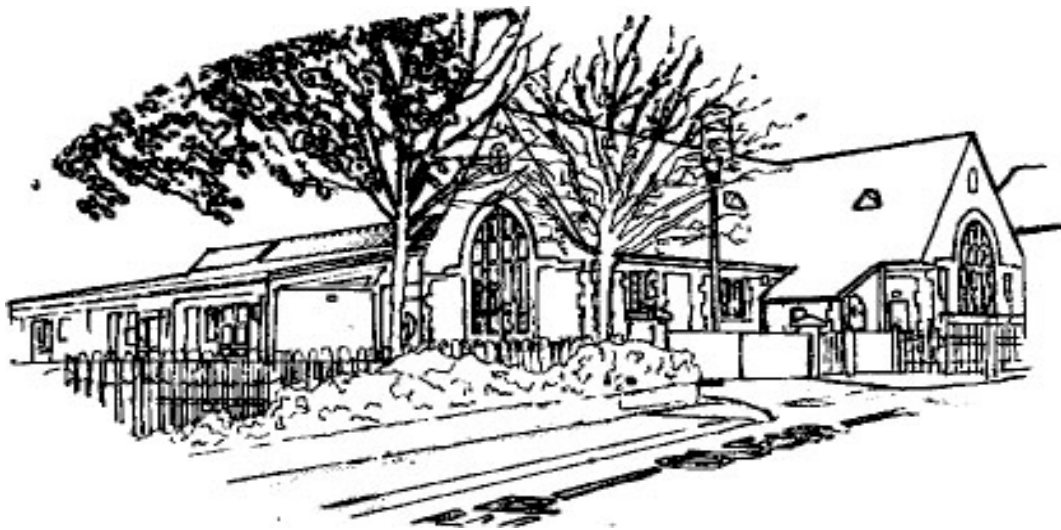


# GILLINGHAM PRIMARY SCHOOL

## Prospectus

*Information for Parents and Carers*



## **Welcome to our school!**

Gillingham Primary School caters for children from 4 to 11 years of age, and serves the whole town of Gillingham.

We are set in the heart of the town on a secluded and spacious site, close to Gillingham (secondary) school to which our pupils transfer when they are 11.

Our children come from all over Gillingham: from the central area of the town, from the new housing developments in all directions, and from homes in the surrounding countryside. We have been delighted to welcome many families who have recently moved into the area from other parts of the country.

The school includes a base for 16 children, from all over North Dorset, who have speech and language difficulties.

Our school has been at the heart of the town since the 1800s, and the old school house, modernised, but full of character, is where our pupils start school life in Reception. Modern and spacious Infant classrooms are contained in a striking, contemporary building, while Junior classes are situated in the main building with the school hall at its centre. Recent refurbishment has given classrooms in this part of the school a spacious and contemporary feel.

Speech and language classrooms are situated in each part of the building. Our ICT suite and music and drama studio enable specialist teaching and activities, and are accessed by all our pupils.

### **Our Aims:**

We are committed to excellence. We want the best for all our children and staff, and we hope and expect that everyone will give of their best.

We aim to be a true community school, working in partnership with parents and carers, and encouraging every child to participate actively in the life of the school and the local community. We hope that our parents will support their own children and take an interest in the success and development of the whole school.

We aim to provide a happy and safe school community, where everyone is valued, and recognises their part in the success and happiness of the school. We respect and value every person, whatever their gender, race, social or cultural background, and we encourage everyone to give of their best at all times and to contribute all that they can to our life together in school.

We promote the qualities of enthusiasm, curiosity, creativity and determination. Where children are in difficulty, we aim to enable them to move forward, making changes that bring greater success, and helping them to raise their expectations of what they can achieve - and change their behaviour, too, if this is needed.

Through the shared high expectations of parents, teachers and governors in every aspect of school life, we aim for all our children to develop their potential to the full, take a pride in everything they achieve, and grow and learn with confidence.

*"This is an outstanding school, which takes exceptionally good care of its pupils and provides them with a good quality education"*  
*Ofsted 2007*

#### **Contact Details:**

**Headteacher:** Mrs Catharine Jessiman

**Chair of Governors:** Revd David Bridge

**School Address:** School Road, Gillingham, Dorset SP8 4QR

**Telephone :** 01747 823245

**Fax :** 01747 834917

**e-mail:** [office@gillinghampri.dorset.sch.uk](mailto:office@gillinghampri.dorset.sch.uk)    **website:** [www.gillinghampri.dorset.sch.uk](http://www.gillinghampri.dorset.sch.uk)

**Local Authority:** Dorset

#### **Our School day**

*Infants:*

*Juniors:*

8.50 am - 11.50 am    8.50 am - 12.20 pm

1.15 pm - 3.15 pm    1.20 pm - 3.15 pm

#### Playtimes:

Morning playtime is at 10.20 am for Key Stage Two children, and at 10.40 am for children in Key Stage One and Reception Year.

Playtime is an important part of the school day, and our playground provides something for everyone.

Reception Class children have their own play area, close to their classrooms, where outdoor toys and games are provided.

In our main playground, part of the open space is timetabled for football, and the rest remains free for energetic games, or for inventive play using the colourful markings painted onto the surface. A play-trail and basket-ball nets provide other active play opportunities, while a quiet area with benches and picnic tables in a patio garden, provides shade and a place to rest and chat. Our children help to maintain the garden area, and School Council regularly reviews playtimes and any problems that occur.

## Lunchtime:

Lunchtime play is also "staggered".

Sittings in the Hall for Years 1 and 2, then Years 3 and 4, and then Years 5 and 6 together, provide safe and happy lunchtimes without too many children all together in the playground or the hall. Senior teachers who are on duty throughout the lunch break support our experienced team of lunchtime supervisors.

A hot meal is provided for children entitled to a free school meal, and our school office staff can advise families about entitlement to this benefit.

## **Admissions**

We serve families from all over Gillingham and the surrounding area and we welcome enquiries from any Gillingham family. Our School Secretary, Karen Battelle can advise you about the availability of places, and whether there is a waiting list for the age group concerned.

We welcome enquiries from families moving into the area - contact us as soon as you wish, and arrange a visit. We are able to confirm places as soon as contracts are exchanged.

Full details of the LA's admissions policy can be found on the current Dorset County Council website, which is available from the school office and from the Education Department in County Hall on 01305 221060.

## **Our Speech and Language Base**

The 16 places in our Speech and Language Base are in addition to the places available in our mainstream classes. Admissions to the Base are determined by a special LA panel, which considers requests from parents, and recommendations from speech therapists and educational psychologists.

The base is fully part of the school. Sometimes the children are taught in their own, special, classroom and sometimes they join mainstream classes. Specialist teachers, speech therapists and teaching assistants, staff the Base and this expertise is a valuable asset for the whole school.

Parents who wish to consider a place in the Base for their child are welcome to contact us and arrange a visit.

*"Pupils with speech, language and learning difficulties achieve particularly well because of excellent provision and support".*

*Ofsted 2007*

## Starting School

All Reception age children start school in the September of the school year in which they will become 5 years old.

Our new Reception children have been learning since they were tiny: from their parents, from other people in their families, from the world around them and from their pre-school education. Our task is to recognise what the children already know and can do and to build on this.

An information evening is held for parents and carers of new Reception children, in the summer term before the children join us, and the children visit the classrooms and meet their teachers. We also offer individual appointments for parents.

Our booklets "Starting School" and "Getting Ready for School" include some helpful information about preparing your child for life and learning at school, and are based on the experience of our children, parents and teachers.

Children joining us in other classes are invited to visit their new class before they start, and we make every effort to introduce new parents and carers to the parents of children in their child's new class.

We hope that new parents quickly feel part of our school family. Special assemblies, where parents are invited to come and join their child's class, also create an opportunity for parents to meet one another.

*"Children make outstanding progress in their personal, social and emotional development. This starts with a good induction into the routines of the school, resulting in excellent relationships and behaviour". Ofsted 2007*

## The Curriculum

*Teaching and Learning in the school is organised into four "phases":*

### 1. The Foundation Stage:

Reception Year: pupils aged 4 to 5

### 2. Key Stage One (Infants):

School years 1 & 2: pupils aged 5 to 7

### 3. Lower Key Stage Two (Juniors):

School years 3 & 4: pupils aged 7 to 9

### 4. Upper Key Stage Two (Juniors):

School years 5 & 6: pupils aged 9 to 11.

## The Foundation Stage

Our Foundation Stage curriculum follows the national framework, and focuses on:

- Personal and social development
- Speaking and listening
- Early reading and writing
- Early mathematics
- Understanding the world around us

As well as our fully equipped ICT suite, computers in the classroom are used daily for word and number games, for problem solving activities and for processing the words they are learning.

Reception children enjoy the security of their own play area outside their classrooms. They join the school for assemblies in the Hall and visit the Hall for PE lessons. Reception children join in with Key Stage One activities throughout the year, and children from other classes visit Reception to join in with activities or to read with the children.

Practical activities dominate the Foundation Stage experience, with reading and writing brought into each aspect. Continual assessment throughout the year keeps everyone on track. We aim to pick up any difficulties and identify special strengths and talents at this very early stage, so that we can plan for the best progress for everyone.

As Reception year progresses, activities in the classroom develop gradually into the kind of lessons which the children will experience in Year 1. Our children make good progress, and assessment by the teacher towards the end of Reception year feeds into Reports for parents and teachers' planning for the beginning of Year 1.

*"Excellent planning and teaching for the Foundation Stage (Reception Year) help children to make outstanding progress". Ofsted 2007*

## Key Stage 1

Daily lessons in reading, writing and maths are complemented by a wider curriculum including science, history and geography, religious education, PE, art, music and basic technology. ICT features across the curriculum, with easy access to networked computers sited in our spacious Year 1 and Year 2 classrooms, and visits to our school suite.

Educational visits in the local community (for example to the library, supermarket or railway station) encourage an understanding of the wider world, and visitors come into the classroom too.

Continual assessment throughout Years 1 and 2 means that when the children are assessed at the end of Year 2 ("SATs") there are few surprises, and parents are already well informed about their child's progress.

During Years 1 and 2, some children will have "catch-up" teaching to help them meet expectations for their age. They may need this help after an absence, or because they find an aspect of the curriculum challenging. Our Special Educational Needs Co-ordinator (SENCO) keeps a watchful eye and is ready to offer support as soon as it is needed. We always let parents know at the earliest stage, if we are concerned for the progress of their child.

The children's personal and social development continues to be central in their school experience - through the values of the school and also in lessons where themes such as "friendship" or "sharing" are explored.

Special events including our Christmas production and visits to a local care home for the elderly enable our Key Stage One children to work together and share their achievements.

### Key Stage Two

The same subject mix continues into the children's junior education. While in Key Stage One the emphasis is very much on skills, in Key Stage Two the amount of "knowledge" the children are expected to acquire increases.

Daily maths and English lessons are extended in extra sessions, where pupils are able to consolidate aspects they found challenging during the lesson, or extend their learning in areas where they have shown themselves to be more able. We challenge the children to read and write in a more sophisticated way and expect them to learn and remember facts in history and geography. In science, children learn the first principles of physics, chemistry and biology; they are expected to be able to predict what might happen, and devise an experiment to check out their theory. Mathematical skills of graph and chart making are used across the curriculum and extended using ICT in our computer suite. Religious education continues to inform the children about how people all over the world explain the mysteries of life, and helps them to reflect on their own beliefs and values.

Our networked ICT suite, with additional machines available in classroom areas, enables us to teach explicit ICT skills, and to use ICT throughout the curriculum. Word processing, data handling, control technology, and media applications all feature in the children's experience, with teachers using ICT regularly in their teaching (particularly through the use of interactive whiteboards).

Everyone in Key Stage Two has 2 hours of PE a week, and art and music are weekly aspects of the timetable. Personal and Social Education lessons encourage the children to consider their rights and responsibilities as members of our school community and young citizens of our country, and they also consider global issues of wealth and poverty, peace and justice - all at an age-appropriate level.

Sex Education features in Years 5 and 6, and we inform parents about this before the module starts and invite them to view the video material we use. The school nurse is involved in planning and delivering aspects of our sex education programme.

The children's growing confidence and skill feed into extra curricular activities in sport and music, and lead to their involvement in area sports events (football, netball, swimming and athletics) and to performances and concerts for parents and the community.

National tests at the end of Year 6 provide information about individual children's progress since the age of 7, and feed into the school's systems for evaluating our work and continually developing the quality of the education we offer.

We have well-established links with Gillingham (secondary) School, whose senior staff visit our pupils in the summer term before they transfer. Staff from Gillingham School also visit maths, English and science lessons in Year 6 to aid good continuity at the beginning of Year 7, and Special Educational Needs staff liaise closely with our SENCO about individual pupils.

*"The school has an outstanding curriculum, covering all the required elements, and much more".  
Ofsted 2007*

### **Complaints about the curriculum**

Should any parent wish to pursue a complaint about curriculum provision, under Section 23 of the Education Reform Act, copies of the local arrangements procedure to be followed are available from Mrs Jessiman and Dorset County Education Department at County Hall.

### **Collective Worship**

Assemblies are an important aspect of daily life at school, and during the week, the children "assemble" as a whole school, in their Key Stage, and in their class or year group.

Assemblies are a time for reflection and celebration. We mark key events and seasons such as harvest time, remembrance and Christmas and Easter, together with international events such as Chinese New Year and "One World Week".

Children lead assemblies themselves in groups or classes, School Council may report back on a current campaign, or a sponsored activity for charity may be launched. Special class assemblies provide an opportunity for parents to join in the celebration of recent work or events at school.

We hope that all children will take part in Collective Worship. However, parents do have the right to request that their child is withdrawn from assembly, and should contact Mrs Jessiman if they wish to discuss this.

*"Pupils' spiritual, moral, social and cultural development is outstanding. Moral and social aspects are particularly notable".  
Ofsted 2007*

## **Special Educational Needs**

We aim to recognise and identify any difficulties at the earliest stage and to work closely with parents and the child to overcome or manage these. Sometimes, a need has been identified before a child comes into our school, and we are able to plan for the best progress from the start.

The expertise of staff in our Speech and Language Base is an invaluable resource for the whole school, and sometimes, mainstream children are included in Base activities if these are judged to be helpful for them.

Our Special Education Needs Co-ordinator (SENCO) advises teachers and provides special, additional teaching for children. The SENCO also helps organise the work of our teaching assistant team.

An "individual education plan" is devised for children with special educational needs, and agreed with their parents, and special help and strategies are employed at school and at home to guarantee the best progress.

We draw on expertise from outside the school, with termly visits from an LEA educational psychologist, and through the employment of specialist teachers - to work with dyslexic children, for example.

Whether a child has an on-going special educational need, or experiences a temporary difficulty or crisis of confidence, we aim to pick this up at the earliest stage and offer effective support and encouragement - both for the child and for their parents.

*"Work is well planned to cater for all ability levels, with excellent support for pupils with learning difficulties".*

*Higher-ability pupils respond well to challenging work, and their achievement is equally good"*

*Ofsted 2007*

## **Assessment**

Regular assessment of progress is key to us achieving our aim of excellent progress for every child.

Teachers plan their lessons to match clear learning objectives, and every child's achievement is assessed and recorded as the programme of lessons proceeds. The children are always told the purpose of the lesson they are having and are often invited to make their own assessment of what they have achieved or how hard they have worked.

At key points of the year, and always during the summer term, teachers take a longer view of progress achieved. During the summer term, children in each junior year take formal tests in reading writing and mathematics, and these feed into end of year reports for parents.

Parents' evenings are held in the autumn and spring terms, with teachers available in the summer term to discuss reports. "Celebration Days" in the summer term are an open opportunity for parents to visit their own child's class and to tour the school to see work in other year groups.

Teachers are available at any time in the year should parents wish to have an update on progress, and children are always welcome to bring their parents into the classroom at the end of the day to show them their work. Class Teachers contact parents at the earliest stage, if they are concerned about an individual child's progress, and we encourage parents to contact *us*, if they have any concerns or queries.

*"Rigorous assessment tracks pupils' progress through from Reception to Year 6". Ofsted 2007*

## **Homework**

Homework is an important feature of life at Gillingham Primary School right from the start. Class Teachers advise parents of the homework timetable at the beginning of the school year and then whenever a change is made (usually due to any alteration to the class timetable).

All homework is set on Friday for return by Wednesday. This allows families to plan their own routine, and gives time in case further support or explanation is required from the teacher.

### Foundation Stage and Key Stage One

Sharing books with people at home soon develops into early reading, with words to learn and simple activities to enjoy. As the weekly timetable develops, spelling lists and number activities feature in addition to more structured reading, and additional tasks may be set depending on activities in class.

### Key Stage Two

We encourage every child to continue reading daily at home - and still with an adult for as long as this is helpful. A Reading Diary helps us to keep track.

Other homework comes from this list:

- Maths activities
- Multiplication tables/number facts
- Literacy activities
- Spellings/grammar practice
- Research or follow-up work connected with any current lessons

*In Years 3 and 4*, we hope that children will spend an average of 20 minutes on their homework each evening. *In Years 5 and 6*, children should spend an average of 30 minutes each evening.

### Homework Diaries

Children in Key Stage Two have a homework diary where they record their homework. Parents are asked to check and sign the diary each week, and there is space for comments, or messages to the teacher.

### **Partnership with parents**

We value our close partnership with parents, and survey parents' views every year. Our most recent Ofsted report listed the things which parents value most about the school:

- *"The children like school"*
- *The school expects their children to work hard*
- *Their children are making good progress and achieving good standards*
- *The staff are very supportive and provide good teaching*
- *The school promotes the right attitudes and values*
- *The school keeps parents well-informed"*

*Ofsted 2003*

### **Clubs and activities**

We offer a range of clubs and activities throughout the year. Football, netball, hockey, cricket and athletics feature together with classroom based activities like chess and art. A choir is offered to children in Key Stage Two, and a music club to children in Key Stage One. A juggling club and an ICT club have featured recently, together with a comic club. A gardening club tends the school garden. Football, karate, music and dance clubs are run weekly by outside providers who make a charge.

School staff enjoy this informal contact with the children, and the opportunity to link with pupils outside their own classes. We are always pleased to hear from parents who have a skill or interest to share with the children, and who would like to help with an activity or lead a club at lunchtime or after school for a 6 week period (we can provide school staff to assist!).

Instrumental tuition is available in a wide range of instruments, with lessons charged at cost to parents.

*"There is a good number of after school clubs, and visits and visitors help subjects "come alive", including residential visits". Ofsted 2007*

### **School Uniform**

School uniform is an important part of school life, making a strong contribution to our community ethos. We ask all parents to provide the items listed on the uniform information sheet enclosed with this prospectus.

## Behaviour and Discipline

Our policy supports our school aims, and helps children, teachers and parents work together to maintain our very positive ethos. The policy sets out the steps we take if difficulties occur. Our full policy is freely available on request - these are its key elements:

- Our rules are outlined in the school's "Code of Conduct" - devised and regularly reviewed by the School Council
- We reward good behaviour and attitude, effort, good manners and helpfulness with spontaneous praise, stickers, certificates and recognition in assemblies. We make a great fuss of success.
- We apply straightforward sanctions to poor behaviour, which we deal with without fuss - we do not want any child to enjoy a "bad" reputation.
- We do not use lesson time to talk with children about their behaviour - falling behind with work only makes things worse for children who are in trouble. We use playtimes for these conversations. This is also a good sanction.
- We contact parents at the earliest stage if we have a growing concern.
- We have a report-card system to keep parents informed if a problem becomes persistent.
- We do not tolerate bullying. We pre-empt bullying by creating a positive ethos of mutual respect, but if bullying does occur, we inform parents immediately and take strong action.
- Dangerous items such as pen-knives and matches are not allowed in school.

"Behaviour around the school is orderly and good"

*"Pupils show particularly good attitudes and good, often exemplary behaviour. .... Bullying is quickly sorted out. This is recognised by parents, one typical comment being "my children really enjoy this school. It is a safe and happy learning environment" Ofsted 2007*

## School Council

Children from every class are elected in turn to serve as representatives. The School Council gives pupils a real opportunity to have their say; it also provides a living example of democracy and provides a forum where children can learn and practice the skills of debate and argument, and come to understand at first hand the value of different opinions and the important of mutual respect.

Recently the School Council has made recommendations about the organisation of the playground and playtime equipment, and has led charity activities including organising and running a Blue Peter bring and buy sale.

*"Pupils contribute well to their own school community, and further afield. .... The School Council are leading a campaign to raise awareness of child labour abroad".  
Ofsted 2007*

## **Attendance**

We recognise the strong link between good attendance and punctuality and a child's achievement at school. For this reason we do all we can to support and encourage families to ensure that their children attend school on time, every day. We are keen to offer practical support to families where this is a problem, and we are always glad when parents share any difficulties with us.

## **Come and help us!**

Parent volunteers are welcome at school. We usually deploy our volunteers in a different class or year group to their child, and we are planning to build up a bigger team during the next year. Please let your child's Class Teacher know if you would like to be included. Please note that Criminal Records checks have to be done for all volunteers before they can have contact with children.

## **The Governing Body**

The Governing Body meets termly to receive a report from the Headteacher and to consider school finance and policy. Governors are well informed about the school and are always pleased to receive queries or comments from parents.

Details of the Governing Body are published every autumn term in the Annual Report to Parents, and a meeting is held to discuss the Report and any other matter, which parents may wish to raise.

Governors hold a termly "surgery" for parents, and this is advertised in the Newsletter.

The Governing Body has adopted the LEA policy on Charges and Remissions for School activities. This allows charges to be made for instrumental tuition, and permits the school to request voluntary contributions for school activities. There will be no obligation for parents to contribute, and pupils will not be treated differently if no contribution is made. However, activities may not go ahead if insufficient voluntary contributions are received, and parents are informed of this at the outset.

*"The Governing Body makes an outstanding contribution with their challenge and support".  
Ofsted 2007*

## **The PTA**

All parents and teachers belong to our PTA - there is no escape!

We hope all our parents will support our fund-raising events and consider helping to organise something. Updates feature regularly in the Newsletter, and we rely on the funds we raise for some important aspects of school life - including visits and

activities, sport and the arts, and major projects like the play trail and ICT facilities of the school.

**And finally ....**

From a parent's letter:

"What a wonderful school you have! We are amazed daily by the way our child has come on with reading and writing. Our daughter has blossomed."

**Thank you for reading our prospectus - we hope you feel you are getting to know us already.**

**Please contact the school office on 01747 823245 with any queries, or to arrange a visit - we look forward to meeting you.**

# GILLINGHAM PRIMARY SCHOOL STAFF LIST

## TEACHERS

### Leadership Team

Mrs Catharine Jessiman	Headteacher
Mrs Susan Preston (currently on Maternity Leave)	Deputy Headteacher / KS2 Leader
Miss Tricia Sherry	Assistant Headteacher / SENCO / KS1 Leader
Mrs Caroline Hellis	Speech and Language Base Leader
Mrs Jill Taylor (currently on Maternity Leave)	Foundation Stage Leader
Mr Jeremy Payne	Deputy Headteacher (cover Sue Preston)

### Class Teachers

#### Key Stage 1

Mrs Hannah Hogan	Class RH
Mrs Anne Willis-Fisher	Class RT
Mrs Amanda Dimarco	Class 1DM
Mrs Sarah Mawer	
Mrs Linda Thorne	Class 1T
Mrs Rebecca Lenarduzzi	Class 2L
Miss Lisa Knox	Class 2K
Mrs Charlie Marshall (Maternity)	Green Base
Mrs Rachel Walker	Green Base

#### Key Stage 2

Mrs Sandy Hayes	Class 3H
Miss Liz Watkin	Class 3W
Miss Claire Messenger	Class 4CM
Mrs Lucy Marney	Class 4LM
Mrs Claire Holt	Class 5H
Mrs Julia Lackie	Class 5L
Mr James Field	Class 6F
Miss Charlie Withers	Class 6W
Mrs Caroline Hellis	Gold Base

## SUPPORT STAFF

### Teaching Assistants

Mrs Val Mills	Principal TA	Mrs Sue Tranter-Coombs	Senior TA
Mrs Kim Barrington		Mrs Sue Langford	
Mrs Sarah Bittles		Ms Amanda Batchelor	
Mrs Margaret Cowell		Mrs Sue Topley	
Mrs Tina Firth		Mrs Sue Yeates	
Mrs Helen Munday		Mrs Debbie Pike	
Mrs Maria Carr		Mrs Cathy Gee	
Mrs Rachel O'Neill		Mrs Tessa Burchett	
Mrs Julie Cooper		Mrs Janine Rutter	
Mrs Sue Crabb		Mrs Debbie Brown	
Mrs Tracy Coombs		Mrs Nicola Porter	
Mrs Rachael Bruce		Mrs Sally Yates-Webber	
		Mrs Rachel Diserens	

### School Office

Mrs Karen Battelle	School Secretary
Mrs Fiona Chase	Receptionist
Mrs Caz Earley	Senior Finance Officer

**Site Manager**

Mr Richard White

**Lunchtime Supervisors**

Mr Des Castle (Senior Supervisor)  
Mrs Margaret Cowell  
Mrs Sonia Gourlay  
Mrs Amanda Shaw  
Mrs Sheila Hatcher  
Mrs Linda Strood  
Mrs Alison Bolingbroke

Mrs Carolyn Tuck  
Mrs Anthea Wareham  
Mrs Deborah Brown  
Miss Pauline Russell  
Ms Nicola Blake  
Mrs Carol Pughe  
Mrs Elizabeth Berrett

**Kitchen Staff**

Mrs Joanne Kiernan

Mrs Pamela Mitchell

**Cleaning Staff**

Mrs Jenny Searle  
Miss Kimberley Searle  
Mrs Diane Monhan

Mrs Jane Sharp  
Mr Martin Lawrence  
Mr Andy Pike  
Mr John Holmes

**Speech Therapists**

Ms Sally Gallini

**ICT Technician**

Mrs Karyn O'Connor

**GOVERNING BODY**

Rev David Bridge  
Vacancy  
Mrs Catharine Jessiman  
Mrs Rachael Bruce  
Mrs Julie Hall  
Mr Daniel Higgins  
Mrs Tracy Hill  
Vacancy  
Mrs Laura Ashfield  
Mr David Littlewood  
Mrs Jane McQueen  
Miss Tricia Sherry  
Mr James Field  
Mrs Nicki Vickery  
Mr Andy Jesson

Chair Community Governor  
Community Governor  
Headteacher  
Non-teaching staff Governor  
Parent Governor  
Parent Governor  
Parent Governor  
Parent Governor  
Parent Governor  
Parent Governor  
CSA Governor  
Community Governor  
Teacher Governor  
Teacher Governor  
CSA Governor  
CSA Governor

Mrs Karen Battelle

Clerk to the Governors