

Governors Report to Parents Summer 2023



Dear Parents,

THE ROLE OF THE GOVERNORS

The Governors are responsible for the appointment of staff, the welfare and safety of pupils and staff, the maintenance of the school buildings and the general direction of the curriculum. Governors and the Headteacher have responsibility for managing the school's budget. Our current board consists of:

Mrs S Arthur	LEA Governor	Mrs N Gill	Head Teacher Governor
Mrs D English (Chair)	Co-opted Governor	Mrs K Lacey	Staff Governor
Mr A Hodges (Vice Chair)	Co-Opted Governor	Mr B Ravji	Co-Opted Governor
Mrs D Haden	Clerk to Governors	Mrs K Li (Deputy Head)	Associate Governor
Mrs P Bedi	Parent Governor	Mr J Kamaru	Parent Governor
Vacancy	Co-Opted Governor	Vacancy	Co-Opted Governor

Governors are elected for a period of four years. The Chair and Vice Chair are elected annually. The current Chair is Mrs D English; 14 Mercian Way, Slough, SL1 5LY. Tel: 01628 661506.

Parent Governors may wish to resign when their child leaves the nursery school but they can continue until their four-year term is completed. If you are interested in becoming a school governor, please contact the school office or Mrs English for more information about this worthwhile position.

A MESSAGE FROM OUR CHAIR – Mrs Dion English

I write at the end of a school year marked by many changes and challenges. The school year started with changes to the Early Years Foundation Stage Curriculum which the staff worked very hard to incorporate into to all the areas of learning so all children can benefit. Both staff & governors attended an Inset Curriculum Day to facilitate this.

We then had the pleasure of a full 2 Day inspection by Ofsted in November which I am pleased to say resulted in the School maintaining it's **Good Ofsted Rating**.

We had to say a sudden Goodbye to our Headteacher, Mrs B Dowling, at the end of December who left due to personal circumstances & I am pleased to say that **Mrs Kathy Li** (Deputy Headteacher at the time) agreed to step up as **Acting Headteacher** for the rest of the year whilst Governors resumed their search for a new Headteacher along with some other Key personnel roles. I am pleased to announce that Mrs Nisha Gill, previously Teacher & SENDCO at Cippenham, was successfully recruited to the Headteacher role commencing 1st September 2022 and we are very much looking forward to welcoming her back. We were also lucky enough to recruit a new Office Manager in the very experienced and dedicated Debbie Haden, with a new Housekeeper & Part-time cleaner also completing the staff team.

Cippenham Nursery School, along with the rest of the country, celebrated HM Queen Elizabeth's 70th **Platinum Jubilee** this year, the Nursery hosted a Jubilee themed Street Party for the children with party food, games, music from a Steel Band & a Jubilee memento Shoe Bag as a gift.

The Nursery continues to develop exciting new learning opportunities for children and continues it's Carpentry Workshop & Forest School activities where children have really benefited from our wonderful outdoors spaces which has been so important after recent lockdowns.

A big vote of thanks goes to Mrs Li and all her staff for all they do and the way in which they have coped with all the recent challenges and still provided a high-quality education to all the children.

We hope you find the following **Governor's Annual Report to Parents** interesting and value your feedback using the Ofsted Parentview link on www.parentview.ofsted.gov.uk . It is very simple to complete, and you can see what other parents think of us too.

Yours sincerely,

Mrs D. English - Chair of Governors



Cippenham Nursery School is one of five local authority co-educational maintained nursery schools in Slough. Currently, we have 118 children on roll and 22 members of staff. We have been developing our school leadership team this year. The SLT meets regularly with Governors to discuss strategic improvements for the school. Governors are ambitious for the development of the school and its staff.

Cippenham Nursery School has been in existence since 1941 and has educated local children for the last eighty two years. The current Headteacher – Mrs Nisha Gill – was appointed in September 2022. Our school mission statement is “Happy to be here – To play, learn, care, share and be ourselves.”

Attending school regularly is central to raising standards in education, so that children can fulfil their potential. We have worked consistently with parents to ensure children attend school regularly.

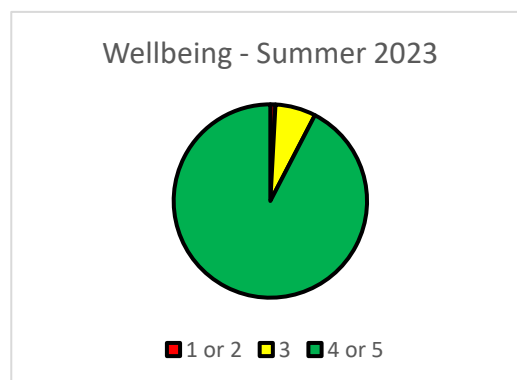
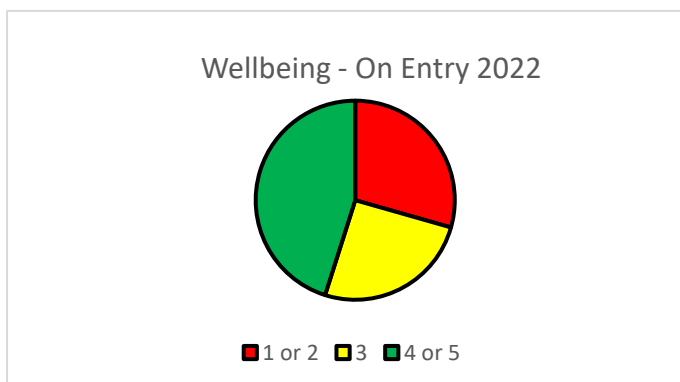
Attendance Period: 01-09-2022 – 28-06-2023 (based on the whole cohort – 2022/3:)

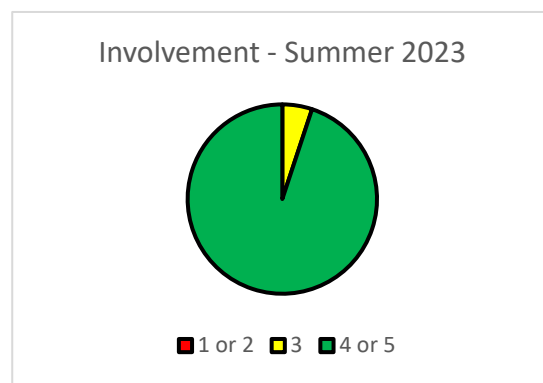
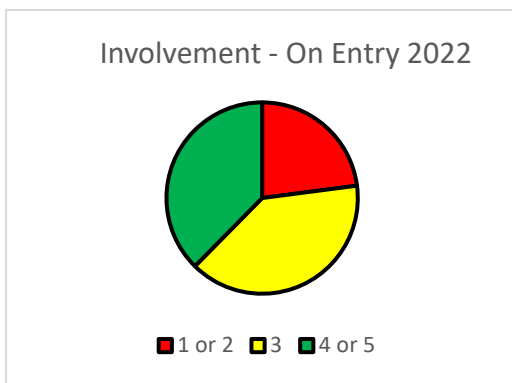
Possible	Present	Authorised Absence	Unauthorised Absence
100 %	85.61%	14.06%	0.32%

We pride ourselves on the holistic approach we offer, ensuring that all areas of learning are developed in equal measure. A key person system operates at Cippenham Nursery School. Each child is allocated a specific adult with whom a strong relationship is built with the child and his/her family. We always endeavour to match the key person to younger siblings to enable this relationship to continue. Parents and staff communicated through Tapestry by sharing observations. Our Designated Safeguarding Lead is Mrs Gill and our Deputy Designated Safeguarding Lead is Mrs Li, Mrs Badhan and Miss Reyes. We are fortunate to have Mrs Badhan as our Family Support Worker, Mrs Lacey and Mrs Haden as our Mental Health First Aider. Along with all members of staff, The safeguarding team Mrs Gill, Mrs Li, Miss Reyes and Mrs Badhan have supported staff, children and families to ensure that they are safe and well.

Type of Support	Number of Children
Family Support Worker	22
Early Help	5
Child in Need	0
Child Protection	1
Children that are Looked After (CLA)	0

A progressively planned holistic curriculum is in place for all areas of learning, to guide all practitioners to ensure that children can build and develop on knowledge, skills and understanding previously taught. Coupled with careful observations and assessment of children, staff focus on the 'Unique Child' principle of the EYFS to ensure that learning is facilitated from children's starting points and is extended appropriately and effectively, to ensure that the correct level of challenge is in place for all children to make progress. The Leuven Scales of Involvement and Well Being are used to assess children's readiness to engage in learning.





The Planning in the Moment approach has been fully implemented across the school. All learning is based on children's interests and through careful observation and immediate assessment, practitioners support children to make instant progress by checking for understanding and identifying and correcting misconceptions and inform teaching that needs to happen next. This is reflected through our planning documentation, which is completed throughout the week. Because learning is based on children's interests, the curriculum remains as broad as possible for as long as possible. Similarly, we do not offer disadvantaged children or children with SEND a reduced curriculum because we directly work with the individual child.

We recognise the importance of Outdoor Learning for both mental well-being purposes and risk taking. Our Outdoor Learning has been developed and we have added a Carpentry Studio to our provision. We have two qualified Forest School Leaders and offer Forest School alongside our regular provision. We identify as an Eco School and have retained our Green Flag status since 2018

Characteristics of Effective Teaching & Learning feature heavily in all the work that we did. These enable children to build appropriate skills, which will benefit them later in life, such as resilience, analytical thinking and problem solving. Through a holistic curriculum approach, children have taken part in experiences that they would otherwise have not had exposure to, such as, working on the allotment, visiting the wildlife garden and looking after our nursery pets. Not only has this contributed to developing children's mental health and well-being, it has also enabled children to understand their part within the wider natural world and the expectations that are deemed of them to become effective citizens within their community. Children have been immersed and exposed to a range of cultural celebrations and traditions, promoting tolerance.

Breakfast and Lunch Clubs are used as opportunities to model social skills, develop communication and language skills, as well as focusing on keeping healthy (including oral health, with compulsory daily tooth brushing.) The school works in partnership with parents to promote healthy eating by encouraging a balanced lunch to be provided during the day, as well as offering a rolling snack time consisting of a variety of fruit and vegetables. Staff consistently use the RAG rated system, so that all children understand behaviour expectations through the support of visual prompts.

Since February 2021, children have had access to Home Learning online if they have been unable to attend school regularly. During lockdown, activities were uploaded weekly across all areas of learning, integrating the curriculum taught at school. This has been kept available for children to gain valuable knowledge and skills and to support parents to continue the learning at home.

At Cippenham Nursery school children have continued to make steady progress although Covid 19 has impacted the children's starting point of attainment.

AoL	Autumn 2022 % of children at or above age related expectations	Spring 2023 % of children at or above age related expectations	Summer 2023 % of children at or above age related expectations
PSED	9.2	9.6	48.6
CL	11.1	23.2	56.7
PD	9.8	23.35	67.9
L	12.7	18.6	53.8

M	10.8	6.8	48.3
UW	12.1	20.1	59.4
EAD	12.7	19.1	56.3

We have 24 EYPP children in total, which equates to 20% of the cohort 2022/3. 25% of EYPP children (6) also have SEN. 21% of EYPP children (5) identify as EAL. 8.3% of EYPP children (2) have both SEN and EAL. We have a EYPP retired volunteer teacher for one day per week

Final results 2022-2023	% of children at or above age related expectations		% of expected or above progress from starting points	
	EYPP	Non EYPP	EYPP	Non EYPP
PSED	43.1	49.5		
PD	70.6	67.5		
C&L	54.9	57		
Literacy	55.9	53.4		
Maths	29.4	51.5		
UW	58.8	59.5		
EAD	58.8	55.8		

EYPP progress remains closely related to that of non-EYPP children, with the exception of Mathematics. Both EYPP and non-EYPP children remain on par in Literacy and Understanding of the World. Throughout the year, the school has participated in the Winter Grant Scheme, where EYPP children have been issued supermarket voucher to the value of £15 during February half-term, Easter, May half-term and food provision during the Summer break.

The total spend for EYPP was £8160.69.

There are 24 SEND children in total, which equates to 20% of the cohort 2022/3. 25% of SEND children (6) also are EYPP. 41.7% of SEND children (10) identify as EAL. 8.3% of SEND children (2) are both EYPP and EAL.

Four Areas of Need:

	SLCN	Cognition & Learning	SEMH	Sensory & Physical
Number of Children	17	4	3	0
SEN %	70.86	16.67	12.5	0
Cohort 2022/3 %	14.17	3.33	2.5	0

Area of Learning	On Entry 2022	Spring Term 2023	Summer Term 2023
PSED	9.3	0	30
PD	6	17.5	57.5
CL	8	13.3	30
L	16	17.5	32.5
M	12	10	20
UW	16	10	36.7
EAD	16	7.5	37.5
Overall Average	11.8%	10.3%	35.3%

We operate an inclusive curriculum for all children, because it is based on children's interest and needs for the cohort. There are 5 SEN support staff providing guidance and model opportunities for children contextually at their play. We work in partnership with other schools on campus and begin the EHCP process. 3 EHCPs have been submitted to Slough Borough Council in 2022/3.

Because staff address assessment needs 'in the moment,' progress is instantaneous and frequent, helping children to embed knowledge and use this fluently. All staff have access to Tapestry and update this regularly by recording observations in written and pictorial form. Parents are also encouraged to participate to strengthen and continue the link between home and school learning. A focus child approach is used to ensure all children receive bespoke support to move their learning forwards and develop an enabling learning environment and curriculum based on specific interests meaningful to the child.

A MESSAGE FROM OUR HEAD TEACHER – Mrs N Gill

It is a privilege to be able to lead Cippenham Nursery School. I would like to thank all the Staff, Parents, Governors and other education colleagues for their unfailing support throughout the year to ensure that our children receive the best quality Early Years education, which prepares them for life. We are extremely fortunate to have such a dedicated staff team, whose thoughts continually lie with the children's learning and development.

Through strong teamwork and the sheer resilience of our learning community, we continue the legacy of Cippenham Nursery School. No more than ever is Early Years education so crucial for our children. Our school has supported the children to build a firm foundation on which to continue developing lifelong skills and knowledge to be effective global citizens and empathetic people.

It has been wonderful to be able to celebrate the uniqueness of each and every individual within our learning community. When put together, it enables us to 'be' Cippenham Nursery School. This is something to be safeguarded for future generations and we intended to be here for another 82 years (at least!)

As we finish another successful year, I wish everybody a relaxing, peaceful and safe summer holiday and wish all the children a very smooth transition into Reception and a very happy future.

With every best wish from all at Cippenham Nursery School

A handwritten signature in black ink, appearing to read 'Nisha Gill', with a stylized flourish at the end.

Mrs Nisha Gill - Headteacher