



## Annual Governance Statement for the Governing Body of Tudhoe Moor Nursery School September 2021

### School Vision

At Tudhoe Moor Nursery School we want all children to R.E.A.C.H for the stars! Our caring ethos provides children with a 'home from home' where they can truly be themselves and celebrate their uniqueness.

Through our nurturing environment, high-quality teaching and continuous provision, we aim for all children to be:

Resilient  
Empathetic  
Ambitious  
Creative  
Happy

We believe that these values are crucial to developing our little learners into big explorers. Our world is ever-changing and we want children to be ready for their next steps in life and whatever the future may hold.

We have worked closely with children, staff, parents and governors to create our vision and to implement this in our setting. Each of our key values are linked to a story with a character that we feel demonstrates this message. These stories are shared with children, embedding the message and key vocabulary too.

Children will be:

- Resilient like Mabel from 'Mabel and the Mountain' by Kim Hillyard
- Empathetic like George from 'The Smartest Giant in Town' by Julia Donaldson and Axel Scheffler
- Ambitious like Mae from 'Mae Among the Stars' by Roda Ahmed
- Creative like Stanley from 'Stanley's Stick' by John Hegley
- Happy like Elmer from 'Elmer' by David McKee

In accordance with the Government's requirement for all governing bodies, the 3 core strategic functions of Tudhoe Moor Nursery School Governing Body are:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the head teacher to account for the performance of the school and the staff and the achievements of the children.
3. Overseeing the financial performance of the school and making sure its money is well spent.

<p><b>Governance arrangements</b></p>	<p>The full governing body meets once every term and we also have a number of committees to consider different aspects of the school in detail. When organising the committee structure we consider individual strengths to ensure that the committees are as effective as they can be. Our committees are:</p> <ul style="list-style-type: none"> <li>❖ Full Governing Body – 10 governors (1 vacancy)</li> <li>❖ Personnel &amp; Pay review (First Committee)</li> <li>❖ Finance, Premises &amp; Personnel</li> <li>❖ Curriculum, School Performance &amp; Progress</li> <li>❖ Head teacher’s performance management</li> <li>❖ Appeals</li> </ul> <p>Meetings and core purpose</p> <ul style="list-style-type: none"> <li>• <b>Full Governors</b> meets every term to discuss school issues and review the monitoring process and to give consideration to current LA and national issues.</li> <li>• <b>Curriculum, School Performance &amp; Progress</b> meets 3 times a year to consider the performance of the children and aspects of the curriculum. They also review any relevant policies.</li> <li>• <b>Finance, Premises &amp; Personnel</b> – meets every term just before the full governing body meeting to look in greater detail at the financial planning and performance of the school</li> <li>• <b>Personnel &amp; Pay review committee</b> – meets at the beginning of the autumn term to consider any pay awards from staff and then meet as required</li> <li>• <b>Head teacher’s performance committee</b> – meets in the autumn term to discuss the head teacher’s performance in relation to previously agrees targets.</li> <li>• <b>Appeals</b> this committee meets only when required, it is formed by members of the governing body that were not involved in any original decisions that may have led to an appeal being lodged.</li> </ul> <p>All minutes from committee meetings are shared with all governors and questions which challenge are highlighted.</p> <p>Training is available for all governors wishing to develop their skills in particular areas.</p>
<p><b>Key issues faced and addressed by the Governing Body</b></p>	<p><b>Achievement:</b> Ensuring that a constant high level of achievement of all children over all areas compared to the previous year is maintained and take corrective action where necessary.</p>

	<p><b>Quality of Teaching:</b>  <b>Issue:</b> ensuring the quality of teaching is consistently good and often outstanding.</p> <ul style="list-style-type: none"> <li>• High expectations of all staff.</li> <li>• Staff training regarding specific areas for development.</li> <li>• Data is shared with governors after the completion of data collection exercises with breakdowns for specific groups of children.</li> <li>• Areas of underperformance are challenged and staff encouraged to contribute to curriculum development.</li> <li>• Governors have been on learning walks to monitor the provision of the nursery in specific areas.</li> </ul> <p><b>Leadership and management:</b>  <b>Issue:</b> maintaining the quality of teaching and developing new ways of recording children’s achievement</p> <ul style="list-style-type: none"> <li>• Governors have supported the head teacher and staff in introducing new ways of recording evidence of children’s progress.</li> <li>• Some governors have been involved in writing the SEF and school improvement plan.</li> <li>• All governors kept informed of the progress towards school development targets.</li> </ul> <p><b>Behaviour and safety:</b></p> <ul style="list-style-type: none"> <li>• Ongoing review of relevant policies to ensure all training for safeguarding is up to date.</li> <li>• A safeguarding governor has been appointed and relevant training has been completed.</li> <li>• The senior management team review children’s attendance and any issues around absences.</li> <li>• All staff have completed Prevent training.</li> </ul>
<p><b>Assessment of impact</b></p>	<p><b>Impact on achievement:</b></p> <ul style="list-style-type: none"> <li>• Current data is showing an improvement in children’s overall achievement – specifically those more vulnerable children.</li> <li>• Governors are awaiting final assessment data to consider the impact further. We understand that more impact will be evident with time.</li> <li>• The quality of teaching remains consistently high.</li> <li>• EYPP funding has shown an impact on the achievement of these children over the year.</li> </ul> <p><b>Impact on the quality of teaching:</b></p> <ul style="list-style-type: none"> <li>• Some staff have accessed specific training in areas of the EYFS curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching is judged to be consistently high with outstanding features; this is due to high expectations, appropriate CPD, sharing of good practice and teamwork.</li> <li>• Specific staff have taken on responsibility for interventions, working as teams and sharing best practice; this has had a positive impact on the quality of teaching</li> </ul> <p><b>Impact on behaviour and safety:</b></p> <ul style="list-style-type: none"> <li>• Governors have a clearer picture of the deprivation and achievement of children in vulnerable groups through thorough reporting.</li> <li>• The provision for vulnerable children has been improved by more targeted interventions.</li> <li>• Governors are secure in the knowledge that all health and safety policies are in place and in line with LA recommendations.</li> </ul>
<b>Future plans for the governing body</b>	<p><b>Governors have identified the following actions to improve their effectiveness:</b></p> <ul style="list-style-type: none"> <li>• To have a ‘governor week’ once a term which will include special link governor meetings and visits, committee meetings and health and safety visits.</li> <li>• Learning walks have taken place looking at specific areas.</li> <li>• To further develop the monitoring role of the governors; linking governors monitoring to school priorities.</li> <li>• To become more visible as governors in school.</li> </ul>
<b>Contact details</b>	<p>The governing body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of governors c/o the school office.</p> <p>Details of the full Governing Body are available on the school website.</p>