

Learning together; learning for life

CHERRY TREE SCHOOL SCHOOLGOVERNING COMMITTEE MEETING Thursday 19th September 2024 at 6.30pm online

Name	Governor Type	17 Sep 2024	07 Nov 2024	06 Feb 2025	04 Jul 2025
Josie Adams	Staff (Support) governor	Attended			
Adem Baysal	Parent governor	Attended			
Sandra Child	Co-opted governor	Attended			
Simon Englander	Co-opted governor	Attended			
Emma Lad (Clerk)	Clerk	Attended			
Dawn Lavalette	Co-opted governor	Apologies			
Carmel Old	Co-opted	Attended			
Emma Penfold	Staff (Teaching) Governor	Attended			
Captain Mark Scoulding (Chair)	Co-opted governor	Apologies			
Emily Sheppard	Parent governor	Apologies			
Cheska Tyler (HT)	Headteacher	Attended			
Marie Vankova (SBM)	SBM	Apologies			

Governor challenge was highlighted in yellow.

Governor actions are highlighted in italics.

Discussion via Governor Hub is listed below in Appendix E

Meeting started at 9.40am

KEY:	Approval	Information	For feedback/questions	Action
------	----------	-------------	------------------------	--------

1.	<p>Welcome, apologies and consent</p> <ul style="list-style-type: none"> • The meeting was quorate. • Apologies were sent by Dawn, Mark, Emily and Marie. • Josie Adams was welcomed to the meeting as a new staff (support) governor. She has been elected for a term of four years (6/9/24 to 5/9/28) 	
-----------	---	--

Learning together; learning for life

2.	<p>Notification of any other business</p> <p>Opal/ Thank you to Dawn – Headteacher</p>	
3.	<p>Conflict of interest with agenda items to be declared</p> <p>There were no conflicts of interest with agenda items declared.</p>	
4.	<p><u>Keeping Children Safe in Education 2024.</u> <i>See appendix A for changes. All governors will review via Governor Hub.</i></p>	All govs
5.	<p>Election of Chair and Vice chair</p> <p>Mark Scoulding was elected chair for a term of a year. Sandra Child was elected vice chair for a term of a year.</p>	
6.	<p><u>Minutes of the last meeting for approval and matters arising (appendix A)</u></p> <p><i>The minutes were approved by governors and will be signed via Governor Hub by the chair. All matters arising were completed or agenda items.</i></p>	Chair
7.	<p>Communication from the Trust</p> <ul style="list-style-type: none"> • <u>Trustees' minutes</u> • <u>Governance framework including Schedule of delegation</u> • <u>Academies Trust handbook 2024</u> • <u>Academy Trust governance guide</u> 	
8.	<p>Governor Hub review and update:</p> <ul style="list-style-type: none"> • Personal details review • Equalities information update • Annual declarations to be read and approved: <ul style="list-style-type: none"> ○ Register of business interest ○ Keeping Children Safe in Education (KCSIE) ○ Online safety policy ○ Code of conduct ○ Whistleblowing policy ○ Child protection policy <p><i>Governors will complete via Governor Hub once the clerk send reminders</i></p>	Clerk/ All govs
9.	<p>Chairs update</p> <p>a) Termly Chairs meeting report – now taking place on the 9th of October. The clerk updated the Governor Hub calendars.</p> <p>b) Trustees meeting</p> <ul style="list-style-type: none"> • There is a focus on the growth of the Trust and a marketing company presented to the board. There were concerns around the 	

Learning together; learning for life

	<p>schools maintaining their individuality expressed. The HT fed back that the schools have strong identities but could be supported further to create a strong brand which would support further schools joining the Trust.</p> <ul style="list-style-type: none"> • Trustees increased visibility was reviewed and how we could invite them to more events at the schools in future. • Holywell school will be joining the Trust. <p>c) Governors' recruitment and induction</p> <ul style="list-style-type: none"> • <i>Staff governor election to be organised by the HT.</i> <p>d) Governor Hub skills audit to be completed by all governors</p> <p><i>The clerk will send the results from last year and asked all governors to review and update if they feel they have improved their skills.</i></p> <p>e) Governing body roles allocation</p> <p>Meetings to be booked in for the year for linked areas and all governors were also asked to attend school events where possible.</p> <ul style="list-style-type: none"> • Behaviour and attitudes - Dawn • Leadership and management – Mark • Personal development - Adem • Safeguarding - Emily • SEND and vulnerable groups - Sandra • Quality of Education – Carmel & Simon <p><i>The governors will contact the HT to book their visits for the term.</i></p>	<p style="text-align: center;">HT</p> <p style="text-align: center;">All govs</p> <p style="text-align: center;">All govs</p>
<p>10.</p>	<p>Finance report – sent via Governor Hub</p> <p>Overview of the approved budget</p> <p>The governors thanked the SBM for the report</p> <p>G: The difference between the money in and spending for SEND. Can you explain?</p> <p>HT: There is approximately £50,000 extra from the school budget allocated each year on top of allocated funds and £32,000 from the Trust for the Cherry Blossom class for one year. The impact of the new class has been fantastic for the children and staff wellbeing.</p> <p>The HT explained this year a bid has been successful to the Trust to fund a 0.5 teacher for a year to allow for appropriate planning and support in the class. There are 16 children with EHCP's at present with 5 being processed and 10 to be applied for. These are the highest level of need children and there are other children who still have need but at a lower level. The school has progressed over the year and is confident in the provision and support for children. There are continual challenges involved.</p>	

Learning together; learning for life

<p>11.</p>	<p>Headteacher report</p> <p>Questions answered via Governor Hub ahead of the meeting - see appendix E</p> <p>G: Where are their spaces in the school? HT: In year one mainly and there was a family with three children who left recently to move to a school closer to home.</p> <p><i>Health and safety – There is now an external auditor in place who has completed an audit. The HT will present a new H&S report to governors at the next meeting.</i></p>	<p>HT</p>
<p>12.</p>	<p>Stakeholder engagement</p> <p>Pupil survey The results were presented via Governor Hub but will be reviewed further at the next meeting.</p> <p>There was a disclosure through the survey which the company flagged, and the school was able to support the child with their concerns.</p> <p>G: Is there an option where the children could put their name down? HT: I am not sure, I can check.</p>	<p>HT</p>
<p>13.</p>	<p>Policy tracker review and policies due (Appendix C)</p> <ul style="list-style-type: none"> • Trust policies approved – refer to Every • School policies – refer to Every <ul style="list-style-type: none"> ○ Uniform policy – approved for use ○ Equity policy – to be presented next meeting. This has been delayed whilst waiting for the Trust policy agreement. ○ Wrap around care ○ The school has now put in place an after-school club alongside the breakfast club. The school has managed to obtain funding for £20,000 to support the after-school club set up. There has been a significant increase in numbers. The HT wants to provide the provision families need. The previous provider kept reducing times and so it was not supportive of the families. The HT thanked the staff for their work. <p>G: Is it run by school staff? HT: Yes. We have had to put a leader in place who oversees the provision. The staff were all keen to help and so we have recruited to all roles and there is cover in place if needed. Parent G: I have used the club, and the provision is much more reliable now the school is managing overall. My youngest was crying because she didn't want to leave. We can now readjust our working patterns which is a positive</p>	

Learning together; learning for life

	<p>for our family.</p> <p>HT: We have taken away the joining fee and we have split the session so that parents can collect at 4.30pm. They also don't pay double if the child completes a club after school. We are also providing places for vulnerable pupils and discount for children of staff. There is a section in the policy relating to SEND children.</p> <p>G: How will this impact Ofsted?</p> <p>HT: It will be inspected as part of the whole school. I have spoken to other HTs, and I have a plan in place to ensure the ratio's, training and safeguarding are up to date. The leader is attending safeguarding training in early December. In the meantime, I am available should any concerns be raised. We are also open to feedback from parents if they have any.</p>	
14.	<p><u>Risk register</u></p> <p>SEND continues to be a risk for the school but nothing else was identified.</p>	
15.	<p>Training</p> <ul style="list-style-type: none"> • Governor training booked /to be booked/ completed with National College <p><i>Governors were asked to complete the three courses on their Watchlist by half term.</i></p>	All govs
16.	<p><u>Governor monitoring reports</u></p>	
17.	<p><u>Clerks update</u></p> <ul style="list-style-type: none"> • Newsletters 	
18.	<p>Any other business</p> <p>a. Opal is a strategy used in other schools to support children at playtimes and show them how to play. It requires significant training. The school applied for the training budget (£5000) to support the project from the Trust. Initial meetings are taking place and there is an inset day in January 2025 for staff training.</p> <p>The intention is to engage children in play and resolve issues if they come across them. There needs to be a team to support which includes a parent and a governor. The role would require championing the school and attending meetings where needed. The HT will upload the role description on Governor Hub.</p> <p><i>Adem volunteered to take on the Opal link role. The clerk will update Governor Hub.</i></p> <p>b. Thank you to Dawn and her team who came in and painted the corridors of the Mulberry building through corporate volunteering.</p>	
19.	<p>Future Dates (Appendix D)</p>	

Learning together; learning for life

20.	Items to be sent to CEO, Chair of Trustees and Trust Governance professional by the clerk – no actions	
	Meeting ended: 7.35pm	

Learning together; learning for life

4.	Appendix A: Matters arising from 5.7.24	
1	<i>Jade Hoare is no longer a staff support governor. An election is taking place for a staff support governor. The governors thanked her for her work for the board. The HT will make governors aware once completed.</i>	HT – agenda item 9
4	<p><u>Minutes of the last meeting (08.02.24)</u> and matters arising</p> <p><i>The minutes were approved as an accurate record of the meeting and will be signed by the chair via Governor hub. All matters arising are completed or agenda items.</i></p>	Chair - completed
9	<p><i>Equality statement including accessibility plan – carry forward.</i></p> <p><i><u>Behaviour policy</u> - the appendix with the behaviour ladder have been updated across the Trust and it is now in place for all schools. The HT will update on the website and Every.</i></p>	<p>HT/ Clerk (agenda) – agenda item 13</p> <p>Completed</p>
8	<p><i>The governors asked for the pooling of translators to be brought to the Trust to see whether it is possible.</i></p> <p><i>Governors discussed the language for suspensions and exclusions and the school staff asked that the Arbor wording and behaviour policy be updated to use internal suspension, external suspension, or exclusion.</i></p> <p>NOTE ADDED AFTER THE MEETING – Response from the CEO: We can look at the translation when the HTs next get together. There are several tweaks that need to be made to the behaviour terminology on Arbor and the behaviour ladder. The AHTs have looked at it and Nicola from the PST have also had some input. I will ask them to add this too. Cheska is right, they need to be the same across all 3.</p>	<p>Chair/ Clerk (Agenda) – agenda item 9</p> <p>HT/ Clerk (notify Trust) - completed</p>

Learning together; learning for life

	James Roach Chief Executive Officer Inclusive Multi Academy Trust	
7	<i>Governors asked that children who are on reduced timetables and the family who had housing issues at the beginning of the year be removed and the new figure sent via Governor Hub.</i>	HT - completed
8	<i>Accredited for National Nurture Award – governors congratulated the school on the report. There is an award ceremony on the 15th of July 11am to 2.30pm at the schools. Governors were invited to attend.</i>	All govs - completed

Appendix B: Safeguarding - Changes to [Keeping Children Safe in Education 2024](#)

As the changes are mainly technical, there aren't many actions you need to take. As governors or trustees, the most important changes are that you should:

- Assure yourselves that your child protection policy is up to date with the latest technical changes, such as the updated definition of safeguarding
- Be aware that the sections on 'children who are lesbian, gay, bisexual or gender questioning' and 'preventing radicalisation' are still **under review** and may change, but we don't know when this will be
- Make sure that where your school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding needs for that pupil. Check with senior leaders that they're satisfied the placement meets the pupil's needs
- Refer to the data protection guidance from the Department for Education (DfE) to help you comply with data protection law

Part 1: safeguarding information for all staff

An updated definition of safeguarding

- This is now in line with the working together to safeguard children 2023 guidance. Safeguarding and promoting the welfare of children is now defined as:
 - Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
 - Protecting children from maltreatment, **whether that is within or outside the home, including online** (this last part has been added)
 - Preventing the impairment of children's mental and physical health or development
 - Making sure that children grow up in circumstances consistent with the provision of safe and effective care

Learning together; learning for life

- Taking action to enable all children to have the best outcomes

This is in paragraph 3.

An updated list of early help indicators

- Your school and staff should now also be alert to any child who:
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
 - Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
 - Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

This is in paragraph 18.

There's more detailed information on early help in the [working together to safeguard children guidance](#), which includes a more comprehensive list of indicators that a child may need early help.

New wording and changes in terminology

- When referring to 'abuse and neglect', the guidance now also includes 'exploitation' throughout (for example, see the heading at the top of page 11)
- The definition of abuse now also has 'including where they see, hear or experience its effects' in relation to domestic abuse (paragraph 24)
- 'Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (paragraph 29)
- 'It is important that **when** staff have any concerns about child-on-child abuse they should speak to their DSL' – this has replaced '... **if** they have concerns ...' (paragraph 31)
- The definition of child criminal exploitation and child sexual exploitation now says CCE and CSE '**may involve** an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'. Previously the definition didn't include the word 'may' (paragraph 34)

Part 2: the management of safeguarding

The section on children who are lesbian, gay, bisexual or gender questioning has been updated

For now it **remains under review** until the response to the [gender questioning children consultation](#) and final guidance have been published.

The phrase 'gender questioning' has replaced the word 'trans'.

This section reflects that the Cass review:

- Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases autism spectrum disorder and/or attention deficit hyperactivity disorder

Learning together; learning for life

- Recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children

Your school should take a cautious approach to support a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

It's also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

Once it's published, your school should refer to the guidance on gender questioning children when deciding how to proceed.

A new paragraph on using the DfE's data protection guidance

Governors, trustees and staff should use the DfE's data protection guidance for schools to help you and your school:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

This is laid out in paragraph 93.

A new paragraph on alternative provision

- This clarifies that where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. Your school should be satisfied that the placement meets the pupil's needs (paragraph 171)

Extra wording in the section on elective home education (EHE)

It now says that:

- Elective home education can mean that some children are not in receipt of suitable education
- Many home educated children have a 'positive learning experience' (previously it said 'overwhelmingly positive learning experience')

This is in paragraph 179.

Removed information on plans for further guidance on sexual harassment and sexual violence

- KCSIE 2023 stated that further guidance on teaching relationships education specifically to prevent sexual harassment and sexual violence would be published. This has been removed (paragraph 132 of KCSIE 2023)

Part 3: safer recruitment

There are no changes to this section.

Learning together; learning for life

Part 4: safeguarding concerns or allegations made about staff

There are no changes to this section.

Part 5: child-on-child sexual violence and sexual harassment

Updated definition of early help

- Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse' (paragraph 497)
- This reflects the working together to safeguard children guidance

Statistic clarification

- The guidance says that **children with disabilities** are 3 times more likely to be abused than their peers. This previous wording was 'children with special educational needs and disabilities' (paragraph 456)

Annex A: safeguarding information for school and college staff

The changes in terminology around the safeguarding definition and 'unexplainable and/or persistent absences from education' in part 1 have not been reflected in Annex A. We've contacted the DfE to check whether these should also be updated for Annex A.

Annex B: further information

Preventing radicalisation

The section on preventing radicalisation is still under review after the government published a [new definition of extremism](#) on 14 March 2024.

For now, changes include:

- An updated definition of radicalisation, which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'
- 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'
- When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'
- Some information around possible indicators has been removed. Instead, your school should refer to the DfE's guidance on [managing risk of radicalisation in your education setting](#)

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

There's a small update to the indicators of county lines. Be aware of children who:

- Go missing **from school or home** and are subsequently found in areas away from their own
- Have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim

Children and the court system

- Separate age-appropriate guides for schools to support children have been published: [5 to 11 year-olds](#) and [12 to 17 year-olds](#)

Annex C: further information

Learning together; learning for life

Availability

- Clarification that availability of the DSL in exceptional circumstances could include Skype

Holding and sharing information

- The final bullet point in the section on holding and sharing information has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
 - This should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program

13.	Appendix C: Policy tracker 2024/25
------------	---

Document	Category	
Behaviour Policy	Pupil Related	16.07.25
Business Continuity Plan	Local Governing Committee	13.11.24
Collective Act of Worship Policy	Pupil Related	18.11.24
Equality Statement including accessibility plan	Pupil Related	08.03.24
Health and Safety (Local) Policy	Estates Management	13.11.24
Home Learning Policy	Pupil Related	18.11.24
Home School agreement	Pupil Related	18.11.24
Marking, Feedback and Presentation Policy	Pupil Related	13.11.24

Learning together; learning for life

19.	Appendix D: Governor dates 2024/25
-----	------------------------------------

AUTUMN 1			Start	Finish	Venue
Tuesday	8/10/2024	Trustee/Governor development	19.00	20.00	Teams -online
AUTUMN 2			Start	Finish	Venue
Wednesday	6/11/2024	Chairs	10.00	11.30	Beech House
Thursday	7/11/2024	Cherry Tree LGC	18.30	20.30	In person
SPRING 1			Start	Finish	Venue
Wednesday	29/01/2025	Chairs	10.00	11.30	Beech House
Wednesday	29/01/2025	AGM	18.00	19.00	Beech House/Teams
Thursday	06/02/2025	Cherry Tree LGC	18:30	20.30	Teams - online
SPRING 2			Start	Finish	Venue
Tuesday	4/03/2025	Trustee/Governor development	19.00	20.00	Teams -online
SUMMER 2			Start	Finish	Venue
Tuesday	03/06/2025	Trustee/Governor development	19.00	20.00	Teams -online
Wednesday	18/06/2025	Chairs	10.00	11.30	Beech House
Friday	4/7/2025	Cherry Tree LGC	10.00	3.00	Cherry Tree School

Appendix E: Discussion via Governor Hub ahead of the meeting

Emma Lad3 days ago

Have a look at this:

[Newsletters and term dates](#)

Learning together; learning for life

Angela Lench3 days ago

Have a look at this:

[Newsletter 13th September 2024.pdf](#)

Cheska Tyler4 days ago

Have a look at this:

[HT Report Sept'24.pptx](#)

Hi everyone, very much looking forward to seeing you all Thursday next week at 6:30pm.

Please see the below documents as well as the HT's report here.

Please write your questions on the threads for each document in good time before our meeting next week so I am able to respond.

Thank you.

Cheska Tyler4 days ago

Have a look at this:

[UNIFORM POLICY CTS.pdf](#)

Cheska Tyler4 days ago

Have a look at this:

[10. Finance report](#)

Emma Lad5 days ago

[Date for your diary:](#)

Alex Bottom from Hillier Hopkins will be attending the Resources Committee meeting on the 25th November at 11am.

Learning together; learning for life

Everyone is welcome to join this meeting for an overview of the accounts and audit process.

Have a lovely afternoon
Emma

Emma Lad5 days ago
Governor role description including roles
Have a look at this:
[Governor role description.pdf](#)

Hello

Please see a link to the new Governor role descriptor including Governor roles.

If you could review ahead of the meeting and bear in mind when you book (or at least pencil in) their three visits for the year before our first meeting on 19 September – i.e. one in each term.

- Behaviour and attitudes - Dawn
- Leadership and management - Me
- Personal development - Adem
- Safeguarding - Emily
- SEND and vulnerable groups - Sandra
- Quality of Education – Carmel & Simon

Have a lovely day
Emma

Emma Lad7 days ago

Learning together; learning for life

Hello all

A reminder to book (or at least pencil in) their three visits for the year before our first meeting on 19 September – i.e. one in each term.

- Behaviour and attitudes - Dawn
- Leadership and management - Me
- Personal development - Adem
- Safeguarding - Emily
- SEND and vulnerable groups - Sandra
- Quality of Education – Carmel & Simon

Have a lovely day

Emma

Emma Lad7 days ago

3 September 2024: Ofsted publishes results of its 'Big Listen'

Ofsted has outlined the main changes that it's making in response to its [Big Listen](#).

What's happening, and when?

- Piloting over **this autumn term**: Ofsted will announce all inspections for that week on a Monday, with inspections taking place over the following 2 days
- Starting from **this September**: a pause to the publication of inspection reports when safeguarding concerns are highlighted in otherwise high-performing schools until the next visit (within 3 months)
- **Early 2025**: consultation to begin on a new inspection framework
- From **September 2025**: report cards will be introduced for all inspections, replacing the single headline judgements

What else is changing?

Ofsted announced that it is also:

- Consulting on an increased focus on inclusion in the upcoming report cards system, to scrutinise how providers are meeting the needs of disadvantaged and vulnerable children
- Introducing new annual safeguarding, attendance and off-rolling reviews for schools (date currently unknown)
- Developing an 'area insights' service, to gather and share local data (introduction date currently unknown)
- Starting an 'Ofsted academy' focused on sharing best practice from the sector (launch date currently unknown)

Learning together; learning for life

- **For early years providers:** streamlining the Ofsted registration process, and a review of how Ofsted registers, inspects and regulates multiple providers (date currently unknown)
- **For children's care providers:** stronger regulations, including new legislation to help tackle unregistered settings and oversight of children's homes at group level (date currently unknown)

Read the [outcome of the Big Listen](#) consultation.

2 September 2024: Ofsted gets rid of single headline judgements

Ofsted has ended single headline judgements with immediate effect. Instead of an overall rating, state schools inspected this academic year will receive ratings for the 4 existing areas:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Ofsted will continue to identify schools that would have received an overall 'inadequate' rating under the previous system.

Schools that receive 2 consecutive 'requires improvement' ratings (or its equivalent under the new system) will get support from a high-performing school. This replaces the previous system where the government would intervene directly.

School report cards will come into effect from September 2025.

Read more about this in the DfE's [press release](#).

We're still expecting a new School Inspection Handbook this month – select 'save for later' at the top of this article to be notified when the new handbook is published.

Emma Lad11 days ago

Apologies, seem to be losing it today! The meeting is at **6.30pm**.

Hello all,

I have uploaded the initial documentation for the meeting on the 19th September 2024 at 6.30pm at the school, linked here: [24.09.19](#)

Please let us know if you are unable to attend.

Learning together; learning for life

Thank you
Emma

Emma Lad11 days ago
Mistake on previous training request

Hello

Apologies, I had added the wrong course for Cybersecurity. I have now updated.

Learning together; learning for life

Have a lovely day
Emma

Emma Lad11 days ago
Hello all,

I have uploaded the initial documentation for the meeting on the 19th September 2024 at 7pm at the school, linked here: [24.09.19](#)

Please let us know if you are unable to attend.

Thank you
Emma

Emma Lad11 days ago
Hello all,

I hope this finds you well.

I have updated the training on the [National College](#) with the courses for 2024/25. An email with the link to training has been sent to you. Please let me know if this hasn't come through.

There are three courses which ideally should be completed by the 1st November 2024.

Learning together; learning for life

Please can you complete as soon as possible and let me know once completed.

For those of you who complete with another school, if you can email when completed and I will make a note

Thank you

Emma

Cheska Tyler about 2 months ago

Assessment data

Have a look at this:

[2023-24 Assessment Data CTS.pdf](#)

Learning together; learning for life

Dear all, please see the attached summary of statutory assessments for this academic year. A very pleasing read!

Thank you.

Angela Lench about 2 months ago
Here is the last newsletter of the year.

[Newsletter 19th July 2024.pdf](#)

Have a fabulous summer.
Angela

Emma Lad about 2 months ago
Please take a look at the newsletters for BFS and CTS linked here: [11. July](#)

Have a lovely summer
Emma

Angela Lench 2 months ago
Please have a look at the latest school newsletter:

[Newsletter 12th July 2024.pdf](#)

Have a great weekend.

Best wishes,
Angela