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Annual Report 2016 Issue 2

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Governors' Annual Report 2015/2016



**Learning: The Journey of Life
'Making Every Person Count'**

Report from the Chair of Governors



JULIAN HODGSON,
CHAIR

This year has been another year of changes and hard work within the Board of Governors. We started the academic year with Paul Hawkins' term of office, as both a Governor and the Chair of Governors, coming to an end. Paul has served the school over many years and while he has been thanked by the school staff and governors, I wanted to share my appreciation for his dedication and skill over the years; his contribution will be missed.

We also said farewell to Matt Thompson whose term of office ended this spring. Matt has been a valued member on the Board. We send our thanks for his contribution over the past few years. Many thanks also to Mrs Campbell who finished her term of office but continued to attend some of the meetings in her Assistant Headteacher role.

This year has seen a number of changes that have changed the way we work as a Board of Governors. Hopefully you will have seen the school website, where information is now available on who the Governors are and what work we do for the school.

The Government changed the way in which pupils' progress would be measured and we have needed to get to grips with this through the year. The school was well prepared for the switch, having run parallel systems in the previous year. The 'bar' was also raised in what a child at each stage needed to know and be able to do to become 'age expected.'

We have seen some progress on the new building project which includes the removal of E Block which is in need of replacement. We still do not have a start date and are currently awaiting planning consent. I hope to be writing to you soon with more precise details of how the works will proceed.

By far the biggest decision on the horizon will be if we choose to become an Academy and if so when. While the Government have softened their stance that all schools must become Academies in the next few years, it is still prudent that schools gather information with regards to becoming an Academy. There are various models that the staff and Board of Governors will need to consider and research before making a decision. We will evaluate all the different options and, be reassured, will make the decision only on the basis of what is in the best interests of the education of the children at Pottery.

We have a busy time ahead but one in which there is much confidence that the education provided at Pottery School will continue to improve due to the hard work and dedication of a committed and resourceful staff team.

Julian Hodgson, Chair of the Board of Governors

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

Governor Profiles



Gill Hutton
(Headteacher)

I have been on the Board of Governors at Pottery Primary School for 27 years, 16 of those latterly as the head teacher of the school. I have two daughters, both who attended Pottery Primary School when younger.



Jane Bate,
(Vice Chair and LEA Governor)

I have been a Governor at Pottery School since 2012. I have three children, two grown up boys and Lucy who is in year 5 of the school. I am also Chair of the Resources Committee and the SEN Governor and attend the Teaching and Learning Committee.



Janet Garnett
(Staff Governor)

I have been Office Manager and a Staff Governor since 2009 and attend both meetings of the full Board of Governors and meetings of the Resources Committee.



Helen Cragg
(Co-opted Governor)

I joined the Board of Governors at Pottery Primary School in 2012 as a Local Authority Governor. I have two children in the school, Millie who is in year 5 and Harry who is in year 1. I also attend the Resources Committee.



Eva Ryan
(Co-opted Governor)

I have been a Governor at Pottery Primary School since 2012 and have two children at Pottery School, Ava-Mae in year 6 and Freya in year 4. I am also a member of the Teaching and Learning Committee.

Governor Profiles continued



Joann Atton
(Co-opted Governor)

I have been a Governor at Pottery Primary School since 2013 and I have 2 children, my eldest daughter, Katie, is a Year 5 and a younger daughter, Lucie, who is in Reception. I am on the Resources Committee and carry out the 6 monthly Health and Safety Inspection.



Paul Linford
(Parent Governor)

I joined the Board of Governors in May 2014 as a Parent Governor. My daughter Clara is a current Y5 pupil and my son George left Pottery in July 2015. I am on the Resources Committee.



John Hirst
(Parent Governor)

I am a relatively new Governor having joined in 2015 as I have an interest, like most parents, in supporting the school in their move to OFSTED outstanding Grade. I currently sit on the Teaching and Learning Committee. My ever growing little boy Isaac is in Year 4.

What do Governors do?

The role of a school governor is to contribute to the work of the Board of Governors in ensuring high standards of achievement for all children and young people in the school by:

- Setting the school's vision, ethos and strategic direction;
- Holding the head teacher to account for the educational performance of the school and its pupils;
- Overseeing the financial performance of the school and making sure its money is well spent.

A Governor's involvement can include the following: -

- Input into School Improvement Plan
- Finalising of policies
- Data monitoring and analysis
- Schools buildings
- Staff recruitment
- Financial management

At Pottery School these duties are split between two committees: Resources and Teaching & Learning. These committees report to the main Board of Governors meetings. The committees and the Board meet at least once a term and can occasionally meet for additional meetings if there is an urgent need which needs to be addressed before the main meetings.

Annual Review—Teaching and Learning Committee



JOHN HIRST
CHAIR OF T&L

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

- Curricular Policies
- Special Educational Needs
- Pupil Premium Funding and impact on progress
- Data Monitoring

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 compare how well each group achieves against their peers and national figures. For example we compare data in terms of:

- How well boys and girls achieve to identify if there is any gender gap in performance
- How the children who receive pupil premium funding achieve against the performance of their peers
- How the children who have special education needs achieve against the performance of their peers

Children in care and children who have English as an additional language (EAL) are also considered but these are currently in single digits across the school; this is difficult without identifying individuals.

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 couple of examples are listed below:

- It may have been identified that girl's reading in a specific year group needs to be accelerated, or
- writing for children receiving pupil premium funding needs to be boosted.

The impact of the action plan is reviewed the following term when analysing termly data once again.

Teaching and Learning Governors then feedback to all governors at the next Board meeting.

In the Autumn term (usually towards the end of October) Ofsted and the DfE publish a document called 'RAISEonline.' This analyses the school data and all the groups of children bullet pointed above against children nationally. All governors meet to discuss this document in detail and ensure that all development points from this discussion are reflected in the school improvement plan.

Curricular and legislative policies are reviewed on an annual cycle and brought to the Teaching and Learning committee for approval.

*“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
- Facilities management
- Health and Safety
- School inventory
- Review of policies relating to finance, buildings and personnel.

This committee meets at least termly and 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 special budgets such as the Pupil Premium and Sports funding and their impact.

As with many schools, finances continue to be very tight. The committee are pro-active and supportive with regards to any circumstances which may have a negative impact on the budget. The committee has a close working relationship with the Headteacher and Senior Leadership Team and constantly strives to obtain best value for money with all spending.

Over the school year minor repairs and improvements have been made including the update of A and B block toilets. Spend was kept to areas of school not affected by the planned forthcoming building work to ensure money can then be saved to be available for modernising and improving areas after the re-modelling scheme has been completed.

Minor improvements have been made as part of our continuous health and safety inspection regime which is undertaken twice a year by our two Health and Safety Governors. In addition to inspecting the safety of the premises, the general condition of the school is monitored and recommendations for improvement to the school are made.

The Governors' main focus continues to be working with Derbyshire County Council who have agreed funding for the re-modelling of the school. Several plans have been proposed over the school year and at the end of the year notice was given that the last version of the plan had been sent to planning committee for their approval. It is now anticipated that work on the re-modelling program should commence summer 2017.



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

Staffing 2015–2016

Mr Boardman started the year with us in Reception and we welcomed back Miss Illingworth during the year who returned back to Pottery after a short spell at another school. In July we said goodbye to Miss Burgess who left to take up a leadership role. She commenced Pottery as a NQT (Newly Qualified Teacher) and throughout her time with us she proved herself to be an exceptional teacher and a valued member of staff.

