

INTRODUCTION TO CALDERSTONES SCHOOL

Calderstones is situated on a large campus which includes extensive playing fields and many trees. As part of a Private Finance Initiative (PFI) some £12 million has been spent on the buildings of the school.

The school has excellent facilities including: a separate Sixth Form Centre located in Calder House, a Grade II listed building; a Science Wing consisting of 15 Science laboratories plus one specialist Sports Science Lab, a Maths/Geography Wing of 15 classrooms; an Arts Wing with 21 classrooms for English, Modern Foreign Languages and Religious Education as well as 3 purpose built Music rooms, 4 Art rooms and a Drama facility; this building also houses the new cafeteria and kitchen. We have two Gymnasiums, a Sports Hall, a Dance Studio, Fitness Lab and a Swimming Pool. History, Economics and 6 ICT suites are all located in Quarry Bank House. A separate Technology Wing contains 11 specialist Design and Technology rooms.

The school is proud of its tradition of caring for pupils as individuals. There are 1540 pupils on roll and we have a thriving sixth form of 269. Most of our sixth formers go on to degree courses after Year 13.

Highly qualified specialist staff have been recruited in all subject areas and all departments are suited.

The Pastoral system is year based. Each year group has a Pupil Development Leader, Assistant Pupil Development Leader, 10 Form tutors and a Pupil Support Secretary who all usually stay with their year group for five years.

Examination results at all levels are among the best in Liverpool and we aim to offer each pupil as many opportunities as possible both inside and outside the classroom. Extra curricular activities include music; choirs; drama, sports such as athletics, cross country, dance, hockey, netball, basketball, football, trampolining, swimming, cricket and tennis; Duke of Edinburgh Awards; and field studies in this country and abroad. There is a residential trip to Paris in Year 7.

THE AIMS AND OBJECTIVES

The aim of the school is to educate pupils of all abilities, each to a maximum of his/her potential, so that every boy and girl can enjoy a high quality of life and contribute responsibly and fully to the life of the community. To achieve this general aim we are concerned:

- (i) to provide the range of courses, the quality of teaching and the climate for learning necessary for the individual to develop skills, abilities and interests to the full, thus maintaining the school's tradition of excellence;
- (ii) to foster good relationships between parents, teachers and pupils;
- (iii) to enhance the pupils' learning and development through the provision of a wide range of extra-curricular activities;
- (iv) to provide the staff with the support and training to achieve the aims of the school;
- (v) to promote an orderly, caring community in which truth, integrity, courtesy and respect for the needs of others are valued.

PASTORAL STRUCTURE

Form Tutors are responsible for the general welfare of their pupils and for the general administrative duties. It is to the Form Teacher that a pupil will normally go for help and advice in the first instance.

Each year has a Pupil Development Leader and Assistant Pupil Development Leader who are responsible for monitoring the academic and social progress of their pupils, for general questions of discipline. There is a Pupil Support Secretary assigned to each Year group who will liaise with parents and staff on various matters: attendance and punctuality, minor health problems or accidents, taking messages, making appointments etc.

This team will be based in one building for the five years of compulsory education, thereby ensuring consistency of care and strengthening the relationships between parents, teachers and pupils.

ACADEMIC STRUCTURE

The academic structure of the school is based on developing the individual talents and strengths of all children. In Year 7 following tests in Maths and Reading children are setted very quickly for Maths, English and Science, extra help is provided for those most in need and children are placed in mixed ability groups in all other areas. All other subjects would aim to set by the end of the first half term. In Years 8 and 9 setting is common to all subjects. This enables children to work at a pace best suited to their talent in each subject. For example, a pupil could be in a high set for Maths, a middle set for Science and a lower set for French. The lowest sets contain smaller numbers so that children get more individual attention.

The school has a policy of setting homework for all children and a homework timetable is provided for each pupil. The amount of homework varies with age and ability and increases as children approach GCSE examinations. Homework is frequently of a written nature but also includes reading, learning and creative work and enquiry tasks. In Year 10 and 11 coursework, which may be done at home, forms an important element of the GCSE assessment. We hope that parents will be able to support the school by supervision of their children's homework. Arrangements for homework are clearly set out in our Homework Policy circulated to all parents via their children's Personal Journal.

SCHOOL CURRICULUM: YEARS 7 - 11

Years 7 - 9

In the first three years all pupils study the core subjects in the National Curriculum, i.e. Maths, Science and English. They will also study the other Foundation subjects i.e. a Foreign Language, History, Geography, Art, Music, Technology, Religious Studies (RS) and Physical Education (PE) including swimming in our own pool.

In addition pupils at Calderstones have lessons in Citizenship/Personal, Social & Health Education (PSHE). All Year 7, 8 and 9 pupils have a lesson of Information Communication Technology (ICT) per week.

Years 10 and 11

In Year 10 pupils start a two year course which leads to GCSE or BTEC at the end of Year 11. All pupils take Maths, English and Science. Students may follow one of three pathways:

Pathway 1

Here pupils take English and Maths plus six options at least two of which must be Science.

Pathway 2

Here pupils take English, Maths and BTEC Science plus two option choices. Pupils on Pathway 2 are given more curriculum time in the 3 core subjects and their two options.

Pathway 3

This pathway involves pupils spending two days per week following vocational courses in the local community college. On their 3 days in school they have a timetable covering the core subjects – English, Maths and Science – as well as ICT, PE and PSHE.

Pupils on all three pathways follow national external examination board syllabuses. All pupils continue to have lessons in Citizenship, PE and RS .

SIXTH FORM

(i) Two Year 'A' Level Course

Consisting of : Four Level 3 Courses (AS Levels/BTECs/OCR Nationals) in Year 12
Three Level 3 Courses plus General Studies in Year 13

(ii) Lower Sixth One Year Course

Students may re-take GCSE examinations alongside a number of new, one year Level 2 courses

(iii) Calderstones has collaborated with a number of local South Liverpool Schools to form the south Liverpool Partnership. This allows students to study a wider range of courses.

CAREERS EDUCATION AND GUIDANCE

In the Spring Term the PSHE programme is used to help develop self-awareness and decision-making skills. This is to facilitate informed option choice.

In the spring term of Year 10 pupils undertake 2 weeks work experience. This allows them to sample the world of work and to be placed in an adult environment but it is not intended to be vocational. The programme includes several weeks of preparation and also of evaluation.

All Year 10 pupils take part in an employability programme which includes a “mock” interview with an employer. There is also an Enterprise Day delivered by Liverpool Compact.

During Year 11 each pupil will have an interview with a connexions adviser. There are also sessions on the completion of job application forms, how to write a CV and good interview technique.

Year 12R students have an individual interview with a connexions adviser and update their action plan.

Students in Years 12 and 13 studying AS and A2 levels are assigned a tutor who will offer support with university applications and careers advice. Interviews with a connexions adviser are available on request.

OUT OF SCHOOL ACTIVITIES

There are extensive facilities for a wide range of sporting activities within the school curriculum provided by the two gyms, the sports fields, the swimming pool, the sports hall and recently built fitness suite and Dance Studio. Such facilities are also used during lunch time and after school to enable interested pupils to pursue further activities which they have been taught in lessons and for matches and competitive events against other schools. We have continued to develop our policy that pupils should have the widest possible choice of physical education and sporting options. Our aim is that all pupils should enjoy participating whatever their level of skill. **Pupils regularly take part in:**

Athletics The school has achieved considerable success, teams in Years 7 +10 and individuals have gone on to represent the City and become County Champions.

Basketball Teams in all years play in local and National competitions. Boys are regularly selected for City Teams. We have club links with Mersey Tigers whose coaches take practise sessions and coach teams. There are also regular basketball camps at half term.

Cricket Teams in Years 7-10 and we perform well in local/national competitions. We have set up strong links with Mossley Hill Cricket Club and use their wicket for home fixtures. A number of boys are selected to play for the city each year.

Football Boys teams play every Saturday morning. Teams have been entered in local leagues and cup competitions and the school's reputation is growing with many boys playing for City Teams and Academies.

Hockey Increasing in popularity with boys and girls using our own field as well as local facilities at Wyncote on Mather Avenue. Teams play regularly in local leagues and again players have been selected for City Teams.

Netball Very popular with teams from all years playing Liverpool schools in the City's Premiership League and a number of our pupils going on to play for City Teams. Our Year 7 & 9 teams are district league champions and City finalists.

Rounders Teams from Years 7, 8, 9 and 10 play in local matches every week; Years 8 & 9 are currently City Champions and Year 8 & 11 District Champions. Our Rounders teams have been very successful and popular with the girls. All City matches are held at our Mather Avenue playing fields.

Swimming Regular training and Galas for boys and girls, as well as improvers classes and recreational swimming sessions.

Girls football Our Year 8 & 9 teams are currently City Champions. As well as a mixed 8 & 9 team being the Matrix Challenge Shield Winners which is held at Goodison Park each year.

Tennis Very popular with boys and girls, many attend coaching sessions and teams have gone on to do extremely well in local competitions.

Trampolining From time-to-time pupils are able to take part in Badminton, Boxing, Weight Training, Climbing, Handball, Table Tennis and Fitness clubs, depending on availability of staff and facilities. Calderstones continues to provide City Teams with players in a variety of sports including: Soccer, Basketball, Cricket, Athletics, Cross Country, Hockey and Netball. We also have National League players and performers in a variety of sports.

FIELD STUDIES AND EVENTS

FIELD STUDIES

The school is noted for its involvement in field studies and outdoor pursuit courses. These include fieldwork trips in the local area for years 7 and 8 and a proposed trip to a Geography Study Centre in Edinburgh in year 9. At GCSE, the students visit URBIS in Manchester to investigate urban regeneration, and collect data for their Geography coursework in North Wales. At 'A' Level, there is the opportunity to participate in field trips to the Isle of Arran and to the Sefton Coast as part of their studies.

EVENTS

A large number of out-of-school activities go on every day as a matter of routine. Many staff volunteer willingly to give up their free time. Some of the major events during 2008/2009 included: Open Evenings, Parents' Evenings for all year groups, Upper and Lower School Prizegivings, Humanities residential trips to London and Krakow, skiing trip to Italy, Parents Association Events, Specialist Science days and the Annual Science Lecture. Individual year group trips are organised by Pastoral Staff to reward good attendance, punctuality and behaviour.

Performing Arts Department

Organised Events and Trips 2009-10

September:

- Thurs 10th Lower School Awards Evening
- Thurs 24th Open Evening

December:

- Tues 8th Fairbridge Concert @ St. Barnabas
- Wed 16th Carol Service @ All Hallows
- Thurs 17th Upper School Awards Evening

March:

- Mon 15th Matinee performance of *Grease* to feeder schools
- Tues 16th Friday 19th: Performances of *Grease*
- Fri 19th Cast Party at Christakis

April:

- Tues 2nd A Level students taken to see Salford Big Band
- Wed 3rd Yr11/12/13 Recital Evening in School

July:

- Thurs 1st Calderfest
- Tues 6th July – Summer Concert
- Tues 6th July – Summer Concert

The music department offers a wide range of activities both at lunchtime and after school. These activities are open to all and offer the opportunity for pupils having instrumental lessons both in and out of school to extend their skills further and develop as ensemble musicians. The regular groups are Calder Singers, Gospel Choir, woodwind ensembles, string, jazz and brass groups and the orchestra. All these ensembles participate in termly concerts, which also offer the opportunity for individuals to perform as soloists.

Instrumental lessons are available on most instruments and all pupils are encouraged to become involved with authority ensembles to further their playing experiences.

Our aim is that all pupils should enjoy participating and working together.

EXAMINATIONS 2009/2010

It is the policy of the school that all pupils should take examinations in Years 11 - 13.

The results for 2009/2010 were excellent. At Calderstones all of the students who attend in Year 11 are entered for GCSE. In 2009/2010 there were 252 in Year 11 and 80.6% gained 5+ A*-C grades (56.7% gained 5+A*-C inc English and Maths). In September 2010 Pathway 3 students were offered a variety of two year vocational courses at colleges.

As a consequence of these results 170 pupils entered Year 12 in September to take two year Level 3 courses and one year Level 2 courses. The Upper Sixth has 98 students in the second year of their 'A' Level studies. The large number of students are greatly privileged to be a part of a Sixth Form with a long and fine tradition of academic excellence. They gain greatly from the wide range of subject combinations and the competition between pupils.

PUPIL ABSENCE 2009/2010

The DfES required the following information for their absence return for the school year.

Pupil Information for the Period

1. Number of day pupils of compulsory school age on the roll for at least 1 session	1244
2. Number of pupil sessions	466657

Authorised Absence in the Period

3. Number of authorised absences	22339
4. Number of day pupils with at least 1 authorised absence	1194

Unauthorised Absence in the Period

5. Number of unauthorised absences	10501
6. Number of day pupils with at least 1 unauthorised absence	667

A session is defined as a morning or afternoon of school. Each full day's attendance therefore is **2** sessions.

The percentage of pupil attendance 2009/2010 was 92.96%. The percentage of unauthorised absence was 2.25%.

Comparable figures for previous years are:

2000-2001	90.7%	2.19%
2001-2002	90.8%	2.3%
2002-2003	91%	2.15%
2003-2004	91.1%	2.3%
2004-2005	91.9%	1.4%
2005-2006	91.4%	1.6%
2006-2007	90.7%	1.9%
2007-2008	92%	2.2%
2008-2009	91.9%	3.08%
2009-2010	92.96	2.25%

DESTINATIONS OF YEAR 13 LEAVERS – September 2010

53 students have gone to University this autumn

Aberystwyth University	Physical Geography
Brunel University	Multimedia Technology Design
Chester	Law
Edge Hill	KS2/3 Teaching, History, Educational Psychology, Primary Education
Liverpool Hope	Law & Business, Disability Studies Business Studies, History & Politics
Liverpool University	Town Planning, Psychology, Aerospace Engineering, Modern Languages, Geography Chemistry, Sociology & Criminology, Law
Liverpool John Moores	Business Management, Wildlife Conservation, Sociology, English, Law, Business Studies, Sociology & Criminology, Architecture, Secondary teaching with P.E, Criminology Biology & Psychology, Law & Criminology
Manchester Met	Business Management, Sociology & Human Resource Management, Geography, Events Management, Accountancy and Finance
Manchester University	Criminology & Psychology, Pharmacology
Newcastle University	Sociology, Electric or Electronic Engineering, Economics, French, Music, Psychology
Sheffield	English
Sussex	Sociology & History
York	English

Deferred entry or applying now 25 Students
4 students are seeking employment

School Day

8.45 – 8.55	Registration / Assembly
8.55 – 9.55	Period 1
10.00 – 11.00	Period 2
11.00 – 11.15	Morning Break
11.15 – 12.15	Period 3
12.15 – 1.00	Lunch
1.00 – 2.00	Period 4
2.05 – 3.05	Period 5
3.05	End of school

Assembly Mornings

Monday	Year 7
Tuesday	Year 8
Wednesday	Year 9
Thursday	Year 10
Friday	Year 11

Term Dates

Autumn Term	Start: Tuesday 31 st August 2010 Year 7 at 11.00am Wednesday 1 st September (All pupils in school) End: Friday 17 th December 2010 Half Term: Monday 25 th October – Friday 29 th October Pupils return Monday 1st November 2010
Spring Term	Start: Tuesday 4 th January 2011 End: Friday 1st April 2011 Half Term: Monday 14 th February – Friday 18 th February Pupils return Monday 21st February 2011
Summer Term	Start: Monday 18 th April 2011 End: Friday 22nd July 2011 Half Term: Monday 30th May – Friday 3rd June 2011 Pupils return Monday 6th June 2011
Inset Days	Friday 24th September 2010 Friday 26th November 2010 Monday 24th January 2011 Friday 11th March 2011 Friday 1st July 2011

POLICY DOCUMENTS

The school has available the statutory policy documents as follows:

Admissions Policy

The Education Act 1980 requires the Local Education Authority to publish particulars of arrangements for the admission of their pupils to their schools. The LEA administers the admissions to secondary education, during Year 6 of the pupils primary education.

Calderstones School was oversubscribed in September 2010, all 255 places were filled.

As from September 2010 Liverpool Children Family and Adult Services (LCFAS) will co-ordinate all the admission arrangements for pupils wishing to be admitted to Calderstones in years 7 – 11.

Parent/Guardians seeking a place for their child should in the first instance contact LCFAS telephone n.o. 233 3006, fax n.o. 225 4902 and the website is www.liverpool.gov.uk

Child Protection

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Local Authority Child Protection Procedures and inform the Social Services of their concerns. One of the school Governors is designated as having responsibility for Child Protection.

Safeguarding

Calderstones School fully recognises its responsibilities to safeguard and promote the welfare of its pupils.

We understand that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse
- Report all suspicions of disclosures immediately to the designated person – Miss J Dutton

Religious Studies Policy

The school follows the local authority agreed R.S. syllabus.

There is a year assembly and Thought for the Day each day. Parents can withdraw their children from all or part of the religious education and collective worship provided should

their conscience so dictate. In such cases parents are asked to notify the Head of Year or Curriculum Deputy in writing.

Sex Education Policy

The Governors have agreed the Sex Education Policy, drawn up in accordance with DfES guidelines. Parents are informed of the content of PSHE and offered the opportunity to withdraw their children from any or all aspects of sex education other than those elements which are statutory requirements of the National Curriculum Science order.

Special Educational Needs Policy

Calderstones provides a sensitive and individual approach to a wide range of pupil needs, for children of all abilities. Physical, emotional and neurological features impacting on learning are addressed and responded to, with adaptation to the curriculum and careful monitoring of the child's progress.

Departments will try to ensure that pupils with Severe and Moderate Learning Difficulties are placed within groups with the smallest number of pupils. Copies of the full policy on Special Educational Needs are available from the school. One of the Governors has particular responsibility for Special Educational Needs.

English as an Additional Language Policy

Calderstones aims to ensure that the full potential of each bilingual child is reached by promoting a true equality of opportunity which will permeate both teaching and learning to meet the needs of individual pupils whatever their cultural, racial, linguistic or religious background.

Charging Policy

In conformity with the requirements of the Education Reform Act 1988, the charging policy is as follows:

1. To levy, except where pupils are entitled to statutory remission, a charge for all board and lodging costs on residential visits.
2. To levy a charge for activities wholly or mainly outside school hours which are not part of the National Curriculum, not statutory religious education, or not in preparation for a prescribed public examination.
3. To levy no charge for examination entries, except where:
 - a) The school has not prepared pupils for the examination in the year for which entry is made, or,
 - b) The pupil has failed, for no good reason, to complete the requirements of the examination or to attend for it.
4. To levy no charge in respect of books, materials, equipment, instruments or incidental transport provided in connection with the National Curriculum, statutory religious education, or in the preparation for prescribed public examinations or courses taught at the school, except where parents have indicated in advance their wish to purchase the product.
5. To request voluntary contributions for school activities in or out of school time for which compulsory charges cannot be levied but which activities, wholly or in part, can only be provided if there is sufficient voluntary funding, whilst ensuring that no pupil is excluded from such activity by reason or inability or unwillingness to make a voluntary contribution.
6. To seek payment from parents for damage to or loss of school property caused wilfully or negligently by their children.

COMPLAINTS ABOUT THE CURRICULUM

In the first instance complaints about the curriculum should be addressed to the Deputy Headteacher in charge of the curriculum in writing.

CALDERSTONES CODE OF CONDUCT

Calderstones introduced an assertive discipline system in September 1993, in which the emphasis is on rewards, rather than sanctions.

The system is based on six rules for classroom behaviour, five sanctions increasing in severity which allow pupils to know where they stand, and six rewards. Starting with merits awarded in class, good behaviour is rewarded by Special Awards and Diplomas of Excellence along with Gift Vouchers presented in Special Assemblies at the start of the new academic year.

It is recognised that the rewards must be supported by positive verbal responses. In all lessons pupils must see that good practice and behaviour are appreciated.

The aim of the system is to allow teachers to deliver well prepared lessons in a positive learning environment free from the distractions and diversions caused by unacceptable behaviour.

Calderstones School also has policies on the following issues:

Policy to combat Bullying
Equal Opportunities Policy
Challenging Racism; Promoting Cultural Diversity
Homework Policy
Attendance and Punctuality Policy
Discipline Policy
Drugs Education Policy
Assessment Policy
Behaviour Policy
Safeguarding Policy

Copies of all these policies are printed in each pupil's Personal Journal and are available on the school website at www.calderstones.co.uk

SPECIALIST SCIENCE COLLEGE STATUS

The DfES awarded Calderstones School Specialist Science College Status in September 2003.

Calderstones School was redesignated as a Specialist Science College following the successful Ofsted inspection which took place in November 2007.

As a Specialist Science College our main school aims are:-

- To raise standards of achievement in every Science and Mathematics subject through the increased quality of teaching and learning.
- To extend curriculum opportunities in Science and Mathematics, including technological enrichment.
- To increase take-up and interest in Science and Mathematics courses, particularly post-16.
- There are also two community aims which are to
- Provide high quality learning opportunities in the specialist subjects and higher standards through sharing specialist facilities and resources with partner schools and developing and disseminating good practice.
- Provide high quality learning opportunities through the specialist subjects for members of, and groups within, the school's wider community, including local business.

When we received specialist status in 2003 this attracted a £100,000 capital grant allocation. This sum along with £50,000 raised from sponsorship was used to refurbish an area of the school due to be demolished as part of the PFI whole school rebuild/refurbish programme.

Work was finally completed on two former laboratories and a storeroom in 2006. They now provide excellent additional facilities – an ICT room, a dance room and a Sports Science room. These rooms are very well equipped and provide not only an excellent learning environment during the school day but are also used extensively during most evenings meeting the needs of our local community.

There have been numerous other initiatives introduced as a consequence of Calderstones designation as a Specialist Science College. The training of new teachers; the introduction of a Science and Industry Week; an annual Science Lecture; a city wide Science Competition and well attended Neighbourhood Science Co-ordinator meetings are just some of the activities which make Calderstones such a successful Science Specialist College.

UNIFORM LIST

Most parents and pupils much prefer a rule requiring them to wear uniform because this solves the problem of what to wear and also limits expenses. We therefore expect you to wear uniform. We may ask pupils who, in our opinion, are not in the correct uniform to go home and change and make up the time lost.

Items of Clothing

1. Black sensible leather or leather look school shoes.
The following **MAY NOT BE WORN**: brown shoes, canvas shoes and training shoes.
2. Black, white or grey socks – single colour (NO patterned tights or socks).
3. Black school trousers or a black school skirt.
4. White shirt.
5. Tie, black and gold stripes.
6. Black pullover or cardigan (v-necked).
7. A black blazer and badge.

Other Items

1. All pupils should have pens, pencils, crayons, ruler, rubber and Mathematical equipment.
2. **A suitable bag** for carrying books, belongings and games equipment.
3. An apron or overall for Design and Technology.
4. P.E. Kit – Black shorts, Gold Calderstones top, black socks, swim wear.
5. All pupils should **carry their Journal with them** in school.

Jewellery, hair accessories and make up

1. Make up and jewellery should NOT be worn for school.
2. Hair accessories should only serve the purpose of securing the hair, they should be subtle and not for decoration.

The following items must NOT be worn

1. Any item of school uniform made in denim or denim-type material.
2. Tracksuits including hooded tops.
3. Training shoes.
4. Sweatshirts (unless it is a school sweatshirt in Year 11).
5. Headwear may be worn but must be removed once inside the school building.
6. The Education Authority requires us to inform parents, in writing that jewellery should not be worn by pupils.
7. Pupils should not bring into school mobile phones, MP3 players, iPods etc. **Any of these electrical items seen at anytime of the school day may be confiscated.**

ALL ITEMS OF CLOTHING MUST BE CAREFULLY MARKED IN MORE THAN ONE PLACE WITH THE NAME OF THE OWNER

**COMPOSITION OF GOVERNING BODY OF CALDERSTONES SCHOOL
(as at February 2010)**

Name of Governor	Position Held	Appointing Body	Period of Office
1. Mrs E Bennion	Rep Governor	City Council	3 April 2011
2. Mr F Longworth	Rep Governor	City Council	14 October 2012
3. Mrs T Dowling	Rep Governor	City Council	3 April 2011
4. Mrs P Wilsher	Rep Governor	City Council	17 July 2011
5. Ms A Sharples	Parent Governor	Parents	24 February 2014
6. Mrs K O'Donnell	Parent Governor	Parents	24 February 2014
7. Mrs A Hayden	Parent Governor	Parents	10 March 2013
8. Mr R Ireland	Parent Governor	Parents	25 September 2010
9. Mrs J Cunningham	Parent Governor	Parents	16 October 2012
10. Mrs L Roberts	Parent Governor	Parents	16 October 2012
11. Mr P Bannon	Parent Governor	Parents	16 October 2012
12. Mrs C Williams	Co-opted Governor	Governing Body	26 January 2014
13. Mr E Jenkins	Co-opted Governor	Governing Body	26 January 2014
14. Mr D Woods	Co-opted Governor	Governing Body	4 March 2012
15. Mr F Readey	Co-opted Governor	Governing Body	8 September 2012
16. Mr J Reed	Co-opted Governor	Governing Body	26 January 2014
17. Mr B Davies	Headteacher		
18. Mr S Williams	Teacher Governor	Teaching Staff	19 September 2010
19. Mrs D Whiteside	Teacher Governor	Teaching Staff	23 May 2012
20. Mr C Murphy	Staff Governor	Non-Teaching Staff	23 May 2012