



CHEETWOOD COMMUNITY PRIMARY SCHOOL

INFORMATION BOOKLET 2021/2022

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

HEADTEACHER'S INTRODUCTION

Dear Parents/Carers

I am very pleased to welcome you and your child to Cheetwood Community Primary School and hope that you will find this information helpful.

Our aim is to provide a safe, orderly and caring community in which all pupils can learn and understand, in a happy and secure atmosphere. We seek to give encouragement to learners of all abilities to develop a sense of purpose and confidence, which will provide a secure foundation for their later education.

The family atmosphere of the school indicates the value we put upon a co-operative relationship between child, staff and parents/carers.

The multicultural nature of the school population and its inner-city locality close to the heart of Manchester are a constant source of inspiration for pupils' work and activities. In 2018 Ofsted commented that *"Work to promote the pupils' spiritual, moral, social and cultural development is highly effective. Pupils' understanding of fundamental British values is exceptional. Leaders value the richness of beliefs, cultures and experiences of pupils and staff."*

We ensure the curriculum we provide delivers the legal requirements as set out in both the Early Years Foundation and National Curriculums and is also relevant to the needs and experiences of our inner-city children. We conduct regular curriculum reviews and are currently progressing through such a review so that we can be confident our curricular offer continues to meet the requirements of the September 2019 Ofsted Inspection Framework and the challenging National Curriculum. We will continue to conduct regular curriculum reviews in the future when required.

"Teaching and the design of the curriculum develop pupils' knowledge of the local and wider community. Extra-curricular activities, such as sport and charity work enhance pupils' learning." Ofsted 2018.

We have close links with Abraham Moss High School, together with other schools in North Manchester, Salford and Bury, essential for the smooth transition from Primary to Secondary education.

This school offers a happy and secure foundation for your child's education, based upon a set of core values. Cheetwood is a school with high aspirations. In 2018 Ofsted judged Cheetwood as good, stating *"This is a highly inclusive school, where everyone feels safe, respected and valued. Pupils enjoy school and are very keen to learn"*.

We welcome you to our school community.

Barbara Oxton
HEADTEACHER

In addition to this information, parents/carers can read more about the school by accessing our website on www.cheetwood.manchester.sch.uk

On our website you will be able to read about our curriculum, what our Pupil Premium allocation is and how this is being used to improve pupils' attainment; we also publish our privacy notice, all school policies and details of performance data.

NAME OF SCHOOL	CHEETWOOD COMMUNITY PRIMARY SCHOOL
ADDRESS	Waterloo Road Cheetham Manchester M8 8EJ
TELEPHONE	0161 834 2104
FAX NUMBER	0161 833 4063
EMAIL ADDRESS	admin@cheetwood.manchester.sch.uk
HEADTEACHER	Mrs Barbara Oxton
CHAIR OF GOVERNORS	Mr Philip Woolley
TYPE OF SCHOOL	One form entry primary with nursery attached

INTRODUCTION

This booklet sets out the organisation and various activities of the school. It shows how parents/carers can participate in the life of the school and help their children to derive the maximum benefit from this period of their education.

There are opportunities for parents/carers to become involved in our day to day activities besides the usual school functions, open afternoons and assemblies.

There has been a school on this site since the end of the last century and the present establishment called Cheetwood Community Primary School was opened in July 1973. The school attracts a whole cross-section of Manchester's population.

SCHOOL AIMS AND OBJECTIVES

1. To provide a broad, balanced and engaging curriculum, which raises attainment and promotes the spiritual, moral, social, cultural, emotional and physical development of all pupils, within a learning environment that is underpinned by British values
2. To work in partnership with parents/carers, the governing body and local community to prepare pupils for the opportunities, responsibilities and experiences of 21st century Britain

SESSION TIMES

School begins in the morning at 8.55 am and finishes at 3.15 pm. There is a 15 minute morning break. Juniors and infants all have one hour for lunch. Infants also have fifteen minutes' break in the afternoon (as their school day is legally shorter than the juniors).

Breakfast Club starts at 8.00am. Please enquire at the school office if you are interested in your child having a place at our breakfast club.

School doors open at 8.45 am and teachers are in their classrooms from this time to meet and greet your children. This ensures all learners are in class and ready for work at 8.55 am.

ADMISSIONS

The school is a one form entry mixed primary, which means we have one class per year group. The school follows Manchester Local Authority Policy and Guidelines for Admissions. Children can be registered on our waiting list by completing a form and submitting it to the school office. Children become eligible to be admitted into our nursery the term after they are 3 and the school allocates these places. A full time free nursery place is for 15 hours per week. The school places great importance upon pupils receiving a high quality early years' experience at Cheetwood so "tops up" the 15 hours enabling all nursery pupils to access 30 hours (a full time place) free.

Please note a nursery place in a school does not guarantee a place in the reception class (LA policy). This place has to be applied for separately and is allocated by the Local Authority. Nursery parents/carers are advised of this process at the appropriate time.

If parents/carers need a place in the Y1 to Y6 classes please enquire at the office to see if we have vacancies in the required class. However, it will be the Local Authority who actually allocates the place.

Our Admissions Policy can be viewed on the school website.

CHARGING

Curriculum activities in school are free. On occasions we have to ask for a voluntary contribution to educational visits and towards the cost of some items, which are brought home. Any parent/carer who has difficulty in meeting these costs should see the headteacher or classteacher who will make sure the child concerned has his/her full entitlement to the curriculum. Please refer to our Charging and Remissions Policy on the school website for further details.

ATTENDANCE & PUNCTUALITY

Good attendance and good punctuality are essential for your child's education. In 2018 Ofsted reported that "pupils enjoy coming to school and this shows in their good levels of attendance....attendance over time has been high compared to the national average". Each year the school is required to achieve an attendance target.

In 2021/22 the attendance target for every pupil is 97%. Good and improved attendance is always rewarded and celebrated by the school especially when attendance is at 100%. The school does not authorise holidays or any other types of leave during term time.

When your child is away from school you must contact the school before 9.30am on the first day of absence; on your child's return to school, you must send a letter explaining the reason for their absence, along with the dates of absence and which class your child is in.

If we do not receive a reasonable explanation for your child's absence in writing then your child will receive an unauthorised mark for the amount of time they have had absent from school. We regularly update the Local Authority School Attendance Improvement Service on levels of attendance and absences at the school. This Service has the legal authority to fine parents up to £2,500 for persistent non-attendance of their children at school.

LATENESS PROCEDURES

Pupils arriving late to school must report to the main office where they will be given a late mark. The school and the Local Authority also monitor lateness to school and will take action as appropriate.

Parents/carers can be offered guidance on attendance regulations and support is available to families who have difficulties with attendance and punctuality.

SCHOOL CURRICULUM

Learners in the Foundation Stage follow the Early Years Foundation Stage Curriculum. From Y1 the National Curriculum is followed. Currently the core subjects of the National Curriculum are English, Mathematics and Science. The Foundation Subjects of Computing, History, Geography, Design Technology, Music, Art & Design, PE, PSHE, Primary Languages and Religious Education are also covered.

Curricular provision is approached in a more creative way, which has given us greater flexibility to meet the needs of all pupils. Many of the Foundation Subjects (listed above) are now taught in a cross-curricular way through topics and themes. The pupils have played a large role in saying what they would like to be included in this curriculum and it means we have been able to give more of a focus to personalised learning. A wide variety of educational visits away from the school site are used to enhance the curriculum and topic work further, as are the use of visitors and volunteers workers who support with improving educational outcomes and extra-curricular provision.

Pupils also engage in drama, cultural experiences and health education. The school has a structured but flexible programme of activities carefully chosen to develop all basic skills and to encourage exploration, investigation, observation, communication and problem solving. In particular the school acknowledges the technical age in which we live. We have ICT facilities, which are used both in regular lessons and as part of special enrichment activities. Every child has equal opportunity to experience all aspects of the curriculum and to develop his/her own full potential.

We have recently undertaken a full curriculum review so that we can be confident our curricular offer continues to meet the requirements of the September 2019 Ofsted Inspection Framework and the challenging National Curriculum.

More details of the curriculum we teach are on the website and are sent out half-termly by each class in a curriculum newsletter.

In 2018 Ofsted reported that *“The school’s curriculum strongly supports pupils’ language development. Teaching helps pupils to build strong foundations in their spoken language skills and this contributes to the good progress pupils make in their learning. The school’s curriculum provides a breadth and balance of learning opportunities and builds on pupils’ experiences and interests. Pupils say they enjoy learning”*.

END OF KEY STAGE ASSESSMENT

Your child’s progress and learning are assessed throughout their time in school. At the end of the Foundation Stage, Key Stage 1 and Key Stage 2, we assess pupils against national expectations in line with statutory requirements. This assessment information is reported to parents/carers at the end of the school year, before the summer holidays.

HOMEWORK

Homework and home learning activities are sent home regularly. These activities are planned appropriate to the ages and stages of the pupils. Even if the teacher has not set homework on a particular day, children can always be learning at home by reading, researching a topic on the internet, learning letter sounds, spellings or times tables. Your child’s classteacher can always advise on suitable activities for home.

RELIGIOUS EDUCATION

Our approach to Religious Education provides opportunities for pupils to explore in more depth and to learn about different faiths, religions and ways of life. Through this we hope to develop such attributes as tolerance, understanding and mutual respect. Such attributes underpin and contribute to the positive ethos of our multi-faith school.

ASSEMBLIES

Assemblies are planned on themes during which the pupils come together for their act of Collective Worship. There is a whole school assembly on Fridays for the celebration of work and achievements. "Show and Tell" assemblies are an opportunity for classes to share work with the rest of the school, parents and carers. Other faith and religious leaders are invited into school to take part in assemblies, which promotes the pupils' spiritual, moral, social and cultural understanding.

It is your right to withdraw your child from Collective Worship and/or Religious Education studies, if you so wish. Please speak to the headteacher about this as your request will need to be put in writing.

RELATIONSHIPS EDUCATION (RsE)

At Cheetwood pupils will be encouraged to understand and value the central role of the family and the important part it plays in the development of attachment, love and concern. Liaison with parents/carers is an important feature of effective RsE education programmes and we aim to supplement the role of parent/carer, not replace it. Parents/carers will always be informed that this subject is to be covered in the juniors (years 4, 5 & 6). It is your right to withdraw your child from RsE if you so wish.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Cheetwood is an inclusive school and all appropriate steps are taken to accommodate every pupil at Cheetwood. The school has full procedures in place to identify early and support pupils who have special needs.

The school's SEN Policy reflects the Special Educational Needs and Disability code of practice (September 2014). The policy sets out the school's procedures, it is reviewed every year by the governing body and can be viewed on the school website, along with other SEN information.

The Special Educational Needs Coordinator (SENCo), who is also the Deputy Headteacher, is responsible for overseeing SEN provision within the school. The SENCo can be contacted via the school office. The school liaises with a variety of outside agencies dependent upon the particular needs of individual pupils.

In accordance with the Disability Discrimination Act and the school's policy on inclusion, reasonable adjustments will be made to avoid less favourable treatment in order for all pupils to access the curriculum and school life fully.

"Leaders check more frequently and more precisely on the progress of pupils who have SEN and/or disabilities. Training is helping teachers to adapt tasks and resources to the specific needs of pupils. As a result, these pupils make good progress in their academic learning and their personal development." Ofsted 2018

BEHAVIOUR AND DISCIPLINE

At Cheetwood we pride ourselves on pupil behaviour being consistently very good. We get many compliments from visitors to the school and our pupils are always good ambassadors for the school, behaving very well when they take part in off-site visits.

We aim to foster a mature, caring and sensible approach to living and learning together where pupils and adults show respect for each other. We expect our pupils to be polite and well behaved so that they are ready to learn in a safe and positive learning environment. We will encourage and support pupils so that they can take responsibility for their own behaviour and learn to make good choices.

We have consulted with pupils, staff and parents/carers and recognise that a consistent, fair and positive approach to behaviour management is key to its success.

The school has 5 “Golden Rules” that provide a clear framework within which all pupils are expected to behave. There is a “House Points” rewards system, as well as a clear escalation of appropriate sanctions should pupils fall short of expectations. It is at this point we may need to invite parents/carers into school to work with us in encouraging your child to behave appropriately.

Children learn through observation and so the way the adults around them behave has a huge influence on children’s own behaviour. All adults on school premises, whether a member of staff, a parent/carer or visitor will conduct themselves appropriately and adult-like at all times. The governing body will have no hesitation in taking legal action against any adult who behaves in an unreasonable or inappropriate manner whilst on the school site.

SCHOOL PROPERTY

Respecting school property is a value we encourage in all our pupils and is one of the school rules. Should your child’s behaviour result in damage to school property, we may require you to meet the costs of repair or replacement.

SAFEGUARDING

Cheetwood Primary School is a child protection agency. It is the legal responsibility of every member of staff to safeguard the welfare of all of our pupils and to protect them from harm. The school has a safeguarding policy, which sets out all the procedures we are required to follow should we have any concerns in relation to a child’s safety. Not only does this include child protection but such policies as the safe administration of medicines, off-site educational visits, safety in PE, anti-bullying and e-safety. All these policies can be found on our website. The school has stringent safer recruitment procedures. Enhanced Disclosure and Barring Service (DBS) clearance is required for all staff, students, volunteer workers and governors connected with the school.

EARLY HELP ASSESSMENT (EHA)

We recognise that from time to time families may need some extra help.

If you are concerned about things like housing, budgeting/debt management, your child’s development (such as behaviour or speech and language) or you just want to talk to someone then an EHA could be for you.

The EHA is a family friendly way of bringing services together to get the best outcomes for you and your family and there are members of staff that can offer you support:

Miss Fisher, Head of Pastoral Care

Offering advice and support on parenting (including strategies for managing behaviour), emotional health and well-being.

Miss Batkin, SENCo

Offering advice and support on special educational needs.

Mrs Walklett, Early Years Phase Leader

Offering advice and support on early years’ education and parenting.

If you would like to find out more about early help please speak to Mrs Gregory in the office, who could then make you an appointment with one of the above members of staff.

MEDICINES IN SCHOOL

The school has a very strict policy on medicines in school. Under no circumstances should any child bring medicine into school unless the parent/carer has first sought permission from the headteacher. If the headteacher agrees the medicine can be administered in school the parent/carer will need to complete a form giving all the details. The medicine is then stored securely away and only administered under very tight controls, in line with the instructions on the prescription label. Please note that staff are not legally required to administer medicine to a pupil, this is a voluntary role and at the discretion of the headteacher. A detailed policy which outlines the school’s position on the administration of medicines can be found on the school website.

PARENTS/CARERS IN SCHOOL

We encourage parents and carers to be active partners in school life, including time spent in classrooms, helping on educational visits and with sports activities. We hope that you will always feel welcome in our school.

If you would like to help regularly in school you are legally required first to successfully undergo enhanced DBS clearance. Please see the school office for further information.

Classteachers and other members of staff are available at 8.45 am and 3.15 pm to discuss matters relating to your child, however, please appreciate these are busy times and it may be necessary to make a separate appointment for a longer discussion. If you wish to speak with the headteacher please contact the school office and arrange an appointment.

Because of the school's strong partnership with parents and carers we were one of the first primary schools in Manchester to successfully achieve the Leading Parent Partnership Award in January 2011. The ongoing engagement with parents/carers resulted in the school receiving re-accreditation of the LPPA in 2014.

"Parents and carers are positive about the work of the school....they say that behaviour is good and that children are safe." Ofsted 2018

SCHOOL REPORTS AND TRANSITION

Parents/carers are invited to attend their child's assertive mentoring meeting at different points during the school year. This is an opportunity for you to meet the classteacher, with your child also present, to discuss the progress of your child and to discuss what their targets are for the term. An assertive mentoring report is also provided for parents/carers at this meeting. A very detailed progress report is sent out to parents/carers at the end of the school year in July.

During a child's school life they experience many points of transition. We therefore provide a number of activities and experiences which support children through their relevant transition periods. For example, home visits for new foundation stage pupils, "meet your child's classteacher" meetings at the start of each new school year, information/welcome meetings for pupils joining the school other than at the start of the year, opportunities for children to meet their new class teachers, information meetings regarding admission to high school for parents/carers and visits to high schools for year 6 pupils.

LUNCHTIME ARRANGEMENTS

Children may have a school dinner or come with a healthy packed lunch. There is an electronic payment system for school meals and office staff will be happy to help you set this up. If you believe your child is entitled to free school meals, please discuss this with the school office. If you wish to change your child's lunchtime arrangements please give two weeks' notice at the office.

HEALTHY EATING

The school has "National Healthy School" status due to our work in promoting healthy eating. If you provide your child with a packed lunch, please ensure it contains a healthy meal. Your child's teacher can discuss this with you if you are unsure what this consists of. Please do not send your child to school with snacks or drinks. The school provides all the snacks and drinks of a healthy nature that a child will need during the day. For all pupils this will be milk or water and a piece of fruit or vegetable. Please see the school office for all charges.

SCHOOL UNIFORM

The governing body endorses a strict school uniform/dress code policy.

The colour scheme of the uniform is bottle green and grey.

General school uniform clothing consists of

Green sweatshirt with school logo; *it is an expectation that every pupil will have at least one sweatshirt showing the school logo to wear during most of the week*, but to keep costs down for parents/carers plain bottle green sweatshirts will also be accepted;

White t-shirt, preferably showing the school logo, or white shirt;

Grey trousers, skirts or pinafores;

Socks can be white, bottle green or grey; tights must also be in line with school colours

In summer

Grey school shorts;

Green t-shirts, preferably showing the school logo;

Green check dresses;

Footwear

Black shoes for both boys and girls; trainer style shoes are permissible as long as they are totally black with no coloured sole or sports branding; canvas shoes are not allowed as they are too casual

Flat sandals with a back ankle strap are allowed in summer;

Flat dark coloured boots are allowed during winter;

Other forms of dress code

Any type of make up - lipstick, eye shadow, eye liner, mascara, nail polish and false nails are unacceptable

Pupils should have appropriate hair styles, dyed hair is not acceptable nor are fancy hair adornments; shapes, logos and lines should not be shaved into hair, hair should be cut appropriately so as to enable the child full and safe access to the entire curriculum, no extreme hair styles are permissible (eg Mohican)

Headscarves, turbans and top knots for religious purposes should be black or green

School uniform items can be ordered through the office. A full copy of the school's uniform and dress code policy is available to view on our website.

PE LESSONS

We also have a dress code for Physical Education lessons.

Indoor PE

Plain white t-shirt and black shorts (not denim), bare feet

Close fitting black leggings may be worn

Outdoor PE

Plain white t-shirt and black shorts (not denim), or track suit bottoms

Trainers

PE lessons take place each week on the same days for your child; your child's classteacher can let you know what days these are at the start of the school year. PE kits can be kept safely at school on your child's peg, this means your child always has their kit available.

SPACE FOR SPORTS AND ARTS FACILITY

Cheetwood has its own sports and arts hall separate from the main school building. Pupils enjoy a wide variety of sporting and creative activities, during and after the school day, including football, ballet, guitar, ukulele and steel pan sessions. We provide many after school activities and endeavour to offer these either completely free of charge or for a minimal cost. Pupils participate in a large range of competitions. Many people comment on their ability and also on their good sporting manners. In the past we have won the championships in both netball and cricket across all north Manchester primary schools. This is testament to the importance we place upon pupils' physical development and sporting abilities.

LOST PROPERTY

Please ensure anything your child wears or brings to school is labelled with your child's name. We actively discourage pupils from bringing toys and other possessions to school, as we cannot be held responsible for any items that may be lost, damaged or stolen. Please enquire at the school office if your child has lost property.

JEWELLERY AND WATCHES

We do not recommend the wearing of jewellery or watches in school. If a child has pierced ears we insist that he/she wears small gold or silver stud earrings only; for safety reasons no looped or dangled earrings are allowed. If a watch is worn it is the child's responsibility to look after it. Necklaces, bracelets and bangles are not allowed, unless for religious purposes, which must first be cleared with the headteacher

No jewellery is permitted for PE. Earrings must be removed by the pupil prior to the PE lesson, the school is not responsible for the removal of earrings or their safe keeping. If your child is not able to remove their own earrings s/he must not wear them to school at all on PE days.

Newly pierced ears take a period of up to six weeks to heal before earrings can be removed. Ears should therefore be pierced at the start of the summer holidays to allow sufficient time for earrings to be safely removed.

School does not provide plasters to cover over earrings during PE lessons as this is not adequate protection nor considered to be good health and safety practice.

MOBILE PHONES

It is against school policy for pupils to bring mobile phones to school. All children are very safe in school during the day and there is no reason for you to need to contact them in an emergency via a mobile phone. All essential matters can be dealt with by contacting the school office.

Where a pupil is found to be in unauthorised possession of a mobile phone, the phone will be confiscated by the Headteacher, locked away in the school safe and returned only to the parent/carer. Members of staff are not authorised to "look after" pupils' mobile phones.

We also request that parents/carers out of courtesy do not make or receive calls on their mobile phone whilst inside the school building, particularly when they are in classrooms.

The school will accept no liability or responsibility whatsoever for any mobile phone brought on to the school premises at any time.

ESSENTIAL INFORMATION

At school it is necessary for us to hold basic and essential information on your child, whilst adhering to data protection requirements. This includes emergency contact details and medical/dietary/allergy information. It is your responsibility to keep the school up to date with all relevant information e.g. changes to your mobile phone number or development of a new allergy. On an annual basis, the school will ask you to verify and confirm that the information we hold on your child is still accurate.

CONCERNED OR WORRIED?

And finally, we are very confident that your child will be happy at Cheetwood Community Primary School and that you will be more than satisfied with the education and care that we provide.

However, in the rare event that you are concerned about anything in relation to your child's education or welfare at the school, in the first instance please discuss the matter with your child's classteacher. If however, the matter is not resolved this way and you are still sufficiently concerned, please make an appointment with the headteacher. All concerns and complaints are taken very seriously and we would wish to resolve any issues at the earliest possible stage. The school has a comprehensive complaints policy, which is available at any time for parents/carers to read. Please ask at the school office if you wish to obtain a copy or view the policy on the school website.

CHEETWOOD COMMUNITY PRIMARY SCHOOL STAFF
2021/2022 ACADEMIC YEAR

Senior Leadership Team

Barbara Oxton	Headteacher
Tina Batkin	Deputy Headteacher / Phase 1 Leader
Sarah Khan	Assistant Headteacher / Phase 2 Leader / Y6 Classteacher
Clair Walklett	Foundation Phase Leader / Reception (FS2) Classteacher
Craig Nordon	Senior Teaching Assistant/PPA & Cover Teacher
Rachel Fisher	Head of Pastoral Care

Classteachers

Gemma Cleary	Nursery (FS1) Classteacher
Surraya Badar	Y1 Classteacher
Rose McGovern	Y2 Classteacher
Nida Jamil	Y3 Classteacher
Alicia Hutchinson	Y4 Classteacher
Lee Hardy	Y5 Classteacher

Support Staff

Mirela Spooner	EMA/EAL Support/Interventions Teacher
Sofia Arif	Foundation Phase Teaching Assistant
Lindsey Tomlinson	Foundation Phase Teaching Assistant
Bilkis Manjothi	Foundation Phase Teaching Assistant
Lie Drameh	Foundation Phase Play Worker
Thaira Ahmed	Phase 1 Teaching Assistant
Neelam Adil	Phase 1 & 2 Teaching Assistant
Karen Beaumont	Phase 1 & 2 Teaching Assistant
Michelle Fleet	Phase 1 & 2 Teaching Assistant
Samantha Davis	Phase 1 & 2 Teaching Assistant
Denise Rogerson	Phase 2 Teaching Assistant
Angela Chan	Phase 2 Teaching Assistant
Hibo Adan	Speech and Language Therapist (one day per week)
Karen Gregory	Office Manager
Jodie Roles	Administrative Officer
Valrose Dunn	Administrative Officer
Ian Clark	Finance Officer (Mon & Tue)
Karen Murphy	Catering Manager
Ann Merrington	Catering Assistant
Sharon Letcher	Catering Assistant
Margaret Grealley	Breakfast Club Organiser
Sue Symes	Lunchtime Organiser
Wayne Thorley	Caretaker
Sue Symes	Cleaner
Sharon Letcher	Cleaner

(Emma Green, Teacher on maternity leave)

CHEETWOOD COMMUNITY PRIMARY SCHOOL GOVERNING BODY
2021/2022 ACADEMIC YEAR

Philip Woolley	Co-opted Governor (Chair)
Humaira Shoaib	Local Authority Governor (Vice chair)
Rev Christine Threlfall	Co-opted Governor
Renel Kolade	Parent Governor
Sade Fasan	Parent Governor
Qudsia Saleem	Parent Governor
Karen Gregory	Co-opted Governor
Dr Peter Bird	Co-opted Governor
Tina Batkin	Staff Governor
Lie Drameh	Associate Member
Barbara Oxton	Headteacher

(CHAIR AND VICE CHAIR POSITIONS ON THE GOVERNING BODY WILL BE RE-ELECTED IN THE CONSTITUTIONAL MEETING IN OCTOBER 2021, SO COULD BE SUBJECT TO CHANGE)