

School Development Plan

A significant responsibility for the governing body is to oversee, agree and monitor the annual School Development Plan that is drawn up at the start of each academic year.

In drawing up the plan input is taken from children, staff, parents and governors. We look at what we do really well at Coppice and what we would like to do even better.

School Development Plan 2012-13

We have four main overarching targets that are linked to the four Ofsted areas:

Target 1 - Achievement of Pupils

This aims to ensure that all children not only attain high academic standards, but that they make excellent progress no matter what their starting point.

Target 2 – Quality of Teaching

This aims to ensure that the Quality of Teaching is consistently good or better across the school and that the curriculum is stimulating, motivating and enjoyable. We want our children to enjoy learning. This also covers extra curricular activities and outside visits.

Target 3 – Behaviour and Safety of Pupils

This aims to ensure that the ethos of the school is clearly felt by all that come into contact with Coppice. People know that they have experienced Coppice because they feel included, supported, respected, safe, valued, inspired, understood and happy.

Target 4 – Quality of Leadership and Management

This aims to ensure that Leadership and management at all levels demonstrate high and ambitious expectations for pupils and work together for improvement.

How to Contact Us

Via Sue Parkin, Clerk to the Governing Body

(who can be contacted via the School, Trinity Road, Four Oaks, Sutton Coldfield, West Midlands, B75 6TJ.

enquiry@coppice.bham.sch.uk

More information is available on the website www.coppice@bham.sch.uk



Governor Newsletter - February 2013

Dear Parents,

Welcome to the first Governor newsletter, which gives us the opportunity to share with you who we are, what we do and how we are leading Coppice into the future.

Message from the Chair of Governors

One of the points to emerge from the parent's questionnaire was that you are not sure who the Governors are or what they do. This has prompted us to issue this newsletter, which is the first of what we hope will become a regular publication. In this first issue we provide some background to who we are and what we do. If this prompts any questions, please feel free to contact me via the school and we will endeavour to cover these points in future editions.

I would like to thank my colleagues on the Governing Body, who all give up their time voluntarily, for their efforts in helping to run the school so successfully.

Tony Goddard

Who we are

The Governing body is currently made up of 15 members who are appointed from various different sources.

Tony Goddard	Community Governor—appointed from the local community by the governing body.
Karen Bloor	Community Governor.
Jill Shearer	Community Governor.
Margaret Barnfield	Local Authority Governor—appointed by the Local Authority.
Gavin Palmer-Mills	Local Authority Governor.
Kay Scouller	Local Authority Governor.
Simon Bowen	Parent Governor—elected by parents.
Yvette Brook	Parent Governor.
Sarah Shaw	Parent Governor.
Rachel Wolffsohn	Parent Governor.
Paul Jones	Parent Governor.
Katherine Elwell	Staff Governor—elected by staff.
Carole Nunn	Staff Governor.
Elaine Gale	Staff Governor.
Richard Green	Headteacher
Revd Bill Moore	Associate Governor—invited by the governing body—with no voting rights
Susan Parkin	Clerk to Governing Body

Why do we have governors?

Funded by taxpayers' money, schools offer an education to the children of the citizens of the state – hence, they are providing an essential public service. Moreover, what is taught in our schools, how and what our children learn and how the education they receive is organised and delivered are of public concern – not only to parents, but to all of us, and in particular to local communities and employers. From a wide range of perspectives, we all want a society where our children are educated to be happy and fulfilled individuals, to be worthwhile members of society, of the community, of the family and of the workforce. As taxpayers we want to be sure that our money is being put to good use.

The public needs to know, and has a right to know, what is happening in our schools. The public has a right to affect how things are going. In other words, there has to be public accountability. This is the reason why we have school governors.

Representing parents, staff, the local authority (LA), the local community and other benefactors, school governors are the voice of the public in our schools.

Do governors get paid?

No. All governors are volunteers who give their own time to help support the school. School governing bodies make up one of the largest group of volunteers in the country.

How long do governors serve?

When a governor is elected to the governing body at Coppice they are elected for a 4 year term.

Can anyone become a governor?

A parent can be elected onto the governing body of a school where their children attend. You can also apply to the Local Authority to say that you would like to be a governor and you may be allocated to another school that would benefit from your support. A school could also appoint you from the community to make use of the skills that you may be able to offer.

What do we do?

Coppice governing body has a range of duties, powers and a general responsibility for the conduct of the school, with a view to promoting high standards of educational achievement. This includes setting targets for pupil achievement, managing the school's finances, making sure the curriculum is balanced and broadly based, appointing staff and reviewing staff performance and pay. The governing body also provides support for the day to day running of the school.

The work of the governing body is done largely through committees which meet half termly. These committees are:-

Curriculum—The curriculum committee focuses on how the curriculum is delivered across the school, ensuring that Coppice maintains its high level of educational excellence and provides a broad and balanced curriculum that motivates and interests the children by being relevant to their needs. The committee monitors the School Improvement Plan that is drawn up each year. They are also responsible for the many extra curricular and residential visits that the children undertake.

Personnel and Finance—This committee oversees all of the school's finance including; budget setting, and spending on large projects. The Personnel and Finance committee also takes an active role in personnel matters that range from hiring and promotions to disciplinary procedures.

Marketing—The marketing working party focuses on promoting the school in the local area and is responsible for the web site.

Site (joint with Langley School) - This committee deals with the structural maintenance of the building, health and safety, school grounds, lettings and other joint activities for both schools. It is also responsible for Little Rainbows Nursery.

Each committee reports to the main governing body half termly.