

Madeley Nursery School



‘Discovering our amazing world together.’

Report from governors 2021-2022



Welcome to the annual report to parents from
Madeley Nursery School.

This is a way to share information and celebrate another
friendly and dynamic year of collaboration and participation in
the joy of learning together,.

It includes information about the work of the Governing body,
bringing together a small example of the projects, interests and
experiences of the children.

Dear parents and carers,

Each year the governor's annual statement and report allows us to share with you the fantastic work and journey of learning, discovery, and friendship which we have seen throughout the year at Madeley Nursery School. 2022 has been no different, nursery continues to thrive and shine from the different investigations and projects that inspire and promote the development of our children.

Madeley nursery governing body is made up of parents, staff, members from the local community and representatives of the local authority. Our role is to represent you as parents and carers, to work together with yourselves to steer the school towards maintaining and developing further the outstanding early education and care that is Madeley Nursery. We always focus on keeping children safe and promoting their



wellbeing. We ensure that the school is a wonderful place for every child and family who use it. It is the role of the governing body to challenge and support all members of staff, including the headteacher, as they continue to provide an amazing learning environment for your children.

The governing body consists of three main committees they are:

Curriculum committee- in this committee we believe at nursery that the children teach us as much as we teach them. We are always reflecting on our approach to learning. It is through collaborative work in groups, creativity, learning in nature, and through practical research in project work we see the all-round development of children and their growing minds. Our focus in the curriculum committee this year has been on how educators plan for learning and future project work and how, by documenting children learning and listening carefully to children's ideas and thinking, we can ensure children are deeply involved, enthusiastic and achieve their best.



Finance and personnel committee- this committee plans for and reviews the expenditure of the nursery throughout the year, to ensure that money is used wisely and carefully, ensuring that the school stays within budgets allocated by Telford and Wrekin council.

The committee also monitors special grants such as pupil premium funding, ensuring fair spending of the amount of money received and the value of the experiences offered to children who are eligible.

General purposes committee- it is in this committee that health, safety, and welfare matters are monitored and evaluated to make sure that nursery is an exciting and safe place for your children. Members of this group ensure that nursery meets and exceeds its legal duties, and it is where we amend and review policies and check that the highest levels of care practice are maintained.

All three committees work together so that Madeley Nursery is a secure and welcoming environment for everyone, where children, staff, volunteers, students, and visitors can all learn together. The staff are supported by the committees to help deliver teaching, learning and care which relates to the school principles, aims, and values.

Learning and partnerships beyond nursery: it is always our aim to connect the children with the community, through links to the Ironbridge gorge woodland areas working with Seven Gorge Countryside Trust, also with the Madeley Orchard, Master Composters from the Shropshire Organic Gardeners and local shops. Children also get involved with interaction with children and teachers from across the world, particularly with a community in Peru through a partnership with the Bluefin Foundation.

Projects: we continue to focus our project research on nature and natural subjects, children are fascinated with these subjects, and we work with their ideas to create something amazing.

The future: we will go into September continuing in our lovely group nests, continuing to research about 'What is alive in our garden?'



The governing body would like to say a big thank you to the wonderful team of staff and volunteers for their amazing work and dedication. We would also like to thank you, your help and encouragement means that we can deliver the best for every child, and of course the children for their hard work, joyfulness, and inspiration. The children remain at the centre of everything that we do.

For the children heading off to school or home education, we wish you a wonderful next step in your learning journey. For everyone, else see you in the new school year.

Claire Jones representing madeley nursery school governors.

A message from the headteacher

At the end of the summer term, it is time to look back and celebrate another year together at Madeley Nursery School.

Thank you to families.....

We have approached this, as every year, in the spirit of our shared values of caring for each other, our community and the natural world. Families of children in nursery have been very supportive of the school and their children's learning and discoveries. I would like to thank you all for this positive and friendly attitude. You are wonderful role models for your children. By working together we really make a difference.

From September 2021 families have chosen to take their 15 hour provision in a variety of ways, either all in one week followed by a week of supported learning at home, or in a part-time arrangement during the morning sessions. Children eligible for 30 hours provision access the nursery every day for up to 6 hours. These new arrangements, that were put in place in response to the COVID-19 pandemic, are now permanently part of the daily life on school.

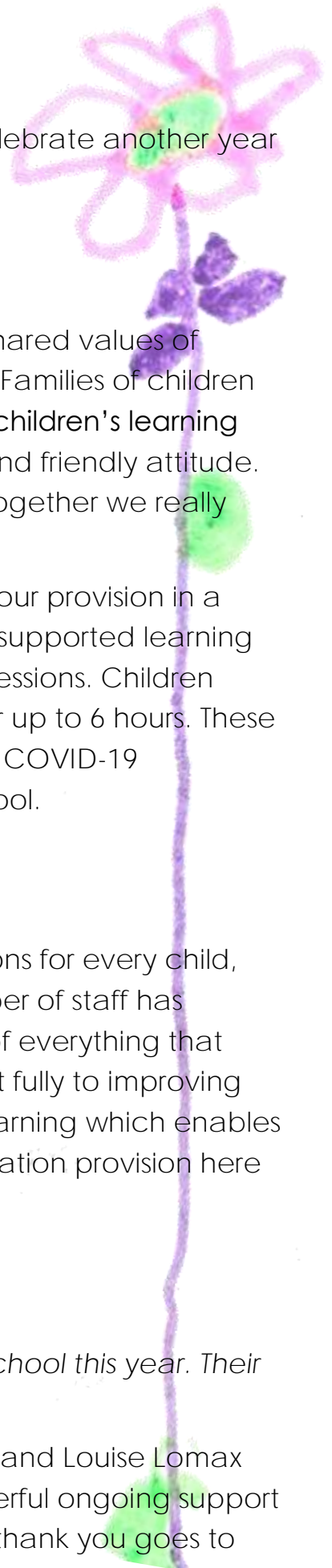
Thank you to school staff.....

The staff team at Madeley Nursery School have high aspirations for every child, they want them to thrive and achieve their best. Each member of staff has worked very hard throughout the year and I am very proud of everything that they do to make this the best place for children. They commit fully to improving their own practice through professional development and learning which enables them to maintain the outstanding early years care and education provision here at Madeley Nursery School.

Thank you to our volunteers and community partners.....

We have been delighted to welcome volunteers back into school this year. Their commitment and contribution to school is invaluable.

We would like to thank Master Composters, Colin Muddiman and Louise Lomax from the Shropshire Organic Gardening group for their wonderful ongoing support in our environmental work in the nursery gardens. Also, a big thank you goes to the team at the Severn Gorge Countryside Trust. Kate Chetwood and her



colleagues have generously worked with us to enable the children to go on visits to Sunnyside, which is one of their beautiful woodland spaces in the Ironbridge gorge. These visits were generously and expertly supported by our governor Cadi

Thank you to the school governors.....

We are very lucky to have a wonderful group of volunteers on the governing body. Everyone gives their time, care and attention to the school, supporting me and the whole team to make Madeley Nursery the best that it can be.

A wonderful year of learning together.....

We have continued this year with our research project focusing on 'What is alive in our garden?', it has been a way for us to explore our immediate environment and explore the relationships between all of the living creatures and plants on, under and above the ground. The children amaze us every day with their deep sensitivity to the natural world and to living things. Children have had some incredible ideas that have inspired their play, drawing, sculpture, writing, dancing and story making.

This report has a small selection from many learning stories that we could tell.

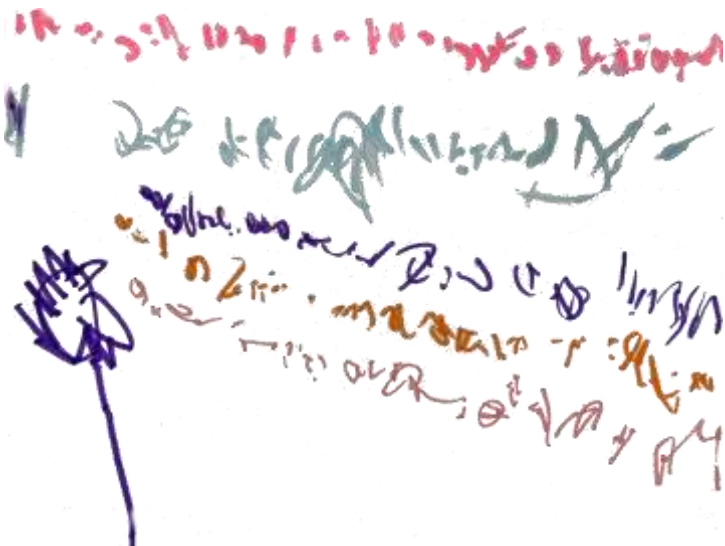
Please make the most of your summer holiday, we will continue to make preparations for September to welcome some families back and make new friends with those who are starting with us. Stay in touch via email or the Facebook page.

For those families whose children go onto school or home education we wish you and your child a wonderful next step in their educational journey.

With very best wishes from

Louise Lowings

Headteacher



What is in the compost bin?

Lou, Deb, Jill, Emma, Lianne, Jess

Children in the Pigeons nest attend for 3 hours each morning and most of the children either started nursery at the beginning of the school year in September 2021, or have joined us since. This friendly group have are full of curiosity, ideas and energy for their learning together.



The group quickly established mutually supportive relationships, firm friendships have been made and no-one has been excluded. The children have taught each other many skills such as;

- ◇ Not to be frightened of the tiny creatures in the garden, to be brave and to look after them and hold them gently.
- ◇ To look closely at details of plants, trees, seeds, insects and soil, drawing what you see or making it in clay.
- ◇ To do garden jobs, recycling food scraps and paper and card waste into the compost bin, harvesting and planting seeds

In the autumn term we began our journey in the studio space exploring light and shadows. Moving in spring into the piazza space, inside we made large scale



constructions and focused on our table top skills in the lab. Outdoors we ran and ran on the playground. Finally in the summer term we moved into the café area where we cook indoors and investigate the natural world in our wild garden.

Each space has given unique and complimentary opportunities both inside and outdoors. The children's main interest has been the compost bin in each space.

In September a group of children went hunting for creatures after the rain, they opened the lid of the compost bin and finding a big slug, it generates many theories and emotions, excitement, curiosity, and revulsion. Amelia picks up the slug and holds it.



"It's not dead, it's all clean, I love you slug-slug, you can't go into the bin." - Amelia

"The slug is sad; it wants to go to sleep." - Edith

"It needs to go back in." - Zain (about the slug in the compost bin)

"Wow, a snail!" - Keagan

"It's a slug, a snail has a shell." - Noah

"I look for the shell in the bin. Pop your head in the bin, Look there a wiggly worm too." - Amelia



She offers the slug to her friends to hold.

"No me." - Zain

"Hold on Zain. Don't be scared." - Amelia

"Too scaredy" - Zain. She gives him the slug and he holds it briefly.

"Look Keagan, do you want to touch it?" - Charlie

"It's sleeping." - Keagan



Back in the classroom the children make homes for creatures and start drawing them.

Checking in on the compost bin is a daily investigation for the children. They go independently with their friends to check on the creatures inside, to take food scraps after snack and as part of planned learning activities.

This deep interest has supported the development of their skills in many areas of the curriculum.

Personal and social skills -working together, negotiating and collaborating, showing care and concern for others, being playful.	Communication and language -talking together, theorising, explaining, imagining, and negotiating. Developing new vocabulary, listening to others and responding.	Physical development -increasing dexterity and hand eye co-ordination through working with materials and when carefully handling living creatures
Understanding the world -developing deep respect and understanding of nature and ecosystems in the local area. To explain what is seen and experienced using knowledge of their own experience, history and imaginations.		
Literacy -working with graphic media to create images that communicate with others, and writing labels. Using books, leaflets and online research to find information.	Mathematics -using mathematical ideas and knowledge to understand, describe, quantify and compare the physical characteristics of creatures and other materials in, on and around the compost bin.	Expressive arts and design -using materials and modes of expression to observe and respond imaginatively and communicate theories and ideas.

While using the salt-dough the children talk together about the creatures they are making at the same time they look at a slug under the microscope.

"Where's his mouth? I think his mouth won't be open 'cause there's people looking." - Noah

"How he eating?" - Lilly Mae

"I think he's got one tooth out." - Noah

"I think the slug wants to go in the shell." - Noah

"Once a slug went into a snail shell, if a snail's in there, he gets eaten by the slug." - Josiah

"Oh look at the slug." - Josiah

"It's a big one." - Primrose

"Where the eyes?" - Josiah

"They on the antennae." - Amelia

Over the year the children also use clay to develop their understanding of the system, structure and nature of the compost bin and its contents.

The slug is one of several creatures that live in, on or close to the compost bins. This variety between the creatures allows the group to see similarities and differences. Over the year the group have drawn, painted, and made models of these creatures from



observation. They have been inspired to move, make music, and invent songs and rhymes about the creatures and the compost bin. They have even made collage, paintings and models of the bin itself.

"I have woodlice." - Josiah

"I can see the worm, be careful!" - Primrose

"I hate worms because they poo on me." - Josiah

"It's moving. He's tickling me." - Primrose

"He's getting out he wants to get out." - Josiah

"He needs to go back into his mummy and daddy and his sister. I think he's got lots of friends." - Noah



The children's interest in the ecology and life of the compost bin has influenced how they have noticed the changing seasons over the year. In the spring term we had a few icy mornings and the group are expressing their awareness of how this might affect the creatures living in the compost bin.



"Where are the worms, worms, worms? I found some ice" - Max

"Let's lift the log and find some slugs, come on let's flip it over." - Charlotte. Charlotte noticed that the slug wasn't moving.

"It's a slug, it's not slugging." - Charlotte



The learning story in this report is only a small part of a large and comprehensive investigation by the children about the system of the compost bin; how it works, what it needs, how and why we use compost, and what relies on compost. It's been a joyful and fascinating year of learning together in our nest.



"Charlotte we can't put this in the compost bin because it's plastic and ants and worms can't live with plastic!" - Noah

"It's just worm poo." - Amelia

"Compost is soil." - Josiah



Living and Learning with the Creatures

Mo, Victoria, Julie, Emma, Jill, Deb, Jenny, Cadi, Shannon, Katie, Colin, Louise.

"Woodlouse, woodlouse, what can you see?

I see a long worm looking at me.

Long worm, long worm, what can you see?

I see a black beetle looking at me.

Black beetle, black beetle, what can you see?

I see an orange slug looking at me." – The Creature Song from Sparrow's Nest

Our song of the creatures goes on and on. This year, our **"adventure of knowing"** – Edwards et al., 2012 – has been lived alongside the many creatures alive in our garden. We all have, adults and children alike, special, shared memories from each season of the year, from remarkable happenings and from each nest space. However, the living creatures in our garden have been our constant companions. Their presence, often in reality and always in mind and heart has travelled with us throughout this nursery year. We hope that the words and photographs curated here, give you a view of our daily life and research together, of our living and learning with the creatures.

In September, we welcomed new and returning friends into nursery. Our overarching research question, 'What

is alive in our garden?'

had energy from the earliest of days. The children were actively involved in the world around them, immersed in a culture that encouraged this. Relationships were formed and strengthened through the sharing of ideas and knowledge.



"Are the worms, ok? Are they still here?" – Emily

"Course they are, they with the woodlice in the ground." - Autumn



"They might be sleeping." – Zosia

"They might be out, doing jobs." – Malia-Jayne

This exchange between Emily, Autumn, Zosia and Malia-Jayne was shared with the group. It was by no means the only conversation, enquiring about the livingness and wellbeing of the creatures. Many small, yet rich dialogues, documented by adults were offered and re-offered to the group in these initial days. Discussions introduced new friends to the worms alive in our garden, whilst reconnecting returning friends to their ideas and knowledge about, and their care for, the worms. Also, drawing work, from the summer term had been curated by the adults and re-proposed to the group. Returning friends were keen and able to talk to new friends about this work. Ideas and feelings about the creatures alive in our garden took **"decisive hold"** and **"conquered the entire group of children."** – Malaguzzi, 2017.



In the milder autumn days, other creatures could be found. Woodlice, slugs, and beetles were discovered. It was the creatures alive in our garden that had a resonance in the real, alive world of childhood, for the children in our group.

Respectfully, the children resided with the creatures in their habitats, resulting in, **"a nourishing habitat for**

the growth of cognitive narrative and social **connectivity."**

– Vygotsky.



As we learned more about the creatures, we learned more about ourselves and about each other.

A consistent feature of the children's explorations has been their theories about the creatures living in the garden. Also, their care for the lives of these creatures and their importance in the world. The creatures, like the children, had adventures and stories to tell. They had family and friends, they could 'feel' and 'connect,' face danger and uncertainty, 'change' and 'grow'.



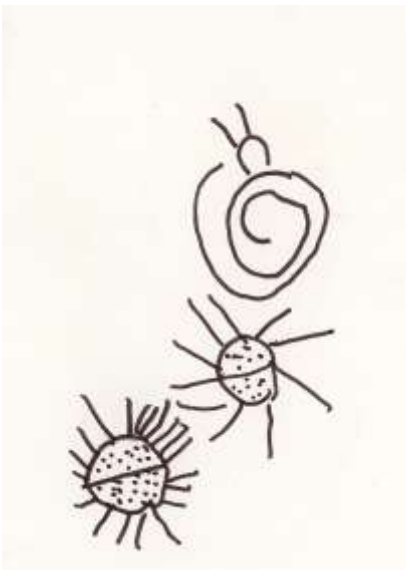
In the cold winter months, many creatures were not visible in our garden, but we were still gathering information, expanding our grammar of the creatures, with heartedness and care, anticipating and preparing for their return. Even the hot bin worms were tricky to see on the coldest of days. The hot bin was such an exciting and motivating entity for the group. It provided a place of safety for the hot bin worms and the children were expert at knowing what could and could not go into the bin. Ideas about 'safety,' 'home' and 'togetherness' were at the forefront of the children's minds. Homely spaces of safety were created using many media and materials.



The languages of clay and drawing have been treasured throughout the year. They have been in dialogue with each other also, with each informing the other. Beautiful and detailed work has been realised, in fact a whole gallery of it!



Our shared livingness with the creatures and the care for and interest we have for them, for each other, for our environment, for the beauty of the world around us has inspired and motivated our learning. A living community of enquiry evolved where children discussed, questioned, debated, cared for, and loved, ultimately shaping the style and form of their learning. Our intention has been that in building a grammar of the creatures and in nurturing a pedagogy of care for them, the children have identified themselves as empathetic, considerate learners, engendering compassion for all that is alive in our garden and more broadly for our whole living world.



“We are all connected – like a web”

Helen L, Helen T, Sue, Ian, Deb, Jill, Jenny, Clare and Paula

Before the new school year had begun, the nursery team identified a research question - 'What is living in our nursery garden?'. Potential resources were gathered, possibilities for children's enquiries were considered and spaces and areas were carefully prepared, ready for the children's return.

Throughout the year the children's ideas, questions, discoveries and curiosities were documented daily in our Project Journals. This daily record of how and what the children's questions are is a vital process for following the trajectory of developing ideas and interests.



The Robin's nest team, Helen L, Helen T and Sue, have spent considerable time looking back at this documentation from the past nine months, analysing, discussing and gathering a sense of the group's journey. Many learning stories and experiences have been created by the children and the educators from our encounters with nature, with materials, and with one another.

Becoming a group

As the children begin their time together, here at nursery, they bring with them a wealth of differing and unique experiences, questions and curiosities. They also bring a desire for friendships between themselves and the educators in their nest, and between themselves and their nest group members.



As the group has developed, they have shown a shared fascination and intrigue for the creatures, colours, patterns and qualities of their surroundings. Collections of many natural materials have been made, and these have been used to adorn and decorate, to discover and consider, to return to and discuss, and to make deep meaningful connections with one another. Throughout these explorations, the children have discovered their own and others' preferences for different materials, and also moments of shared delight, exchange and friendship. These friendships have continued to develop and deepen throughout the year.

How do beginnings begin?

Our first nest space – the Café - offered wonderful opportunities for the children and educators to discover “What is living in our garden”.

At the beginning of the school year, the unique qualities and characteristics of autumn provided many opportunities for the children to observe and consider the subtle



changes and beauty of their environment. Morning dew highlighted and embellished the foliage, flora and wolf-spiders webs. The cooler sunshine created areas of shadow, definition and contrast. The soft October rain encouraged many insects and creatures to venture from their nests, homes, crevices and other nooks. The children were increasingly curious to find, observe and share their interest in the many beautiful creatures, plants and trees that grow in the garden;

'A super giant spider' Lola

I definitely saw a woodlouse' Casper

'Look, there is a snail' Esther

'I think it's a baby (spider)' Belle

'Can I draw it?' Ruby

'My mum told me how to draw a spider. It needs 1,2,3,4 legs.' Belle



Spiders and their Webs

One morning in September, the educators shared a poster of common creatures with the children. It showed an **artist's impression of the many creatures that might be found in our gardens and public spaces.** The children were invited to explore the 'wild area' again, with a range of resources and media, including magnifying glasses, an easel and graphic materials to make drawings of their findings.

Belle began to draw a spider on the easel. Bertie stopped in his tracks as he noticed her drawing. He was intrigued by Belle's work and made his own observations and suggestions, as to what she might add to her drawing;

"what's your picture?" Bertie

"that's the bit where the cobwebs come out, and that's the bit for the flies, that's the legs" Belle

"you need to do a spider-web" Bertie

"that's the eyes and the nose" Belle

"it needs a spider web" Bertie

"is that a good idea, for web? Could you show us the web?" Helen T

"it's going to be like a funny web" Belle

"what do you know about webs Bertie?" Helen

"they be bigger like a real spider, it (a spider) would climb on that one" Bertie gestures to Belle's drawing.



How does an idea take hold?

This seemingly modest, short conversation launched an enquiry that has continued for the year. Spiders, webs and other creatures were created through drawings, paintings, clay-work, music and movement. Careful reflection and planning by the educators concluded that these processes needed to be returned to, and revisited time and again.

Through this process the group's theories became more sophisticated and their work more refined. Conversations and concepts of "detail", "pattern", "spiral", "decoration", "sticky", "beautiful" and "treasure" became the language, the currency, that all of the children connected with and responded to;

"the web is the spider's home" Belle

"you could make a big, colossal web, and in the spider's web there's sticky stuff" Harry

"I know how to make the spiral sticky stuff. If no-one knows how to make the sticky stuff then me and Lola will show you" Alice

"I want decoration - like this" Esther

"it's a great spider – it needs a pattern" Nyla

"I need to make a rainbow detail web" Nell

"I love my idea, and Nell's idea of a rainbow web – a detailed web" Lola

As the seasons changed and the weather grew colder, new inspirations and possibilities arose. Frosty mornings transformed webs into "spider palaces" delighting the group and inspiring the educators to offer learning opportunities that would enable the children to further develop their ideas. Webs were created using clay and adorned with ice, frozen leaves and other collected, cherished items and objects;

"we need treasure – treasure is gold" Casper

"the spiders put silk patterns on the web" Alice

"I'm putting ice on the palace"
Freja

"we can put it on the detail – on the web!"
Lola



The enquiry trickles through the many languages offered to the children throughout the year. Similarly, the different nests provided new resources for the children to use and revisit their ideas. The Jubilee weekend created a great energy and excitement within the group. We used images and photographs of the palace and a decision to build the palace within the group was agreed using the large wooden blocks. A plan was drawn up by Lola, bricks collected and assembled, and smaller coloured bricks used for 'detail' and 'decorations'. It was later during the session Gianna, one of our newer members of the group, found a tiny spider on the window, she carefully collected the spider and placed it within one of the bricks in the palace and said 'a spider palace'.



Throughout the year the group have shared, borrowed and created ideas and knowledges together. Discussing, demonstrating, emulating and sharing what they know, what they think, and what they would like to discover. As we moved through the school year, and through the nursery, building ideas, concepts and considerations have moved and come with us; new friendships have been created, strengthened and sustained through the commonality of interests, intrigue and discovery. Throughout all this the educators' role has been to recognise, to value and to re-energise the children's discoveries and use this to provide rich, inspiring and challenging learning adventures.



Children with Special Educational Needs and Disabilities (SEND)

We strive at nursery to fully include children with special educational needs and disabilities into the life of the school. We ensure that everyone has equal access to the curriculum agreeing individual education plans with parents and carers of children in the SEND register. We have a range of policies and practices to ensure that our provision is inclusive and that facilities are adapted to allow for this. We have disabled toilet facilities, ramped entrances to the building and garden and one-to-one support assistance where a need has been identified and funded by the local authority. We work closely with other professionals, such as speech therapists and occupational therapists that enable us to support every child. As a staff team we have regular training and meetings to keep our knowledge up-to-date .

All policies are available on request at nursery or via the nursery website. Further information for parents about Special Educational Needs and Disabilities can be found at the following websites:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

www.parentpartnership-shropshireandtelford.org.uk

Staff and governors with particular responsibility for SEND are:

Helen Torr	Special Educational Needs Coordinator (SENCO)
Helen Beale	SEND and Equality
Tanveer Mohammed	Disability and Equality

This year children are moving on to many new schools.		St Mary's RC	9
		William Reynolds	1
Alexander Flemming	2	Woodlands	5
Aqueduct	2	Woodseaves	1
Coalbrookdale & Ironbridge	2		
Dawley C of E	1	1 child deferring until January 2022	
Grange Park	2	1 child deferring until July 2022	
Holmer Lake	2		
John Fletcher of Madeley CE	6	Appeal / unknown	1
John Wilkinson	1		
Ladygrove	3	Goodbye and good luck to everyone at their new schools.	
Lilleshall Primary	1		
Old Park	1		
Priorslee Academy	1		
St Luke's (Cannock)	1		

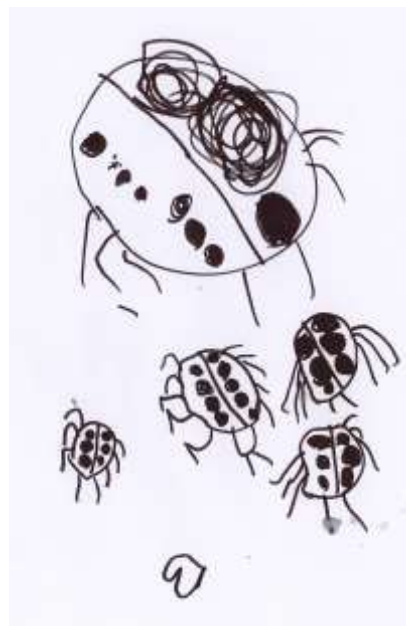
Governors in Post 2020/ 2021

Helen Beale	Co-opted Governor (Chair)
Paula Clifford	Local Authority Appointment (Chair)
Ian Lakin	Co-opted Governor
Emma Betts	Elected Parent Governor
Linda Barnes	Elected Parent Governor
Clare Jones	Elected Parent Governor
Luke Cutler	Elected Parent Governor
Cadi Price	Co-opted Governor
Tanveer Mohamed	Co-opted Governor
Caroline Babb	Associate Governor
Jeremy Lowe	Co-opted Governor
Louise Lowings	Head Teacher Ex-officio
Victoria Waring	Associate Governor
Helen Torr	Elected Staff Governor

Contact Us!

If you would like to contact the Governing Body, please use the details below:

Helen Beale (Chair of Governors)
C/O Madeley Nursery School
Bridle Road
Telford
TF7 5ET
(mark your letter confidential)



Pupil Premium

We have high expectations for every child who attends Madeley Nursery School as we believe that every child is competent including children identified as being 'socially disadvantaged' and therefore eligible for pupil premium.

Pupil premium monies are allocated by the government to early years settings and schools to support children from deprived backgrounds based on eligibility for free school meals and those in Local Authority Care. Madeley Nursery School uses this money to support these children to reach their potential.

Children's progress and the impact of teaching and learning funded by pupil premium is tracked and reviewed each term as part of whole school strategies for monitoring progress and target setting for all children. Their progress is monitored by the Governors.

We allocate pupil premium money on strategies that have proven impact including; excellent teaching and learning, developing the home learning environment, widening life experiences and staff training.

We have used funds to enhance the range of practical and consumable resources for outdoor learning in the garden this year. This enrichment has supported children to engage with the whole school project research into What is .

The detailed action plan for effective use of pupil premium monies will be included in the overall school development plan and monitored by the Finance, Personnel and Curriculum committees of the Governing body. The full plan and details are available on the school website or in paper format from the school office.

School Fund

Since April 2004, the Local Authority has delegated financial responsibility to governors. School Fund receipts & payments account for the year ended 31st March 2020 is shown opposite.

More than ever every penny counts and we really appreciate the donations made by parents. The money helps to pay for enhanced learning experiences, food for the children, books and new equipment. The summary of this account is detailed in the table opposite.

Please remember to donate £1 a week. Key-workers have collection boxes for donations; termly cheques or bank transfer arrangements for donations are also acceptable and can be handed to Paula or Clare in the office.

Many thanks to all who contributed.

Balance at 1st April 2020	£1,562.14
Income 2020/2021	
School fund	865.80
Interest	0
Donations	
Raffle	0
Photographer	117.34
Sweatshirts	317.46
Miscellaneous	93.36
Funds received re: school budget	27,949.22
Total Income	£29,132.48



Expenditure 2020/2021

		Food	£256.70
		Flowers / Plants	£7.28
		Toys / Materials	£13.33
		Christmas gifts	£14.28
		Transport	£200.00
		Funds paid to school	£24,838.87
		Budget	
		Sweatshirts	£558.15
Total expenditure	£26,234.76	Miscellaneous expenditure	£3,150.91
		(Shortfall)/ Surplus	£92.96
		Balance b/f 1st April 2020	£1,562.14
		Balance at 31st March 2021	£1,655.10

Thank you for supporting the school's ongoing school improvements; through developing and embedding the school values and principles.

Our aim is to create and celebrate a community of learning where there are endless possibilities to discover together through curiosity, creativity and play.

The school is a place of citizenship - being part of a strong community

Our school is an integral part of the community. It is a place where every child, family and educator has both a right and responsibility to contribute to and support their community. *We define community as being both immediately located around the school and stretching out to include the wider global community. We believe that citizenship encompasses people and cultures as well as environments and ecologies. That as citizens, children should be creators of culture not passive consumers.*

The school is a place of research

Working together to question and improve, our school is a place where children, families and educators work together to improve the quality of learning and teaching experiences, therefore promoting high aspirations, levels of well-being, good dispositions and achievement for all. *We believe that a researching school relies on developing a 'listening pedagogy, where all protagonists collaborate and co-operate in reflective dialogue, respecting and encouraging different opinions and ideas, being open to change and innovation.*

The school is a place of partnership with children and families

We consider that a genuine, respectful and active partnership between children, their families and the school are central to successful learning. *This principle is interrelated and underpins the other school principles and reflects our relational and community ethos. Partnership involves parents, families and staff working together to benefit children in relationships where each recognises, respects and values what the other does and says. Partnership involves responsibility on both sides.*

The school is a place where every child is viewed as competent and full of potential

All children have an innate ability to learn from birth. We believe that every child has an incredible capacity to learn and develop through engagement with others and with the world. *This principle has inclusion and diversity at its heart and is made visible through the pedagogical approaches of the school. Where learning is seen as crossing the borders that separately define disciplines, curriculum and concepts.*

Through these we promote the following values for all members of the Nursery community.

Prosocial behaviours of sharing (dividing up or bestowing), helping (acts of kindness, rescuing, removing distress), and cooperation (working together to reach a goal) showing sympathy, showing positive verbal and physical contact, showing concern, taking the perspective of another person, cooperating and social problem-solving that enable children to be in dynamic interactions with other children and adults.

Self-regulation which is the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation.

Collaboration that is crucial to successful, independent learning. Through effective collaboration we begin to understand the importance of being reflective, of cooperation, of taking turns, of respecting difference and diversity, of friendship, of being fair, of sensitive listening, active discussion, and of unity.

Resilience and perseverance to be determined to succeed, setting a goal and sticking to it. We aim to foster a willingness to take risks and an acceptance of failure. We take positives from all that we do and learn from our mistakes. We are responsible for our own learning and develop high self-esteem.

Equality incorporates aspects of tolerance, inclusion and diversity. We expect children to have an awareness of the wider world, to celebrate difference and respect the rights of all individuals, both in the school community and beyond.

Compassion is about care, kindness and concern, about friendship and love, about communicating effectively and understanding the needs of others. Through our focus on this value we expect to develop thoughtful, considerate children who are empathetic, respectful and kind.

Creativity and innovation is the value through which we hope to inspire children to appreciate their uniqueness, to be imaginative and inquisitive. We aim to nurture originality and dynamism in meaning-making.

Critical thinking using purposeful judgment which results in interpretation, analysis, evaluation, and inference and include qualities, concepts, and processes such as creativity, imagination, discovery, reflection, empathy, connecting knowing, subjectivity, ambiguity, and inconclusiveness.

Confidence to explore as active learners and to be adventurous, curious and confident to take risks when experiencing new things.

Ecological awareness and sensitivity by exploring the world to develop curiosity and respect for nature and a love for the outdoors.

Effective communication that enables children to express themselves, listen and respond to the ideas and proposals of others. Independence and self-organisation to be able to work with other children, not always seeking or needing the affirmation or direction of adults.

With thanks to the whole community here at
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