers	84	78	33	75	25
Shape, Space, Measure	95	83	38	64	36
<b>Understanding the World</b>					
People and Communities	73	69	27	67	33
The World	70	69	27	69	31
Technology	59	43	22	60	40
<b>Expressive Arts and Design</b>					
Exploring & using media & materials	76	65	47	51	49
Being Imaginative	78	69	27	65	35

\* 1 Child is working in ELG for MR, L&A, U and S

Chair of Governors	Gemma Stevens

Date: 17<sup>th</sup> July 2017