



TRINITY NURSERY SCHOOL

BOARD OF GOVERNORS ANNUAL REPORT

ACADEMIC YEAR 2022-2023

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Principal: Mrs Saoirse Alexander

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Chairperson's Address

Dear Parents and Carers

I have pleasure as Chairperson of the Board of Governors to present to you the Governors' Annual Report of Trinity Nursery School for the academic year **2022-23**.

I am delighted to say that during this academic year that the Trinity school community continued to demonstrate the high reputation it has gained over many years in its provision of a first-class experience for our enrolled children. Emerging from the challenging situation caused by the Covid lockdowns and the impact this had in teaching practices, and with our Principal, Mrs Saoirse Alexander, it was indeed testament to the dedication and resilience of the staff at Trinity that the 2022-23 academic period covered by this report was such a success.

As is typical with each school year, several personnel changes occurred, and our thanks goes out to all those who contributed to the well-running of the school. A particular word of thanks is extended to the school's long-serving teaching assistant Mrs Nichola Thompson and building supervisor, Mr Gavin Wilson, who announced their retirement at the end of the academic year. They will be both sorely missed by the staff at Trinity as a well-respected, hard-working, and integral members of the team. The school also welcomed the arrival of Mrs Jill Owens on taking up the post of Clerical Officer providing key support to our Teaching Principal and serving very much as the first point of contact with those engaging with the school.

I would also like to put on record sincere thanks to my predecessor, Mrs Josephine Murray, who announced her retirement as Chairperson of the Board of Governors at the end of the academic year. Josephine played a significant leadership role in supporting the nursery school throughout her year in post and all those connected with Trinity wish her well.

I therefore commend the enclosed report which highlights the excellent work undertaken by the school community and demonstrates how Trinity continues to set high standards in the delivery of its nursery education program.

Yours

Paul Stitt

**Chairperson, Board of Governors
December 2023**

Aims of Trinity Nursery School

Caring for your child, sharing in their future.

“We, the staff of Trinity Nursery School, aim to provide, in partnership with parents, a safe, secure environment wherein the social, emotional, cognitive, and physical needs of children will be met. We strive to foster positive attitudes towards learning through engagement in creative play and opportunities designed to stimulate interest and imagination.

By celebrating the individuality of every child and simultaneously recognising their differing needs, we intend to create a nurturing educational context within which all children may achieve their full potential.”

Membership of the Board of Governors (2022-23)

During this academic year the Board of Governors of Trinity Nursery School was made up of seven voting members, two co-opted members and the Principal, as Secretary to the Board of Governors.

The Board has an important strategic role to play in the management of the school and it is responsible for the implementation of policy decisions covering a wide range of educational and professional issues. The main responsibilities and functions to be covered include the Curriculum, Employment, Enrolments and Admissions, Pastoral Care, Financial Management, Annual reports, School Development Plans, Pupil Discipline and Pupil Suspension and Expulsion.

Governors meet regularly to discuss these matters with the school Principal, having at least one meeting per term. They undertake this role in a voluntary capacity and provide a vital contribution to school life and development. Governors are also offered the opportunity to attend regular training courses organised by the Education Authority.

The Board of Governors during the academic year **2022-2023** were as follows:

Name	Post	Representative status
Mrs Josephine Murray	Chairperson	EA Representative
Mr Paul Stitt	Vice Chairperson	DE Representative
Mrs Roberta Dunlop	Governor	EA Representative
Miss Connie Egan	Governor	EA Representative
Mr David Stanley	Governor	DE Representative
Mrs Jane Andrews	Governor	Parent Representative
Dr Lauren McMullan	Governor	Parent Representative
Miss Kerry Adair	Governor	Teacher Representative
Mrs Nichola Gordon	Governor	Co-opted Representative

Mrs Saoirse Alexander	Principal	Secretary to the Board of Governors
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Trinity Staff Team

The staff of Trinity Nursery School that were in post during 2021-22 are as follows:

Name	Post	Working Pattern
Mrs S Alexander	Principal (Teaching)	Full-time
Miss K Adair	Teacher	Full-time
Mrs N Thompson	Nursery Assistant	Part -time
Miss A McMeekin	Nursery Assistant	Full-time
Mrs A Boyd	Nursery Assistant	Part -time
Mrs E De Maggi	Special Needs Assistant	Part-time
Mrs R Beattie	Special Needs Assistant	Part-time
Miss H Davison	Special Needs Assistant	Part-time
Miss L Bourne	Special Needs Assistant	Part-time
Mrs Jill Owens	Clerical Officer	Part-time
Mr G Wilson	Building Supervisor	Part-time
Mrs R Armstrong	Catering Assistant	Part-time

Staff Training and Development Focus

The staff at Trinity Nursery are fully committed to updating and increasing their expertise. In-service training takes place in a variety of ways during the statutory non-teaching days, School Development Days, twilight sessions and in-year training. The following training was undertaken by staff during this academic year:

- Child Protection
- Anti-bullying training
- Special Educational Needs implementation
- Makaton
- Planning in the Moment - Anna Ephgrave
- Quality Interactions - Joan Henderson
- Continuous provision- James Tunnell from Nursery Nook
- Planning and Assessment
- Using Seesaw for Observations and Recording Progression
- First-Aid training
- Staff Wellbeing Activities

Teaching staff also participate in an annual review cycle - Performance Review and Staff Development (PRSD) – where their performance against agreed objectives is assessed and areas for further development are identified.

Work is currently underway on the delivery of a new School Development Plan covering the period 2022-25. The objectives set out in the plan include:

- ❖ CHILD CENTRED PROVISION & LEADERSHIP – Implementation of Planning in the Moment to enhance the learning opportunities presented by the children on an individual level considering their individual needs and interests. Staff feedback has indicated that it is more meaningful and beneficial for the children due to its child centred approach.
- ❖ HIGH QUALITY TEACHING - Planning for Progression across the six areas of learning.
- ❖ SCHOOL CONNECTED TO LOCAL COMMUNITY & LEADERSHIP – To create opportunities for parental involvement within the school community.

School Curriculum

In the nursery the children will learn through play in a carefully structured programme, suitable to their age and stage of development. We aim to provide a happy and secure environment where the child will experience success and have fun while learning many new concepts. The play activities fall into the following main areas:

Imaginative Play - eg house, dressing up, hospital, garden centre, bears' cave

Natural materials - eg water, sand, clay, peat, bark

Physical Play - eg climbing, balancing equipment, bikes etc

Construction Toys & Materials - both large and small

Table Top - eg matching and sorting games, jigsaws etc

Library - picture books, story books and CDs, non-fiction books

They are categorised under SIX AREAS of learning:

1. Personal, Social and Emotional Development

Opportunities are provided to:

Develop self-esteem, confidence and independence.

Develop secure relationships and an awareness of the needs of others

Develop a sense of responsibility

Develop positive attitudes to learning

2. Physical Development & Movement

Opportunities are provided to:

Gain body control and confidence

Develop social awareness and manipulate skills

Develop awareness of safety routines

Develop sense of health and well-being

3. Language Development

Opportunities are provided to:

Develop language skills and self expression

Extend and enrich vocabulary

Develop concentration and listening skills

Enjoy rhymes, songs, stories and books

4. Early Mathematical Experiences

Opportunities are provided to:

Understand early mathematical concepts through play activities and daily routines

Develop early logic and reasoning skills

Develop observation and discrimination skills

Participate in number rhymes

5. The Arts

Opportunities are provided to:

Develop creativity and imagination through play

Enjoy exploring and experimenting with materials, tools, colours and junk materials

Promote the child's abilities to represent their ideas and feelings through a range of media

Enjoy listening and responding to media

Explore and play simple percussion instruments

6. The World Around Us

Opportunities are provided to:

Enhance the child's natural curiosity about how things work

Explore and observe the natural environment

Promote a sense of caring for the environment

Develop understanding of the four seasons, weather, plants and animals

Develop an early awareness of Information Technology

Become aware of their world and the roles that people play in the community.

To complement the preschool curriculum, a range of visitors both virtual and in person were arranged for the pupils' enjoyment. Some of these included; Wee Critters, Joe And The Gathering Drum, Jump, Jiggle and Jive and The Banyan Theatre Company. The children also enjoyed an end of year trip to The Ark Farm, an event particularly welcomed by the teaching staff following restrictions on such activity in previous years during periods of Covid-related lockdowns.

The school has continued to engage in and provide the Getting Ready to Learn Programme. As part of this programme packs are produced to help promote further learning opportunities at home and build on what staff have been delivering at school. The packs provide resources that can be used to promote quality interactions between children and their parents at home and both teaching staff and parents have found this an extremely learning tool.

Trinity continues to play its role in the planning and introductory phase of the Shared Education programme. The nursery has been partnered with Bangor Integrated NS for this project and this is helping to strengthen the school's community links, provide shared learning opportunities for our pupils and support staff development.

The nursery is also participating in the Pathways to Partnership Programme which replaces the previous model of nursery school clusters. Trinity is involved with seven other nurseries and as part of this programme the nurseries will be working together to look at children's progression and development across the pre-school curriculum. This focus is linked to the school's development plan. Other out-workings of this programme have seen Trinity Nursery Assistants involved in a swap with colleagues in other nurseries which will allow them to experience other nursery settings for their own professional development. Half termly meetings have also been held by Principals in the group to ensure a cross community working approach.

Trinity has been re-awarded their Green Flag and recognition and thanks must be acknowledged for Miss Adair's hard work in this area and for her submission of action plans and a portfolio that have led to this accolade. Her coordination of this area has led to the children and wider school community being involved in a range of projects and activities to support the children's development.

Pupil Admissions

During the year 2022-23, a total of 56 children, including 4 supernumerary children who have a statement of special educational needs, were enrolled in two classes of full- time sessions.

We support children who have arrived at Trinity with a range of religious and cultural backgrounds and look to enrich the experience of our enrolled children in the promotion and delivery of a culturally diverse and inclusive environment.

Due to the popularity of the school, it is notable that enrolment applications have far exceeded available places for the past 22 years.

Special Educational Needs

During the academic year 2022/23 9 children were recorded on the Special Educational Needs Register and 5 children were recorded on the medical register. No Newcomer children were recorded on the census.

Trinity Nursery School prides itself on its' provision for special needs. The current policy that is being used is available on the school's website (www.trinitynurseryschool.co.uk).

Staff identify the educational and welfare needs of each child at the earliest opportunity to ensure early intervention if required. Children with special educational needs are assessed and Individual Education Plans are devised to meet individual needs. Contact is maintained throughout the year with outside agencies including Speech and Language Therapists, Educational Psychologists, Paediatricians, Occupational Therapist and EA Behavioural Support, all contributing advice and assistance for specific individuals. For those children who held a statement of Special Education Needs, classroom assistants were recruited to provide specialised one to one support. Although there were no newcomer children in this academic year, previously the school supported children whose first language was not English, by providing varying levels of support to suit their individual needs.

During the academic year, staff continue to develop planning linked to the sensory resources available in the nursery. This provides a safe place for the children to explore and meet their sensory and individual needs as well as having a calm and quiet space.

In the Autumn term, a small number of children were invited to participate in small group interventions as part of the Early Talk Boost programme. The programme is designed to support children with their early speech and language development. 19 children participated in the programme over the course of 9 weeks.

Trinity Nursery School continues to provide a Blue Badge parking space within the carpark for those children who are Blue Badge holders. The nursery school also has an onsite disabled toilet and changing facility and the main door provides disabled access.

Parental Involvement

Staff enjoy a very real and positive rapport with our parents who are encouraged to take an active role in school life throughout the year.

An Open Day was held on 18th November 2022 for prospective families to visit the school and meet the staff, a welcome return to normality after the restrictions on this type of activity the previous year due to the Covid pandemic. In addition to this, an Induction Day was held for successful applicants on 25th May 2023. During their visit the children met their class teacher, had a chance to explore the nursery and collect their induction packs for the academic year 2023/24.

Throughout the year parents were kept informed by staff via Seesaw, through photographs, videos, notes, and newsletters. Seesaw provides a two-way communication between home and school, permitting the school to post pictures of children at play which parents can then view and add comments.

Following on from the practice started in the 2021/22 academic year, parents were invited to collect their children once a week from their classrooms and have an opportunity to get involved with their play. In the 2022/23 academic year this was reassessed and following risk assessments around covid regulations, an invitation to stay and play was reinstated for the five day week. This continues to serve as an extremely positive experience for children, parents, and staff.

In another welcome return to normality, the school was delighted to hold its in-person Nativity in December and our end of year Graduation in June 2023 which is always a highlight of the school year. We have been able to re-introduce Mystery Reader each Friday to both classrooms. The children benefited from the return of trips to the Walled Garden and a lovely end of year trip to The Ark Farm.

Transition to Primary One

Class teachers held consultations in September and March with parents to share how their child had progressed in all areas of learning. Transition reports were sent to parents before the end of June 2023. Transition visits and meetings took place between teachers from Trinity NS and P1 teachers from the various primary schools and transition forms were forwarded to the primary schools.

Our children transitioned to **eleven** local Primary Schools:

1. Ballyholme Primary School
2. Bangor Central Primary School
3. Towerview Primary School
4. Crawfordsburn Primary School
5. Killard House Primary School
6. GlenCraig Integrated Primary School
7. Grange Park Primary School
8. Kilmaine Primary School
9. Rathmore Primary School
10. St. Comgall's Primary School
11. Sullivan Upper Prep

We wish our leavers every success and happiness in their new schools.

Community Links

The school is very much part of the local community and benefits from excellent partnerships with local schools, businesses, and charities. Some local businesses contributed much needed cleaning and PPA supplies to school during the year, and we thank them for their ongoing support.

Trinity Nursery School has provided several students from local schools and colleges the opportunity to undertake work experience during the academic year.

The school also had valuable support from many professionals including the Educational Psychology Department of the Education Authority and Child Development Clinic at Scrabo Children's Hospital.

Trinity Nursery School has joined the Shared Education Programme and has taken steps alongside Bangor Integrated Primary School to support its implementation during this academic year.

The Principal continues to form a Pathways to Partnership with several other Nursery Schools and this group has selected a shared School Development focus to complete.

School Premises

The Health and Safety Committee of the Board of Governors carried out their annual inspection and prepared a report of the premises in September 2022.

There remains an outstanding issue of dampness in classrooms which should have been addressed by the Education Authority (EA) in the summer of 2019. The school continues to engage with the EA to address this concern.

The EA was approached about some health and safety issues within the long playground and made aware of some snagging issues with the recent works in the top playground. The top playground requires resurfacing to address the concerns raised and the school will continue its engagement with the EA to resolve outstanding issues.

Finance and Fundraising

The Board of Governors is responsible for the use of funds allocated to the school by the Education Authority. The school receives money from the Department of Education on an age weighted pupil unit basis and on the number of pupils in the school.

The Governors, in partnership with the principal, are responsible for managing this delegated budget, held centrally by the Education Authority.

The school budget is robustly monitored by the Principal and the Finance Committee of the Board of Governors. Regular Governor Finance meetings ensure that the school is resourced in keeping with the priorities of the School Development Plan and the school's financial position.

LMS - EA Allocated Budget

The Common Formula Budget available for 2022-23 was £213,502. This is supposed to cover staff salaries, utilities, school repairs, equipment, and resources. Unfortunately, the school's basic running cost total is more than the amount provided in the Common Formula Budget and therefore the school continues to increasingly face a deficit position.

Financial Summary for the Financial Year 2022-23

Common Formula Budget	2022-23	£ 213,502
Total Planned Expenditure	2022-23	£ 214,570
In year Surplus/Deficit	2022-23	£ -1,068
Carryover from previous year	2022-23	£ -40,493
Projected Total inc. Surplus/Deficit	2022-23	£ 256,131
Total Final Expenditure	2022-23	£ 248,238

In our LMS budget the school received some additional funding for SEND Implementation, Engage II Programme and the Getting Ready to Learn programme. These monies are being spent in line with the guidance that goes with them.

School Fund Account

Parents and carers contribute to the School Fund which pays for the children's daily snack and enrichment activities, art and craft resources and visitors to the school.

Given the budgetary pressures faced by the school, parental contribution to the School Fund Account plays a key role in providing the children with opportunities to participate in extra-curricular activities to develop their personal growth.

Fundraising

Fundraising, along with parental donations, continues to be a great source of income at a time of budgetary pressure for the school. As in previous years, the children and their families participated in fundraising events throughout the year. These events included; silly sock days, Cash for Clobber, Christmas fundraising bundles, Christmas ballot, Get Fit Feb, and a Happytown fundraising event. The traditional school fundraising event - a Night at the Races – was once again a great success and following the deductions of costs raised a much needed £1280.40.

The school community also helped raise £1,000 for the NI Children's Hospice by participating in Elmer's Big Belfast Trail.

Thanks to Trinity Staff Team

The Governors are extremely grateful to our Principal and staff team for their dedication and professionalism in promoting the aims of our school and the provision of high-quality learning to the children.

We value the work and commitment by each team member without whom Trinity Nursery School would cease to function smoothly and efficiently.