

Issue	Actions	Impact
<u>Finance:-</u> Operating the school with falling income and rising costs.	Realistic budget set and closely monitored. Active marketing of school premises for lettings Income.	School avoided going into deficit and achieved desired school priorities.
Improvement to school premises.	Working closely with Langley to develop learning spaces.	New classrooms built at no cost to school.

Who we are

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

Tony Goddard	Chair of Governors—Co-opted
Katie Adams	Vice Chair—Parent Governor
Jill Shearer	Foundation Governor
Margaret Barnfield	Local Authority Governor—appointed by the Local Authority.
Ken Blackhurst	Co-opted Governor
Jacob Rickett	Co-opted Governor
Simon Bowen	Parent Governor—elected by parents.
Yvette Brook	Parent Governor.
Tom Williams	Parent Governor.
David Shepherd	Parent Governor.
Karen Bloor	Foundation Governor.
Sarah Stevenson	Staff Governor
Ian Bailey	Co-opted Governor
Alex Wheeler	Staff Governor.
Richard Green	Headteacher
Susan Parkin	Clerk to Governing Body

It is important to note that all governors carry equal responsibility for the whole and are not representatives of the groups that might have elected them.

Brief information about each governor is available on the website.

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



Governor Newsletter - March 2016

Dear Parents,

Welcome to the Governor newsletter which includes our annual statement setting out the key issues that the school has faced and addressed last year and the impact that the governing body have made, together with our key priorities for this year and beyond.

Message from the Chair of Governors

Since my last newsletter, the building work has been completed and it is good to see the new classrooms being fitted out and used for the benefit of the children. As one building project finishes however, another one can begin! We have now managed to secure the necessary finance for the building of the new extra classroom—Café— that Mr Green has written about before, and this project can now move forward and should be completed before the summer.

I would like to thank all those parents who chose to contribute to this project through the 'acorn' scheme and encourage others to do so if they wish.

A very big thank you must go to the PTA for the significant input into the project.

One of the many benefits of the recent building work, and the disruption that it caused, was the necessity to do some things in a different way. One such example was the PTA Christmas Fayre. The decision to move it outside seems to have been an inspired one as everyone had a very good time, the atmosphere was great and the feedback was very positive. This is a valuable lesson to adults and children alike that change can be a very big positive— if a little bit worrying sometimes.

Thank you for all your support to the school.

Tony Goddard

Governors' annual statement

Statement of Ethos and Values

We believe that it is our responsibility to enable children to become independent and confident. Our aim is that all pupils at Coppice Primary school develop the skills necessary to become life long learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new and difficult experiences. School should be fun; not about acquiring information for the sake of it but about opening doors and visualising new possibilities.

We believe that pupils at Coppice have the right to an education which is inclusive and allows all to realise their potential.

In partnership with parents we can make school a happy and enjoyable experience. Pupils should feel safe, challenged and able to meet that challenge. School should provide access to a broad and balanced curriculum, both academic and social. Pupils should experience new and varied challenges and look to meet them with the support of their peers. It is our role, as educators, to enable pupils to envisage the boundless possibilities that lie before them and to enable them to strive to achieve.

Key Issues faced and addressed

The DfE handbook for governors in maintained schools, academies and free schools says that in all types of schools, GBs should have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent.

Issue	Actions	Impact
<p><u>Vision:-</u> Correctly skilled and effective governing body.</p> <p>Collaborative working seen as beneficial.</p> <p>School Development plan relevant and addresses key priorities for the school.</p>	<p>Skills audit of the GB, governors with appropriate skills sought to fill vacancies, planned programme of governor training implemented.</p> <p>Staff, chair and governors working with other Trust schools to support all children.</p> <p>Agreement and regular monitoring of priorities.</p>	<p>Full complement of governors on GB. Governors trained and able to meet statutory advice and guidance. E.g Prevent and safeguarding.</p> <p>Benefits seen in academic results and Ofsted's comments regarding ethos and values. Academic results continued to rise and school achieved Outstanding in June's Ofsted.</p>
<p><u>Holding head to account:-</u> Review standards and performance of the school.</p> <p>All staff to receive performance management.</p> <p>Introduction of new curriculum and assessment systems.</p>	<p>Full GB and curriculum committee request, receive and challenge reports from the HT. GB directly involved in setting objectives for HT with external advice. Staff objectives linked to school priorities.</p> <p>Finance given to support appointment of assistant head responsible for assessment.</p>	<p>Continued rise in standards and positive comments by Ofsted on wider school activities. Stable leadership and staffing structure that have brought consistent and visible school improvement.</p> <p>Planned and agreed programme of introduction of new curriculum and assessment systems.</p>