

BANGOR CENTRAL NURSERY SCHOOL



GOVERNORS' ANNUAL REPORT 2021/2022



INTRODUCTION FROM THE CHAIRPERSON

Dear Parents,

I would like to take this opportunity to present the Annual Report to you for the 2021/2022 school year. The document is a legal requirement and our means of keeping you informed. It is an account of the work that we do to manage the school.

I would like to take this opportunity to thank the Principal and each member of staff who helped to plan a wide and exciting curriculum encompassing varied and interesting activities. The school's success is their success. Thanks are also due to the many parents who offer support in terms of time and finance. I really hope you enjoy reading this annual report. It is good to celebrate our achievements and we should be proud of our school. We are always receptive to feedback and comment and always on the lookout for volunteers wishing to contribute to the school in whatever way they can.

I wish to thank all members of the Board of Governors for their support and diligence on behalf of the school. The position of Governor is becoming more onerous as time goes on but it has its rewards. Our message, as governors, is to thank you, our parents, on behalf of the children and staff, for the support you give. We look forward to this support being continued next year.

Thank You – our excellent curriculum would not be possible without you!

Louise Stevenson



WHAT IS THE GOVERNING BODY?

The Governing Body is a combination of appointed and elected people from the local community who have a general responsibility for seeing that the school is run effectively, acting within the framework set by legislation and the policies of the Education Authority, so that it provides the best education for its children. The Governors do not take detailed decisions about the day-to-day management - that is a role delegated by them to the Principal – but, by being aware of what is happening in the nursery and in education generally their input is invaluable for the school's success. The full Governing Body meets at least once each term and there may be committee meetings the details of which are reported formally to the full Board of Governors.

The Board of Governors considers and deals with matters affecting staffing. These include recruitment, selection, appointments, job descriptions, pay and conditions and disciplinary and grievance procedures. It is also responsible for the curriculum, an annual inspection of the building to determine repairs and maintenance of the buildings and grounds, security, health and safety, school development planning, and other policy issues.

Each year, the Nursery School receives the delegated budget allocation for the following financial year. The Board of Governors has some flexibility in how this is spent and to help us in this task the EA Local Management Service provides support and guidance.

Governors are offered a yearly programme of training by the EA and members are expected to avail of training relevant to their responsibilities. This year Governors attended Child Protection, Recruitment & Selection, Induction, Role of the Chair, Finance, Employee Relations and Health & Safety Training.

Any correspondence to the Principal or to the Chairperson of the Governing Body should be addressed:

c/o Bangor Central Nursery School, Castle Park Road, Bangor, Co Down BT20 4TF.

Messages can be left at the Nursery on 028 91469241
or e-mailed to bangorcentralnursery@yahoo.co.uk

THE GOVERNORS

Reconstituted in September 2018 and will serve for a term of 4 years September 2018- August 2022. The next Board of Governors will follow the structure for controlled integrated schools to reflect the new status of the school after transformation to Bangor Integrated Nursery School.

NAME		NOMINATED BY
Louise Stevenson	CHAIR	Education Authority
George Seeds	VICE-CHAIR	Education Authority
Niall Ferguson	Designated Governor for Child Protection	DENI
Joanne Elliott		DENI
Jo Dunne		Education Authority
Angela Blayney		Parent Rep
Deirdre Martin		Teacher Rep
Pamela Algie	SECRETARY	Principal/Non-voting member



WHAT TO DO IF YOU HAVE A COMPLAINT

The Nursery staff aim to work closely with families and hope that if there is a problem you will first of all discuss it with the teacher in charge of your child's class or the Principal. We find that nearly all concerns or potential complaints can be happily resolved in this way. If the problem has not been sorted out to your satisfaction please write to the Chairman of the Board of Governors who will ensure that appropriate measures are taken to address the complaint. A copy of our complaints policy and procedure is available on the School website.

SCHOOL STAFF 2021 - 2022

NAME	JOB TITLE
Pamela Algie	Principal and Teacher
Deirdre Martin	Teacher
Brooke Hanna	Teacher (Temporary)
Fiona McFetridge	Nursery Assistant
Nicola Wallace	Nursery Assistant
Melanie Patterson	Classroom Assistant – Special Educational Needs
Sonia Murphy	Classroom Assistant - Special Educational Needs
Ruth Beattie	One - to - One Special Needs Assistant
Karol Creighton	One - to - One Special Needs Assistant
Hannah Davison	One - to - One Special Needs Assistant
Christine McCullough	Secretary
Gemma Dunnon	Building Supervisor
Nicola Cree	Dining Attendant

All staff work together to plan and implement the curriculum most suited to the needs of individual children in the nursery school. We all participate in observing children and the teaching staff report to parents on the children's progress frequently.

ADMISSION AND ATTENDANCE

This year we have had 79 children enrolled of whom **none** are penultimate age. There are 26 pupils in the part time classes – Morning and Afternoon and 27 children in the Full Time Class.

Attendance this year has been impacted by COVID-19, both on an individual basis, class basis and a whole school basis due to staff shortages necessitating the use of remote learning.

Staff will continue to focus on encouraging regular daily attendance in September. It is important to establish good habits in Nursery School that will continue into the next phase of education.



PARENT CONSULTATIONS

Class Teachers offered face to face consultations during Term 1 and 2/3 to share with parents how their child had settled and progressed in all areas of learning throughout the school year. With parental consent, transition forms were forwarded to their chosen Primary school in June.

This year our staff had transition meetings/conversations with the Year 1 teachers from Bangor Central Integrated, Ballyholme, Ballymagee, Grange Park, Rathmore, St Comgall's, Killmaine, Towerview, and Harmony Hill Primary Schools to discuss the children's progress and assist in the smooth transition from Nursery to Primary School.

CHILD PROTECTION

Our Nursery School has a comprehensive policy in relation to Safeguarding and Child Protection. Staff and Governors attend training each year. The teacher with specific responsibility for Child Protection is Miss Pamela Algie. In her absence responsibility rests with Miss Martin. They are available should you have concerns regarding the welfare and protection of children at our school.

It is the policy of the school that all staff are regularly updated in Child Protection training and procedures and that, through the curriculum, all children are encouraged to be aware of their own safety. Our priority is to maintain the safety of all children at all times.

All staff review the Child Protection policy at the beginning of each school year. They are aware of child protection issues and will respond using well-defined school procedures to concerns raised by a child or an adult. The welfare of the child is our paramount consideration. The principal reports to the Board of Governors in relation to Child Protection issues at every Board of Governors meeting.

Last year the school was recognised as an ONUS Safe Place Organisation.

All parents receive a copy of the school's child protection policy when their child starts school and it is available on the policies section of our website.

SPECIAL EDUCATIONAL NEEDS

We have a policy for SEN which is regularly reviewed.

Our Special Educational Needs coordinator is Miss Pamela Algie.

The governors and staff in the Nursery School believe that every child is special and entitled to a broad, balanced curriculum which recognises individual needs and enables each one to achieve their full potential. Children who may have Special Educational Needs are recognised and supported by the staff involved with these children. In the current school year we have identified and assessed children with Special Educational Needs, for whom detailed written Individual Education Plans/Personalised Learning Plans are discussed and maintained. These plans are shared with parents who are provided with an opportunity to inform and influence the planning. Contact was made with outside agencies including Health Visitors, Speech & Language Therapists, Education Psychologists- all contributing advice and assistance for specific pupils.



Budget allocation for SEN Code of Practice in this school year was used to provide release days for the Special Educational Needs Coordinator to meet with parents, maintain Personalised Learning Plans and attend training courses.

All staff and Governors are pleased that the school continues to receive SEN training remotely from the Education Authority Special Educational Needs Early Years Intervention Service alongside other providers. This ensures our skills and knowledge are enhanced as a team and that we continue to offer the best possible practical support and education to the children in our care.

This year Miss Pamela Algie has completed a course of training for newly appointed Learning Support Coordinators in Nursery Schools. All staff have attended training sessions in trauma informed practice through Solihull as well as being offered refresher training in The Calm Plan to support children managing their emotions and helping teach self-regulation techniques based on nurture principles and trauma informed practice.

This year the Emotional Health and Wellbeing Funding allowed a permanent, dedicated parents and staff room to be created, for use by all staff. This room provides a calm place for all staff to relax after a busy days work as well providing a calming, neutral, private space for parents to meet with teachers, educational psychologists or other professionals.

EQUAL OPPORTUNITIES POLICY

The Nursery School has an Equal Opportunities Policy. We promote equality of access and opportunity to all children irrespective of their gender, ethnicity, race, religion, disability, culture, language or background in order that they can learn and make appropriate progress.

INCLUSION POLICY

Inclusion is an on-going process that celebrates diversity and involves the identification of barriers to learning and participation that may be experienced by any children, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

The school implements an Anti-Bias approach to the curriculum. The staff carry out annual audits and reviews to ensure that the resources, environment and language used in nursery is inclusive of all. Miss Algie and Miss Hanna completed training for Teachers New to Integrated through NICIE this year in advance of the school's transformation in September to Bangor Integrated Nursery School. Anti Bias training will be offered to staff and governors over the next three years as part of the school's transformation action plan.

THE CURRICULUM

The school has qualified teachers and nursery assistants. The Principal and her staff ensure that the school environment is always inviting and informative.

A walk around the school allows you to see the evidence of all the planning and teaching that goes on every day, displayed throughout the Nursery school.

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The staff work as a team in planning the pre-School Curriculum for the development of all the children, and to ensure the best quality provision, appropriate to the child's needs. The staff make observations of significant achievements made by the children during play. Free play is available every day both indoors and outdoors. Staff are timetabled to work in specific areas on a daily basis to ensure that the school's Health and safety responsibilities are met. Opportunities to use real items and materials throughout the school were recognised by ETI as good quality pre-school practice.

Our school was inspected in May 2013 and we are delighted that the findings concur with our own belief that the children attending Bangor Central receive a very good quality of education. The final written report stated:

“The quality of the provision for learning is very good.

- The Nursery's programme offers good to very good opportunities for learning in all areas of the pre-school curriculum. The promotion of the children's personal, social and emotional, language and early mathematic development are particular strengths of the programme. The staff provide an excellent range of challenging and imaginative play experiences for the children in all of the three developed outdoor play areas.
- The quality of the arrangements for pastoral care is outstanding. The staff demonstrate a strong commitment to the welfare of the children. The relationships at all levels are very good and there are close links and good communication with the parents, local schools and appropriate support agencies.

The quality of the children's achievements is very good.

- During the inspection, most of the children settled to purposeful and productive play; they also engaged in very good imaginative play during the outdoor sessions. Many of the children display a very good understanding of early mathematical language and concepts; they listen attentively during the enjoyable story and rhyme sessions and are able to play and share with each other during role play. Much of the children's art work is of a high quality and it is used very well to create colourful displays around the school.
- The quality of the staff interactions with the children is consistently of a high quality. They engage readily with the children in their play and often act as role models, prompting and encouraging extended responses from them and developing their thinking skills.
- The Nursery school has a very positive ethos; there is a welcoming atmosphere and caring relationships between the staff and the children; the children appear happy and at ease with the staff. Many of the children show good concentration in their play activities; they are encouraged to become independent and to make choices and decisions for themselves and their behaviour is good.
- The Nursery school gives very good attention to promoting healthy eating and physical activity. The outdoor environment and the experiences provided for the children have been greatly enhanced and as a result the quality of the outdoor provision is very good; the children have excellent opportunities to develop a wide range of physical skills and imaginative play.

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The quality of leadership and management is very good

- The Principal demonstrates very good leadership and management skills and is a good role-model for her staff. There is a strong sense of team spirit among the hard-working and dedicated staff. There have been many important improvements in the school's work in recent years such as the improvement in the quality of the school's documentation, the purchase of new furniture and equipment, and in addition, the improvements made to the outdoor play environment.
 - On the basis of the evidence available at the time of the inspection, the Nursery school has comprehensive arrangements in place for the safeguarding of children.

CONCLUSION

In the areas inspected, the quality of education provided by this Nursery school is very good. The Nursery is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.” ETI May 2013

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VISITS AND VISITORS

The programme of visits and visitors to the Nursery has been slowly coming back to normal after a challenging time of limited visitors due to the COVID-19 restrictions. This year we have been able to have visits from The Ark Open Farm with their Autumn and Spring Animal Roadshows, Bangor Carnegie Library Librarians, Exploris mobile Touch tank, Joe and the Gathering Drum, The Belfast Play Bus, Jump, Jiggle and Jive and Debutots. We also had a series of visits from Sports Cool Coach Gary who taught the children different sports skills over three weeks, ending with a Sports Day which parents were invited to watch.

Staff at Bangor Central continues to develop as a Healthy School and are constantly encouraging healthy Breaks and lifestyles. Our fresh fruit and vegetables are delivered weekly by Mr Robin Dugan, a local farmer.

The children also visited Bangor Central Integrated Primary School to see their School Play and the children from the morning class visited Clandeboye Nature Rangers Forest School along with children from other integrated schools through a trip organised by the Integrated Education Fund.

Other notable events included the School's 80th Birthday and the Queen's Platinum Jubilee, both of which were celebrated with the children and the wider school community.

EXTENDED SCHOOLS

The three Nursery schools in the Extended Schools Cluster are Newtownards NS, Glenbrook NS and BCNS. The cluster is led by Jo Dunne and the funding allocated allows each school to continue to provide resources from Mr Hullabaloo to support the teaching around Emotional Health and Wellbeing.

GETTING READY TO LEARN (EITP)

For a sixth year the Principal successfully applied for funding to continue running programmes to involve parents in their child's education. New resources were purchased to increase our lending library of packs to support Fine Motor Skills, Early Mathematical Development and Communication skills. . Each kit contains a range of resources to support all areas of the pre-school curriculum at home along with ideas to learn through play at home and will be used year after year.

The Age 3+ Review meeting with the School Health Visitor was held in November. Parent Questionnaires were distributed and returned to the Health Visitor to be followed up with the school's health visitor after the initial Parent Teacher meeting in Term One.



SCHOOL POLICIES

Our school has a wide range of policy documents available that reflect the requirements of the Department of Education and the Education Authority. The following school policies are displayed in the entrance hall and a copy is available on request.

6 Areas of the Preschool Curriculum
Admissions Policy
Anti-bullying Policy
Behaviour Management and Positive Discipline Policy
Curriculum
Door Policy
Educational Visits Policy
Equal Opportunities
E-Safety Policy
GDPR Statement
Health, Safety and Security Policy
Healthy Eating/Enrichment Activities
Inclusion & Diversity Policy
Intimate & Toileting Care Policy
Observations, Assessments and Record Keeping Policy
Partnership with Parents Policy
Pastoral Care Policy
PRSD
Reasonable Force/Safe Handling Policy
Safeguarding - Child Protection Policy
Settling-In Policy
Special educational Needs Policy
Staff Code Of Conduct Policy
Sun Care
Supporting Pupils With Medical Needs Policy
Teaching and Learning Policy
Transition to Primary School Policy
Whistle Blowing Procedures Policy

The Governors have a responsibility to review policy documents on a regular basis and this review is included in minutes of our meetings.



CONTINUING PROFESSIONAL DEVELOPMENT FOR STAFF

Governors continue to emphasise our commitment to the continued professional development of all staff. In this way we ensure that Bangor Central Nursery School continues to enrich the lives of children and provide a quality service for all our children and families.

All teaching staff are involved each year in the Performance Review and Staff Development cycle. Targets are set which relate to the School's development plan. Though this has been paused due to COVID-19, staff have been involved in training throughout the year, occasionally in school hours or within the working day but also a considerable amount of training was taken in their own time.

WHOLE SCHOOL TRAINING FOR ALL STAFF

- Child Protection Refresher Training
- The Solihull Approach - Understanding Brain Development
- The Solihull Approach - Understanding Attachment
- The Solihull Approach - Understanding Trauma
- The Calm Plan
- Early Talk Boost

PRINCIPAL

- Paediatric First Aid
- EA course for Newly appointed Learning Support Coordinators
- ETI Empowering Improvement Capacity Building Course
- Working with Stranmillis University College, Early Years Interviewing Panel Member
- Working with CCEA review of Learning through Play and Learning Outdoors in the Early Years.

TEACHERS

- Forest Schools Training, Level 3
- Planning in the Moment in the Early Years.
- Teachers new to Integrated

The Governors are pleased that all members of staff are committed to attending in-service training – often in their own time. We see this as a sign of commitment to continued professional development and believe that the continuous process of self evaluation is of vital importance to the maintenance of high standards of education and care in Bangor Central Nursery School.

SCHOOL DEVELOPMENT PLAN

Every three years the Principal, Staff and Governors work together to produce our School Development Plan. It is the basis for all actions required within the school community to ensure progression is evident. From it we create a yearly Action Plan. This document sets out everything that has been achieved in the previous year and everything that will happen in the forthcoming year. Our plans are based on DENI requirements and advice from the Education Authority.



At the end of the school year parental opinions are sought through a questionnaire and all comments made are considered in the formulation of this plan.

We are currently due to start a new three year plan in the 2022 -2023 school year. The Governors would value your input for our next plan – we want to know what services / activities are needed in the area. If you have any ideas or would like to speak with the principal directly please do.

PARENTS AND COMMUNITY LINKS

Parental involvement is invaluable in our school. Staff could not manage without the support of parents/ grandparents/carers, particularly in such a challenging year operating under the DE COVID-19 guidance. Thank you for carefully following all of the procedures and protocols that we have had to put in place to mitigate the risk of coronavirus spreading through the school. Thanks are due especially to those who over the year have donated supplies of hand sanitiser, tissues and antibacterial hand wash.

Each year we are proud to offer training placements to Stranmillis students undertaking PGCE, Teaching and Early Years degree courses. Community Links are also fostered through the placement of students from local FE colleges.

This year Miss Algie has continued her involvement with the education community:

- CCEA - advising on early years documents.
- Stranmillis University College - interviewing potential students as a panel member
- FONT – as a committee member
- Apple Distinguished Educator Programme
- BlendEd NI - as a team member delivering training online for teachers across NI in all sectors.
- Two Principal Cluster Groups – for training and support

FINANCE

The finances of our school are closely monitored by the Governors and the Principal. With prudent management we managed to remain in budget in 2021 -2022 and had a small carryover. The school finances have been impacted due to additional spending required related to COVID-19. At the time of writing the end of year financial position has not yet been calculated and communicated to schools by EA. The CFF school budget allocation for the 2022 - 2023 school year is slightly decreased from that of the 2021 -2022. This will necessitate some fundraising over the next few years, which has been paused due to covid.

CHARGES, REMISSIONS AND VOLUNTARY CONTRIBUTIONS POLICY

The curriculum of any controlled school is, in the main, provided through finance from the Department of Education and the Education Authority. However, certain activities within the curriculum, and often those that enrich the curriculum are not possible without additional funding.

Under the present arrangements we ask parents to make a contribution of £5 each week to meet the cost incurred, as indicated in our policy. This covers the actual cost of snack each day and other incidental items e.g. ingredients for baking activities, as well as covering all visits/outings and visitors to enrich the curriculum.

SCHOOL FUND ACCOUNT



All money in the school fund benefits the children attending during that particular year. Auditors carry out an Annual audit of the School fund account.

The Governors are appreciative of the donations made by many (but not all) parents which allow the children to avail of the great many enrichment resources, educational experiences and visitors to the school. Without these contributions many events would never be possible. Given the current financial climate there will be even more necessity for schools to rely on the generosity of parents and seek other avenues of funding. Thank you for your continuing support.

All money raised by parents through fundraising events is saved in a separate bank account and used to purchase equipment and resources for the school to benefit both current and future pupils. This year our usual fundraising events have not been possible due to the covid restrictions. The school has also been mindful of the financial impact of the pandemic on the parents and families in school. As such it was decided not to hold any fundraising events in place of the events we would normally hold. The carried over balance of the fundraising account has been used this year to purchase one Interactive Panel for classroom use. An additional panel has been purchased by the school from school fund for classroom use, ensuring continuity of experience for both classrooms.

BUILDING – MAINTENANCE AND REPAIRS

The Board of Governors carry out an inspection of the premises each year as part of our duties to the school. The following repair was carried out:

- Replacement of the wash house door

SECURITY POLICY

It is the policy of this school to always be aware of the children's safety and for this reason no child is ever left unsupervised either outside or inside. Staff are constantly vigilant as to who is around the building and any unfamiliar persons are immediately investigated. Visitors must sign in at the office on arrival. This year only essential visitors were permitted into the school building, preferably at a time when the children were not present. Visitors were asked to log in digitally as part of the COVID-19 track and trace program of the school. They also had to confirm that they were COVID-19 symptom free and had not been in contact with anyone displaying symptoms/with a positive result. Visitors were asked to wear face coverings and to sanitise their hands on entry.

Children must be accompanied by an adult into school and placed in the care of the teacher or nursery assistant and in turn taken from their care at home time. Children are only handed over to persons named on the Parent's permission form (who must be over 16 years old).

The front door has double handles and is barred to the outside areas when all the children are inside and visitors use the security buzzer to gain admission. The front door is only open for children and parents at the start and end of sessions. Classroom doors have lock knobs, as do the bathroom doors.

When school is closed in the evening all doors and windows are locked and the security alarm activated. All gates into the campus are also locked.



SAFE ENVIRONMENT

To ensure a safe environment for everyone, please inform all members of your family and childminders of the following safety rules: -

- All adults are requested not to drive cars into the school grounds. Adults may be permitted to bring a car onto school grounds when dropping off/collecting a child who has a physical need which has been discussed with the principal in advance. Pedestrian access is available through ASDA gate.
- Parents are asked not to bring dogs onto the school campus. Unattended dogs left tied up in the vicinity may be classified as strays and removed by the Council Enforcement Officers.
- The parental use of digital recording media e.g. cameras/mobile phones is prohibited.
- Under the Smoking NI Order (2006) it is an offence to smoke on the school grounds.

FUTURE PLANS

In 2019 the school began the process of Transformation – to change from a controlled Nursery School to a Controlled Integrated Nursery School. With the support of NICIE and IEF Governors, Parents and Staff were informed and consulted on the process to transform. Actions were taken which followed DE Guidelines. An official ballot was held (using the Electoral Reform Services) and 97% of parents voted to proceed. A Development Proposal and Action plans were prepared and presented to DE. A public consultation period was held and our application to transform was approved by the Education Minister in December 2021. The school will obtain integrated status in September 2022, reopening as Bangor Integrated Nursery School.

The school was formally recognised as a Forest School in September 2021. It is also hoped that the school will renew our Eco-Schools Green Flag Award in the next year.

Staff changes:

Over the summer of 2021 Mrs Christine McCullough was appointed permanently to the role of school Secretary. In March 2021, Miss Deirdre Martin submitted a letter stating her intention to retire, effective from 30th August 2022. After an external recruitment process Miss Brooke Hanna was recommended as the successful candidate for the post.

Finally the Board of Governors wish to record our thanks to

- the Principal and each member of staff for their excellence, dedication and commitment to the school over the past year
- all parents and carers, for your support and we look forward to your continued interest in Bangor Central Nursery School.
- Mrs Diane Williams (BCIPS caretaker) for her help and support with shared campus matters.

We will continue to develop our Nursery school to be a place of learning and support not only for children but also for parents. We also hope to continue working together as a team with the parents and local community to ensure the best provision to enrich the lives of all of the children who attend our Nursery School.

This report was prepared by P Algie and approved and adopted by the Board of Governors on 29th June 2022.

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