



Governors' Annual Report 2016/2017



Learning: The Journey of Life



Report from the Chair of Governors



JULIAN HODGSON,
CHAIR

Governance Statement 2016/2017

In accordance with Governments requirements as set down for all Governing bodies the three core strategic functions of the Board of Governors of Pottery Primary School are:

- 1) Ensuring clarity of vision, ethos and strategic direction;
- 2) Holding the headteacher to account for the educational performance of the school and its pupils;
- 3) Overseeing the financial performance of the school and making sure its money well spent.

Governance Arrangements

Following the review undertaken in 2015/2016 the Board of Governors is currently made up of:

- Parent Governors (2)
- Local Authority Governor (1)
- Staff Governor (1)
- Co-opted Governors (5)
- Head Teacher (1)

Suitable Skills

A requirement of the Board of Governors is to ensure the Board comprises of people who have the right skills to contribute to the effectiveness of governance and subsequently the success of the school. A skills matrix for all Governors can be found online under the governor section of our website.

Work undertaken by the Board

A Governor's involvement can include the following: -

- Input into School Improvement Plan
- Developing, agreeing and finalising of policies
- Monitoring and Analysis of pupil attainment and achievement
- Schools Buildings
- Staff Recruitment
- Financial Management
- Pupils wellbeing and safety
- Safeguarding of the school

What do Governors Do?

At Pottery School, in addition to the main Board of Governors there are two committees to whom work is delegated from the main board:-

“Education is the most powerful weapon which you can use to change the world.” – Nelson Mandela



Teaching and Learning Committee

This committee is responsible for the detailed overview of pupil progress, the monitoring, attainment and achievement over each academic year. Performance data is a key indicator to the success of the school and the committee continually acts as a critical friend to the Senior Leadership Team and challenges progress to ensure the staff always strive for the very best education possible for all pupils.

The school has had a very successful year which resulted in good Key stage one and Key stage 2 results at the end of the academic year as shown on Page 7. Early Years outcomes were also good; above national figures once again.

Resources Committee

This committee has delegated authority from the main board to ensure the school's finances are closely scrutinised and specific challenge is made to ensure the school's money is being spent efficiently and providing good value for money for all.

Compliments are received on a regular basis from the local authority with regards to the standard and accuracy of the school's budget keeping and ability to maintain a positive budget each year without going into deficit. A testimony to all involved.

Other important areas the Board of Governors oversee

*“A teacher presents
the past, reveals the
present and creates
the future”*

Safeguarding

One of the key duties of a Board of Governors is the duty to ensure all children are safe, the term 'Safeguarding' is used for this. This duty underpins all that we do.

We ensure that we have designated safeguarding leaders (Mrs Hutton and Mrs Campbell) and a designated link governor for safeguarding, this had been for some years Julian Hodgson. Martin Osborne is currently shadowing this role with a view to taking over next year.

Pupils with Special Educational Needs/ Disabilities & Disadvantaged Pupils

Specific Governors are allocated as link governors to ensure that the needs of these specific groups of pupils are met so that they make good progress. Jane Bate is the link Governor for SEN and John Hirst is the link Governor for Disadvantaged Pupils.

These areas are key to the school's performance and additional work is undertaken with the senior leadership team to ensure each area are effectively and efficiently managed by all.

Annual Review—Teaching and Learning Committee

The Teaching and Learning Committee has specific responsibility for the following:



JOHN HIRST
CHAIR OF T&L

- Pupil data monitoring and action plan
- Special Educational Needs / Disabilities
- Pupil Premium Funding and impact on progress
- Sports Funding and impact on progress
- Curricular policy

Summary of Teaching and Learning Committee:

Class teachers are responsible for recording children's progress in subject areas. These records help to inform whether the child is on track to achieve 'age expected', 'above age expected' or 'below age expected' by the end of the year. Teachers enter this data in a software programme for English and mathematics which collates the data. Each individual teacher then meets with a member of the senior leadership team to discuss each child's progress once a term. The governors are involved at the data analysis level, when identifying what has gone well and what needs to be done to accelerate learning.

The 'Teaching and Learning' committee meets at least 3 times annually with the senior leadership team to look at this termly progress and to track achievements against internal benchmarks and national targets. Individual children are not identified and/or discussed at any stage. Governors discuss the data for each year group and also groups of children (gender, disadvantaged, those with special educational needs, those with prior high attaining data) and compare how well each group achieves against their peers and national figures. For last year the priority areas for development were:

- How boys' reading particularly at Key Stage 2 could be accelerated
- How mathematics at the higher levels at both key stages could be improved
- How girls' progress in mathematics from the end of EYFS to the end of Key Stage 1 can be improved
- How boys' literacy in EYFS could be improved

An action plan is then drawn up resulting from what the data tells us. The senior leadership team along with class teachers are responsible for ensuring that the action plan is executed. A number of key improvements have been seen based on these priorities:

- Boys reading has progressed consistently over the period
- Higher level attainment in mathematics is now above national data

*“Teachers who love
teaching teach
children to love
learning”*

Annual Review—Resources Committee

The Resources Committee has specific responsibility for the following:



JANE BATE
CHAIR OF
RESOURCES

- Monitoring of School Budget
- Staff recruitment
- Performance appraisal of staff
- Facilities Management
- Health and Safety
- School Inventory
- Review of Policies relating to finance, buildings and personnel.

This committee meets at least termly. The committee has some delegated financial responsibilities on behalf of the Board of Governors. They decide how the school should use the budget, ensuring best value and benchmarking expenditure against similar schools locally and nationally. To assist in this responsibility, members of the committee meet twice annually with the Finance Officer for the school from the Local Authority. They then report back to the Board of Governors.

Additionally, the committee monitors the spending of specific budgets such as the Pupil Premium, notional budget for Special Educational Needs (SEN) and Sports Funding.

As with all schools, finances continue to be very tight. The Committee are very proactive with regards to any situation which may have a negative impact on finance. The Committee has a very close working relationship with the Headteacher and Senior Leadership team and constantly strives to obtain best value for money with all spend. Within the school year the committee were pleased to finish the year with a positive budget balance, something which is becoming harder and harder in current times where budgets remain static but staffing and utility costs increase.

Over the school year repairs and improvements are continually made to the fabric of the building. Only a small amount of work has been undertaken this year due to the impending commencement of the re-modelling to the school. The budget spend has been kept to a minimum as the Committee recognises the need to have a healthy budget for repairs and replacements after re-modelling.

Minor improvements continue to be made as part of our continuous health and safety inspection regime which is undertaken twice a year. Very little work is required due to efficiency of our three health and safety governing board members Janet Garnett, Helen Cragg and Jo Atton who always ensure any issues are rectified immediately. Health and Safety on a day to day basis is the responsibility of all staff on site. All staff take this role very seriously and to a very high standard.

The Governors' main-focus continues to be working with Derbyshire County Council who have agreed funding for the re-modelling of the school. A delay at planning permission stage has meant that the re-modelling has unfortunately been put back by another year. The Governors are hopeful the work will now commence in the Summer of 2018.

*“Develop a passion
for learning, if you do
you will never cease
to grow”*



Safeguarding

Earlier this year Mr Hodgson joined Mrs Hutton to work with the School Council in order to develop a safety statement with the children. The children were asked to write down anything they knew about keeping safe; older children supported the younger ones and their ideas were then discussed. To say the results were outstanding would be an understatement and is a credit to both the teaching within school and parenting outside of. However, we are also mindful of the fact that safeguarding concerns emerge and change all of the time.

As a result of that particular afternoons work the children developed the following statement:

'At Pottery, we all have a right to be safe, to have a fair say and to be treated equally.

We are taught the knowledge and skills we need, in fun and exciting ways, to keep safe both in and out of school.

If we are in any danger, are worried or are harmed, we know how to report this and who to report to.'

(School Council 2016 - 2017)

Whilst the school has a 'safety week' each January, all aspects of keeping safe are embedded within the wider curriculum all year round, from keeping safe when using technology such as a smartphone or i-pad to identifying risks in the immediate environment. Staff work hard to ensure parents are kept up to date with regards to emerging concerns such as latest 'apps' through the monthly news and also at meetings for parents in school such as the annual e-safety and child sexual exploitation.

Governors are aware of the importance of 'end of key stage results' as these are what we are measured by in terms of success. However, governors are very keen that the school retains its broad and balanced curriculum in which safety is embedded. Our 'Learning Journeys' are excellent evidence of this and can be found in the school foyer.

Staffing

During the year we said goodbye to Mrs Morley who retired after serving seventeen years here as a class teacher. We recruited Miss Dale and Miss Slack to class teacher posts.

'Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part and this should be based on a clear understanding of the needs and views of children.'
Working Together to Safeguard Children
(H M Government)



KEY STAGE 2 RESULTS JULY 2017

Summary of the national curriculum assessment results at the end of Key Stage 2 (year 6)

TEST RESULTS: Percentage at each level (number of pupils: 40)

	Average scaled score	Progress score	Below Age Expected	Age Expected and above Pottery	National comparison 2017	Above Age Expected Pottery	National comparison 2017
Reading	105.8	0.6	25	75	71	40	25
GaPS (grammar, punctuation and spelling)	106.5		22	78	77	33	31
Mathematics	105.3	0.1	20	80	75	33	23

Teacher Assessment: Percentage at each level

	Progress score	Below Age Expected	Age Expected and above	National comparison 2017	Above Age Expected	National comparison 2017
Writing	-0.7	20	80	76	23	18

Combined measure of Reading, Writing and Mathematics %	Age Expected and above	National comparison 2017	Above Age Expected	National comparison 2017
	70	61	15	9

KEY STAGE 1 RESULTS JULY 2017

Teacher Assessment (informed by DFE standardised tests)

Percentage at each level (number of pupils: 45)

	Below Age Expected	Age Expected and above	National Comparison 2017	Above Age Expected	National Comparison 2017
Reading	27	73	76	33	25
Writing	27	73	68	22	16
Mathematics	24	76	75	27	21

Phonic Screening - Year 1 (cohort of 44) 86% achieved the expected standard in 2017 compared to 81% nationally

EYFS

- Reception (cohort of 45) 73% of children attained an overall good level of development compared to 61% nationally