

What we as governors have achieved in 2023-24

(Completed by Governors 12/07/2024)

Core Functions of the Governing Body	Strategic Objective	What we have Achieved	Impact of governors
<p>Ensuring clarity of vision, ethos and strategic direction</p>	<p>To embed the federation structure so that both schools have strong governance and leadership that drives school improvement</p>	<p>Six full federation board meetings have taken place this year.</p> <p>Governors have begun to undertake visits at both schools, getting to know the school environments and beginning to build working relationships with staff from both sites.</p> <p>Appropriate policies have been combined to form federation policies as they have been reviewed throughout the year.</p> <p>Other existing policies from both schools have been adopted by the federation board whilst they are waiting to be reviewed and changed to federation policies.</p> <p>New staff have been appointed by the federation this year and they have working across the two schools added into their job offer letter.</p> <p>Staff have begun to be used more flexibly across the federation. E.g. a forest school leader from Osborne increased her hours to enable her to work at Featherstone too. This benefitted the school but also the staff member.</p> <p>The federation office team is now managed by the Senior Office Manager based at Featherstone.</p> <p>The funding of emergency roof work at Featherstone was guaranteed by a loan from Osborne whilst dual funding was secured.</p>	<p>The formal Federation of Osborne and Featherstone Nursery Schools began on 01/09/2023.</p> <p>Governors have begun to build relationships with governors and staff from the other school.</p> <p>Staff working across the two schools will be working under one policy regardless of the school they are in, which will bring consistency to staff practice.</p> <p>Staff can be used more flexibly depending on the needs of each school.</p> <p>Staff can be offered more flexibility in their working hours / days. Expertise can be shared across the schools.</p> <p>There is a consistency across the federation in the admin function of the schools. Additional support is available for the admin team at both schools.</p> <p>The roof work could be completed earlier preventing further structural damage to Featherstone's building.</p>

		<p>Staff swaps and the sharing of good practice across the schools promoted school improvement.</p>	<p>Strengths from both schools have been utilised to develop the practice at the other school.</p>
	<p>To take a strategic lead in our partnership working with Birmingham Nursery Schools Trust, Erdington Children's Centre and Birmingham Early Years Network for the benefit of our staff, children and families</p>	<p>Governors supported and encouraged the head teacher to take a strategic lead role with the following:</p> <ul style="list-style-type: none"> • Birmingham Nursery Schools Collaborative Trust (BNSCT) • Birmingham Early Years Networks • Developing Local Provision (DLP) Project in Sutton and Erdington <p>Governors supported and encouraged working in collaboration with:</p> <ul style="list-style-type: none"> • Erdington Children Centre • Stronger Practice Hub 	<p>Better working relationships have been built with professionals working with early years children across both districts e.g. SaLT, Early Years Consultants, Area SENCo for the benefit of our children and families.</p> <p>Shared INSET training with BNSCT in September 2023 – large cost saving.</p> <p>Very successful district wide transition meetings between all nurseries and primary schools in both Sutton Coldfield & Erdington took place. These will aid children's transition into reception across the two districts.</p> <p>Ready, Steady, Reception! documents were produced and distributed across Birmingham to EY settings, primary schools and parents</p> <p>DLP outreach workers supported local nursery settings to improve their practice.</p> <p>Additional income brought into both schools via the work the head teacher completes externally</p> <p>The running 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.</p> <p>Pupil numbers have risen at FNS 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.</p> <p>Gave staff access to high quality funded training programmes e.g. Concept Cat.</p>

		<ul style="list-style-type: none"> • Professionals who support children with SEND e.g CAT, health visitors, PSS, hearing support, OT • Professionals who support children with safeguarding concerns e.g. social workers, health visitors, family support workers • Women’s Aid – Helping Hands for Little Hands Programme. Out of this the use of Colour Monsters was implemented in both nurseries <p>Deputy Head Teacher was released to be part of the DfE Experts and Mentors programme which gave support to private nurseries</p>	<p>Children have been well supported by the communication and autism team, hearing support teachers, educational psychologists and the pupil support service.</p> <p>Our children are securely safeguarded and important information is communicated between nursery staff and outside agencies.</p> <p>All classroom staff had domestic abuse awareness training at no cost to the schools and the N2 children had 6 sessions around keeping themselves safe. Colour Monsters has helped children express their emotions better.</p> <p>DHT brought in additional income and widened her range of nursery experience.</p>
<p>Holding the headteacher to account for the educational performance of the school and its pupils and the performance management of staff</p>	<p>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.</p>	<p>Performance Management procedures in place. HT Performance Management took place by governors from both schools aided by our school improvement advisor.</p> <p>Funding allocated in budget enabled an annual SIA visit to take place</p> <p>All classroom staff had a day when they swapped with a staff member in a similar role at Featherstone Nursery School.</p> <p>Progress of children monitored half termly by DHT and teaching and learning link governor kept informed.</p> <p>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.</p>	<p>PM for HT reported at GB meeting. Insightful and cost-effective HT objectives are set. Governors ensure all staff have appropriate appraisals and supervisions.</p> <p>Challenge and support for the SLT and an external viewpoint of both schools gained for the governors.</p> <p>Federation structure enabled staff to see good practice at the other school and receive positive and constructive feedback from staff there to improve their own practice.</p> <p>Individual staff supported / challenged as needed to ensure children make the best progress they can.</p> <p>HT Reports provide detailed information regarding EYPP spending and outcomes- updates, discussions and approval at GB meetings, including funding approval.</p>

		<p>Pupil on-track/not on-track data shared with GB and discussed at GB meetings</p> <p>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.</p> <p>Discussion and approval of spending for SEND support at GB. This includes agreement on staffing via agency on long term contracts and forward planning to ensure quality of staffing from supply agencies.</p> <p>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 diabetes.</p> <p>Funded training accessed through Stronger Practice Hub, DLP or Birmingham EY Network enabled staff to be upskilled</p> <p>Concept Cat implemented at Osborne & embedded at Featherstone.</p>	<p>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.</p> <p>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.</p> <p>Provision for pupils with SEND is effective and ISEY funding used to maximise support via agency staff in the most appropriate environment.</p> <p>Adequate staff training budget included when budget is set and agreed by governors.</p> <p>Key staff have received maths training which will be cascaded through INSET training in 2024-25</p> <p>Children all made significant progress in their use of concepts / vocabulary.</p>
<p>Overseeing the financial performance of the school and making sure its money is well spent.</p>	<p>To retain quality and vibrancy and keep our nursery school economically viable in light</p>	<p>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.</p>	<p>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.</p> <p>Governors discuss, challenge and approve spending on, for example, agency staffing.</p>

	<p>of the current education climate & changes to funded hours and eligibility for two year olds nursery provision.</p>	<p>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.</p> <p>School Improvement Plan is costed and approved and is on track.</p> <p>Funding from additional sources such as Pupil Premium and ISEY, is used to best advantage in ensuring positive outcomes for pupils.</p> <p>Petty cash expenditure is monitored/audited and reported to GB.</p> <p>Gifts and hospitality overview is in place.</p> <p>Promotion of available nursery places with Erdington Children Centre and health visitors. Also promotion through on site stay and plays</p> <p>Governor agreement for headteacher to be strategic lead for the Developing Local Provision project & the Osborne to be a fund holding school.</p> <p>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.</p> <p>Governor agreement of the selling of spare nursery spaces.</p> <p>Governors explored and then agreed for both schools to transition to full cheque book schools</p>	<p>Annual review of suppliers ensure they are cost effective and good quality.</p> <p>The Governing body has reviewed the budget regularly and worked to ensure the school works within a balanced budget while maintaining high standards and striving to increase outcomes.</p> <p>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.</p> <p>Governors discuss and approve budgets/spending, including additional funding via SEN Funding streams and EYPP.</p> <p>Audit of spending on petty cash and school fund shared and approved at GB meetings.</p> <p>Approval of gifts and hospitality by GB where required.</p> <p>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.</p> <p>Additional funding brought into the budget.</p> <p>Schools receives payment for time they spend out of school.</p> <p>Funding received to towards staff costs via parents, college funding and childcare plus funding.</p> <p>Schools already had a strategic plan in place for managing the finances of the schools when the end of Oracle was announced by Birmingham City Council.</p>
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<p>Ensuring Statutory Compliance</p>		<p>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)</p> <p>Governors' are provided with Statutory policy documentation in advance of governor meetings, where discussion, challenge and approval takes place.</p> <p>All staff and governors have received safeguarding training and other training relevant to their roles.</p> <p>Safeguarding procedures in place:</p> <ul style="list-style-type: none"> • KCSE updates for staff and Governors. • Safeguarding and Child Protection Policy approved and on website. • DSLs in place with updated training being carried out every two years • Staff first aid training all kept up to date • Recording of concerns is accurate and secure via CPOMS <p>175 safeguarding audit completed.</p> <p>Health and safety walks carried out termly by staff to ensure that the school was kept in good repair</p> <p>Both websites were redesigned by a T Level Website Design student at no cost to the schools</p>	<p>School is kept safe and compliant with all legislation.</p> <p>Statutory Policies all in place and approved</p> <p>Governors and staff have a good understanding of their roles and responsibilities under statutory regulations such as safeguarding, health and safety etc.</p> <p>School is compliant with all Safeguarding regulations including keeping children safe in education.</p> <p>Safeguarding procedures are effective and checked by governors at visits</p> <p>Policies are in place and are shared with Governors for discussion and approval.</p> <p>Safeguarding governor checked 175 safeguarding audit to ensure all procedures were in place.</p> <p>Governors checked actions plans from the health and safety walks to ensure any remedial works were completed</p> <p>Websites are more modern looking, mobile friendly and secure. They are also compliant and a useful source of information for prospective and current parents</p>
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Signed:



Date: 12/07/2024

Chair of Governors: Abigail Cartmale

Governors contributing: Abigail Cartmale, Anna Farrelly, Sharon Eeles, Julie Attwood, Richard Hammett, Samantha Carter, Justin McDougall, Amy Rogerson