



# **Tutshill School Governors' Annual Report to Parents 2016/17**

*Love One Another, Know Ourselves, Believe and Grow*

I am pleased to be able to present to you the Tutshill School Annual Report to Parents for the academic year 2016/7.

It was another very busy year for the school with significant progress made in academic achievement and the well being of our pupils.

Academic performance has increased both in terms of improvements upon the previous year and also against the national data. This has been the result of a keen focus by the Headteacher and the Senior Leadership Team on understanding pupil data at an individual and collective level and making interventions to support our pupils achieve their potential. You can see the details of our academic performance within this report.

Key achievements for the year were:

- The National Curriculum 2014, is fully embedded across the school. Close monitoring of coverage has allowed us to ensure that the children build on the previous year's learning objectives as part of the two year rolling curriculum.
- The school has an embedded and effective data tracking system. Teaching staff are efficient in using the package and are now interrogating data to find trends and/or anomalies.
- Our school has been identified as one of the top achieving schools in the West Gloucestershire partnership.
- The school now sits in the strong position of being able to provide support to other schools.
- As a school we are very aware that not all children attend school with the same learning abilities and experiences. We have invested much time training staff to be able to deliver a bespoke curriculum to our children that require one.
- The school has built on its previous sporting successes and has now been able to expand its repertoire of sporting experiences. The children are having access to increased levels of sporting activities as well as trialling new clubs such as archery and hockey.
- We continue to be in a healthy financial position, despite changes to the national school funding formula putting pressure on our budget.

I am proud to be the Chair of Governors for such a thriving, vibrant school and hope your experience as a parent is equally rewarding.

Robin Riordan  
Chair of Governors



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## *Love One Another, Know Ourselves, Believe and Grow*



### **1.a) Our school ethos**

The Governing Body has focused on aligning its ethos statement with its vision.

*“The school strives to achieve the highest level of academic, social and spiritual development in a safe, caring and inclusive environment. We encourage respect and tolerance for each other, supported by our Christian values.”*

### **1.b) Our strategic goals**

The Governing Body has a strategic direction which enables the vision of *“Love One Another, Know Ourselves, Believe and Grow”* to become a reality within the school.

The Governing Body set strategic goals in eight areas that combine to ensure a broad and holistic approach to education at Tutshill rather than a purely academic focus.

These areas are:

**Academic achievement:** Academic achievement is simply defined as *“being the best you can be”* with regard to breadth and quality of academic learning.

**Social development:** Social development encompasses all aspects of establishing, nurturing and maintaining healthy and rewarding relationships; personal aspects such as managing feelings, emotions and behaviour; interpersonal aspects such as conflict resolution, compassion and responsibility; cultural aspects such as respect for others and embracing diversity.

**Vocational development:** Vocational development describes a person’s journey of discovery of their place in the world; how they find their identity and uncover their uniqueness; how they apply their learning and develop their talents; how they choose and pursue their direction in life. It applies equally to children and staff.

**Health and wellbeing:** Health and wellbeing summarises the happiness, security and health of a person. It applies equally to children and staff.

**Spiritual development:** Spiritual development is a vital dimension of human life. It has a bearing on the discovery of who we are and the formation of who we might become. It is essential to wholeness and contributes to the formation of the faith and beliefs, morals, values and ethics that we have and the decisions that we make.

**Community cohesion:** Community cohesion describes how the children in the school interact with relevant communities. It is about acting out our school values in ways that serve and strengthen our relationships with our neighbours everywhere, whether they are in our school, our local community or globally.

**Learning environment:** The learning environment includes all material aspects of the school and any other locations where learning takes place such as on visits.

**Financial value:** Financial value is determined by the effectiveness of the allocation of resources in meeting the school's operational and development goals.

### **1.c) School Development**

As the school strives 'to be the best we can be', we have a development plan in place to ensure the school is always advancing. The Headteacher and her team are constantly reviewing the way they deliver the curriculum, the opportunities they provide for our children, the attainment of our children and the happiness and wellbeing of our children. This in turn enables staff to be reflective and ensure the school's resources are deployed effectively and that the Headteacher and Governing Body are able to identify areas for development.

The school was last visited by Ofsted in November 2014 where the school was judged to be good with an 'Outstanding' Early Years. Whilst the school was left with areas to address by Ofsted, the school has met these and progressed further. The areas that were further developed in 16/17 were:

1. To continue to develop reading skills across the school: The staff built on the introduction of Blooms Taxonomy and were able to add physical objects to the learning. Children are required to build a block of coloured cubes, each colour representing a different strand of understanding within Blooms. This has allowed children to understand the type of question they are answering and the evidence required to justify it. Children are now showing a deeper understanding of learning by using these questions which require them to justify, analyse and evaluate to be able to answer the questions.
2. Quality of teaching and learning: The Headteacher and Senior Leadership Team have made strides in developing and embedding a teaching and learning vision. There have been regular training sessions with staff, which have allowed a strong and focused drive on the way in which we gauge children's interests and deliver learning. Teachers are delivering lessons which require children to be in the 'Learning Pit' which enables them to learn at a deeper level. Subject leaders are continually monitoring their subject across the school and are now including focused impact statements and measures.

### **Senior Leadership Team, SLT**

- Headteacher: Miss Lane
- Teaching and Learning: Mrs Fryer (Deputy Headteacher)
- Curriculum Development and Creativity: Mrs Howells
- Pupil Engagement and Experiences: Mrs Dursley

The members in the SLT have developed robust action plans. The Headteacher uses these plans, in addition to and to compliment the School Development Plan, to continue to drive the school forward.

### **Focus for 2017/18**

The school has an in-depth annual action plan, which is created by the Headteacher following close analysis of previous data and provision. This is called the School Development Plan, SDP. The Teaching and Learning Committee regularly ask questions and challenge the Headteacher to ensure the school is meeting the objectives. The SDP is shared with the Governing Body regularly throughout the year.

### **What we will continue to work on...**

At Tutshill School, we strive for continued improvement! The end of year data is rigorously scrutinised and interrogated and trends, where possible, identified. Having completed the data analysis for last year, the school will continue to pay particular focus to

- ensuring any gaps of attainment between specific groups of children are closed
- ensuring that the highest possible rates of achievement are obtained through the best quality teaching and positive learning experience for the children
- ensuring all children are continuing to making good progress across a range of subject areas.

The school will ensure these are achieved by:

- teachers employing a range of teaching strategies to ensure that all children are engaged in lessons
- children's books will be looked at and individual progress monitored as well as comparing work-book content with other children in the class
- ensuring that if your child/ren is in receipt of pupil premium funding, your child/ren will be provided with focused weekly feedback from their teacher to ensure they understand what they can do to improve their work, as well as what further education support they require
- a member of the senior leadership team meeting with the parents of pupil premium funded children, so ensuring that parents are aware of what their child is learning and how to help at home
- ensuring that the different teaching needs of boys and girls are recognised and individual targets are set that identify the need for different approaches to teaching that are required.

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- teachers ensuring that they provide an education programme that will allow children to develop skills and knowledge that will support them, where appropriate, to work at a greater depth
- ensuring your child will meet the targets within their ability and are able to demonstrate quantifiable progress as shown on the school's academic data tracker.

There is to be continued focus on how our children learn. Staff are using, and ensuring that children are aware of, meta-cognition. This requires children to drill down and understanding their learning and why they are learning it. It means children are developing a greater responsibility within their learning and know how and when to challenge themselves.

The school has employed and are embedding, a new handwriting scheme across the whole school. This will be monitored by the English Lead and reported to the Headteacher and the Governing Body.

#### **1.d) Achievements of the school**

- The National Curriculum 2014, is fully embedded across the school. Close monitoring of coverage has allowed us to ensure that the children build on the previous year's learning objectives as part of the two year rolling curriculum. The yearly curriculum overviews are regularly monitored to ensure that we are offering our children a rich, broad and balanced curriculum. The class teachers spend time looking at the curriculum and the needs of the children and then marry the two allowing them to provide a stimulating and motivating curriculum.
- The school has an embedded and effective data tracking system. Teaching staff are efficient in using the package and are now interrogating data to find trends and/or anomalies. It allows staff to track all groups of children at our school, therefore ensuring all children are given the same opportunities and encouraged to make excellent progress, irrespective of starting point.
- Our school has been identified as one of the top achieving schools in the West Gloucestershire partnership. The school was asked to consider becoming the lead school in a proposed Teaching School Alliance. Whilst the school was not selected this time, our Headteacher now sits on the Management Board of this Partnership,
- The school is now in the strong position of being able to provide support to other schools. This support has been delivered at a management level, supporting in the areas of: assessment; Religious Education; disadvantaged funding and provision and The Early Years Foundation Stage.
- As a school we are very aware that not all children attend school with the same learning abilities and experiences. We have invested much time training staff to be able to deliver a bespoke curriculum to our children that require one. This may occur through nurture provision and through special educational need provisions. The Headteacher and her team see parental involvement as crucial to ensure high levels

of progress. As a result, we have an increased number of meetings for some parents to ensure we are working to the same goal with similar approaches.

- The school has built on its previous sporting successes and has now been able to expand its repertoire of sporting experiences. The children are having access to increased levels of sporting activities as well as trialling new clubs such as archery and hockey. Furthermore, with parent support, we have recently competed at the British school Championships.

In addition to the above, the Governing Body has directly influenced the health of the school by

- continuing to ensure the School Development Plan is achieved and that the school is effectively managed within budget
- monitoring the academic progress of all groups of pupils
- assist and hold the school to account by requesting evidence of the school meeting the objectives of the schools' strategic plan.

## 2) Academic Performance

### 2.a) Early Years Foundation Stage, Year Reception.

#### **Early Years Foundation Stage, EYFS.**

The primary purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. It is based on ongoing observation and assessment in three prime and four specific areas of learning and the three characteristics of effective learning.

**Prime areas:** Communication and language, physical development and personal, social and emotional development.

**Specific areas:** Literacy, mathematics, understanding the world and expressive arts and design.

**Characteristics of effective learning:** Playing and exploring, active learning and creating and thinking critically.

A good level of development measure is defined as a child achieving at least the expected level in the early learning goals, in the prime areas of learning (personal, social and emotional development; physical development and communication and language) and the early learning goals in the two specific areas of literacy and mathematics.



<b>Good level of development</b>				
	2014	2015	2016	2017
School	70%	76%	72%	76%
National	60%	66%	67%	71%

As you can see, this is a consistent and exceptionally positive picture for our children at Tutshill, against the national picture.

## **2.b) Phonics**

### **Phonics**

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo words that a pupil reads aloud to the teacher.

### **Phonics**

- 90% of children passed the phonics screening at Tutshill. This is compared to the national pass rate of 81%.

Children who were unable to meet the national pass mark in Year 1, are able to retake the screening test in Year 2.

## **2.c) Key Stage 1**

From 2016, KS1 national curriculum test outcomes will no longer be reported using levels. Scaled Scores will be used instead.

A new set of KS1 national curriculum tests replaces the previous tests and tasks. The new tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning.

There is no longer a test for English writing. It is teacher assessed. Spelling Punctuation and Grammar is optional and at discretion of the school

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Following the removal of teacher assessment levels, interim teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2016, 2017 and again in 2018, with minor changes in the writing frameworks.

Children are now assessed against end of key stage objectives stating whether they are working towards, working at or working at greater depth within the expected standard. KS1 tests are taken throughout the month of May. Children will sit the test in groups or even as a whole class. Children may not even know they are taking the tests. They are marked internally and teacher assessment is recorded and submitted to the Department for Education, DfE. Previous data has also been looked at and the school is able to show comparisons and improvements in the data, year on year.

**Key Stage 1**

Below is this year's data and last years; it allows for year on year tracking and the identification of trends. Children will sit the test in groups or even as a whole class. Children may not even know they are taking the tests. They are marked internally. From an external mark scheme and teacher assessment is recorded and submitted to the Department for Education, DfE. Teachers use a range of work samples to conduct moderation and coverage audits to be conducted to be able to assess where the child is working within the expected standard. This is called teacher assessment.

**Reading**

Working at or above the expected standard: National 76% **Tutshill School 90%**

Reading %	Pre Key Stage	Working towards, WTS	Working at expected standard, EXS	Exceeding the expected standard, EXS +
<b>2017</b>	3	7	37	53
<b>2016</b>		13	40	47

**Writing**

Working at or above the expected standard: National 68% **Tutshill School 70%**

Writing %	Pre Key Stage	Working towards, WTS	Working at expected standard, EXS	Exceeding the expected standard, EXS +
<b>2017</b>	3	27	50	20
2016		43	46	10

**Maths**

Working at or above the expected standard: National 75% **Tutshill School 83%**

Maths	Pre Key Stage	Working towards, WTS	Working at expected standard, EXS	Working within Greater Depth of the Expected standard, GDS
<b>2017</b>	<b>3</b>	<b>13</b>	<b>60</b>	<b>23</b>
2016		27	36	37

**Key Stage 2**

KS2 tests are administered in May. Every school in the country will administer at the same time. Maths, Reading, Spelling, Punctuation and Grammar, SPAG, are marked externally.

**READING**

Test outcome. Working at or above expected standard: National 71% **Tutshill School 84%**

**Working at 110+: 10 children**

Reading %	Working towards, WTS	Working at expected standard, EXS
2017	16	84
<b>2016</b>	28	72

**Writing Teachers Assessment (TA)**

(Teachers are required to assess the children's writing taking into consideration a range of writing in a range of subjects. The school reports this to the DfE.)

Working at or above the expected outcome: National **76% Tutshill School**

**As this is teacher assessed there is a judgement of greater depth**

<b>Writing %</b>	<b>Pre key stage</b>	<b>Working towards, WTS</b>	<b>Working at expected standard, EXS</b>	<b>Working within Greater Depth of the Expected standard, GDS</b>
<b>2017</b>	<b>10</b>	<b>10</b>	<b>61</b>	<b>19</b>
2016	6.9	28	55	17

### Maths

**TEST OUTCOME.** Working at or above the expected outcome: National 75% **Tutshill School 77%**  
**Working at 110+: 8**

<b>Maths %</b>	<b>Working towards, WTS</b>	<b>Working at expected standard, EXS</b>
<b>2017</b>	<b>24</b>	<b>77</b>
2016	24	76

### Spelling, Punctuation and Grammar

**TEST OUTCOME.** Working at or above the expected outcome: National 77% **Tutshill School 77%**  
**Working at 110+: 11**

<b>SPAG %</b>	<b>Working towards, WTS</b>	<b>Working at expected standard, EXS</b>
<b>2017</b>	<b>24</b>	<b>77</b>

### KS1 strengths following SATs and external tests

It is clear to see that there have been improvements in the outcomes of KS1 pupils. Reading in 2017- the school sits in the top 10% nationally. The school maintained its good writing % of children working at the expected standard. Furthermore, the school made great improvements in the number of children working at the expected standard in Maths.

### KS2 strengths following SATs

Reading:

- The % of children working at the expected standard, 84% is an increase compared to 72% in 2016.

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- We achieved a high percentage of children working at the expected level with 10 of these children scoring 110. This is deemed as a 'high' score with children demonstrating deep understanding.
- The school achieved well above the national % of children working at the expected age related expectations, 13%.

Writing:

- The school had an increase in those working at the expected age related expectations through teacher assessment. Not only did the school improve on last year, the school outperformed the national %.

Mathematics:

- The school was able to remain above the national % of children working at the expected standard, 77%. The school had 8 children receive a score of 110, again a 'high score' showing a deeper understanding.

Spelling, Punctuation and Grammar, SPAG

- The school was in line with national expectations. There were 11 children receiving a 'high score' of 110 showing a deeper understanding.

**Progress of our children- KS1 to KS2**

- The above information is attainment, the standard the child achieved. When in KS2, children's progress from KS1 to KS2 is measured also. The KS2 papers are marked and children are assigned a scaled score dependant on their raw score. There is an average progress score for the cohort for Reading, Writing and Maths.
- This this style of reporting from the DfE started in 2016 and we are pleased to say we sit broadly in line, or above, the national progress picture in 2016. In 2017, our children made better progress when compared to the national picture in all subjects. Very encouraging indeed.

	2016 School	2016 National	Difference	2017 School	2017 National	Difference
Reading	102	103	-1	108	105	+3
Maths	104	103	+1	105	104	+1

*\*Writing is not included as it is teacher assessed.*

Progress is measured through a value added measure. There is no target of progress for a child to make. Any progress that is made by the child goes toward the school progress score. It is designed to celebrate progress of all pupils regardless of prior attainment score. Average progress is measured against comparator groups. Comparator groups are those children achieving the same KS1 score and comparing this to the score they achieved at KS2. To judge a school's effectiveness, both the school progress score and its associated confidence interval need to be taken into account. The width of a school's confidence interval is determined by the number of pupils in the school in the progress calculation as well as the strength of the relationship between KS1 prior attainment and the KS2 score.

*(Primary school accountability in 2016. DFE. September 2016.)*

### **3) Financial Picture**

#### **3.a) Income and expenditure**

##### **Charts for Income and Expenditure**

##### **Probity Statement 2016/2017**

##### **Probity**

The Nolan Committee's Report (1996) published seven principles applicable to public spending bodies, five of which are particularly pertinent in the management of school finances:

- objectivity
- accountability
- openness
- integrity
- honesty

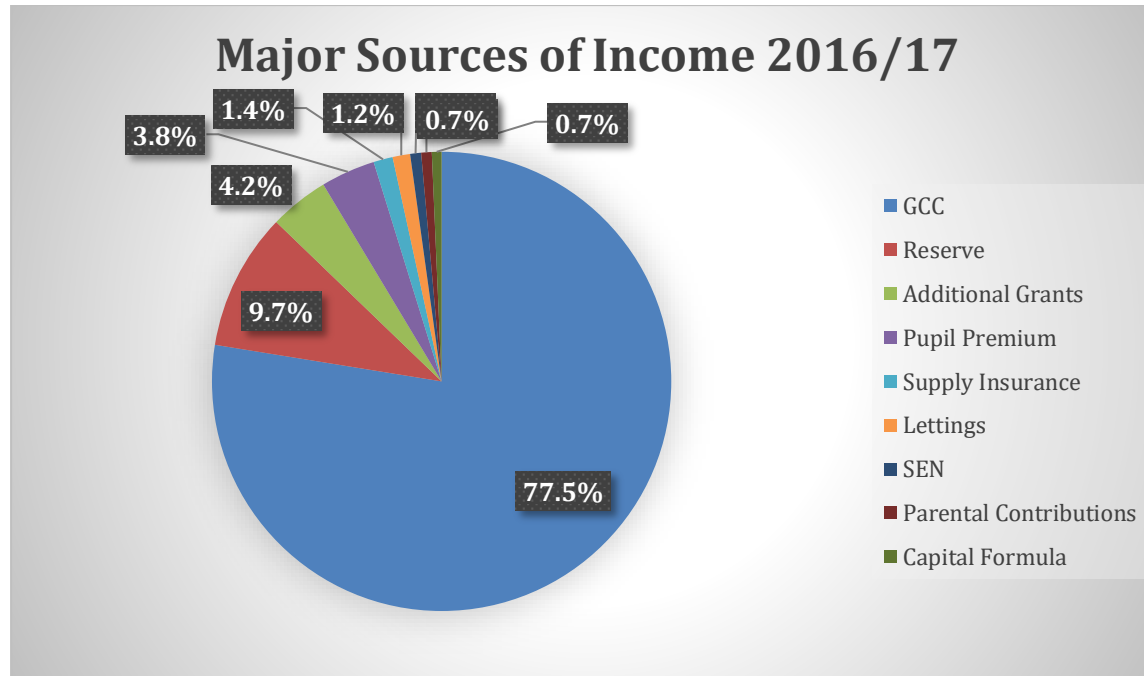
These principles are adhered to, and governors act responsibly to prevent improprieties occurring in the operation of school finance procedures.

##### **Budget Statement**

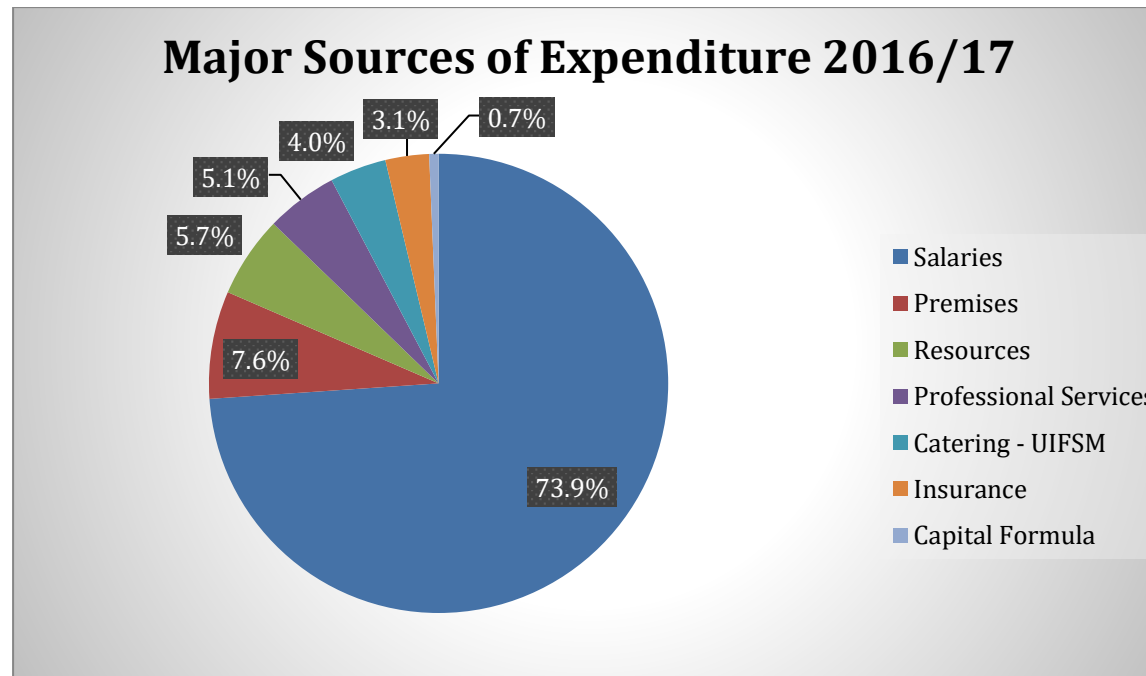
Reconciliations take place monthly by the School Business Manager and reports are monitored by the Finance Committee on a termly basis.

##### **Pie Charts for Income and Expenditure**

The pie charts below illustrate the school's major sources of funding and expenditure:



We typically operate with a reserve between 5% and 8%, which is the recommended contingency level set by Gloucestershire County Council. The reserve for 2016/17 was higher than the recommended amount due to funds set aside for the new building project and ring fenced funding for expenditure on Pupil Premium and Sports Premium. Further details of how this funding has been spent can be found under the 'Learning' section of the website.



To ensure Tutshill C of E Primary School meets the five stated principles in the Nolan Committee report, we conduct a benchmarking activity, with information from the Department for Education and Arbor, taking into account recommendations from Gloucestershire County Council audit and the schools' internal annual audit.

#### **Pupil Premium Funding**

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium funding is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the pupils, within their responsibility.



At Tutshill C of E Primary School all pupils are supported, regardless of race, gender, ability or personal or home circumstance. We believe that Quality First Teaching, QFT, for all pupils, is essential for sufficient progress to be made by all. Teaching is monitored closely by the Headteacher and subject leaders provide support to their colleagues. High quality teaching is supplemented by timely interventions, used to support and challenge vulnerable learners, as and when required. These interventions are planned and delivered by teachers and Higher Level Teaching Assistants, HLTA's. The Headteacher, Deputy Headteacher and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium. The school is accountable for identifying children's barriers to learning, identify provision and then monitor the impact of such provision.

### **Sports Premium Funding**

Physical education is an essential part of what we teach at Tutshill C of E Primary School; its goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports. It is present throughout our school day, starting before the bell has even rung and continuing through breaks and lessons to after school clubs. We aim to make our school as active as possible.

Through a focus on ensuring high quality physical education at Tutshill C of E Primary School, we provide young people with access to physical activity for life as well as building the foundation for future participation and performance in sport. A high quality PE programme will develop physical literacy and allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. PE also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork, communication and leadership.

## **4) External Inspection**

### **4.a) What was OFSTED's view of our school?**

Here is a summary extract of the OFSTED 2014 report into Tutshill School:

- The Head and the Deputy Head carefully check the quality of teaching. They provide good guidance to help improve it.
- The early years provision is outstanding, with children making outstanding progress in their learning.
- Pupils make good progress overall across Key Stages 1 and 2 in reading, writing and mathematics.
- Since the last inspection, attainment has stayed well above the national average at the end of Key Stages 1 and 2.
- Pupils say they feel safe in school and that there is little bullying.
- Relationships are good, with pupils generally behaving well in lessons and around the school.
- The Governing Body is effective in questioning senior leaders about the quality of teaching and pupils' achievement.

To view the full report, please follow the link: <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/115655>

or visit the school website: <http://www.tutshillcofeschool.co.uk/>.

### **How have we responded to the OFSTED report?**

We are very proud of the OFSTED report and its judgement that we are a good school with 'Outstanding' early years teaching. This reflects the dedication and hard work of all the school community. Throughout the year, the Headteacher asks the staff to share how the priorities have been met and exceeded. This ensures that teachers are always striving for the best demonstrating a relentless drive for success. In order to ensure the school is able to maintain its 'Outstanding' grading in Early Years, the Headteacher and Deputy Headteacher will focus and reflect upon provision and delivery of teaching and learning.

Whilst we were extremely pleased with the report we have put in place an action plan to address the observations in the report. The action plan is being progressed by the Headteacher and her team and monitored by the Governing Body.

### **4.b) School Inspection of Anglican and Methodist Schools, SIAMS**

We are outstanding!

SIAMS inspections focus on the effect that the Christian ethos of the church school has on the children and young people who attend it. Church schools will employ a variety of strategies and styles, which reflect their particular local context or church tradition in order to be distinctive and effective. Inspectors will, therefore, not be looking to apply a preconceived template of what a church school should be like.

The principal objective of a SIAMS inspection is to evaluate the distinctiveness and effectiveness of the school as a church school.

Towards this objective, inspectors seek answers to four key questions

- How well does the school, through its distinctive Christian character, meet the needs of all learners?
- What is the impact of collective worship on the school community?
- How effective is the Religious Education?
- How effective are the leadership and management of the school as a church school?

The development of our vision and values, the approach we take toward collective worship, the delivery of Religious Education and of course the support we have from our school community means we are an 'outstanding' school. The children fully understand the impact the values have upon them in school but also their lives outside of school.

Please take a look at the full report on the school website:

[http://www.tutshillcofeschool.co.uk/website/siams\\_inspection\\_report/209365](http://www.tutshillcofeschool.co.uk/website/siams_inspection_report/209365)

## 5) The Governing Body

**Chair:** Mr Robin Riordan

**Vice Chair:** Dr Marion Evans

**Clerk to Governors:** Mrs Cathy Linden

**Head Teacher:** Miss Jennifer Lane

**Ex-officio Foundation Governor:** Rev David Treharne

**Foundation Governor appointed by the Diocese:** Ms Marilyn Henderson (1/09/2014-31/08/2018)

**Foundation Governor appointed by the Diocese:** Mr Robin Riordan (01/03/2013-28/02/2017)

**Parent Governor:** Mrs Alex Watson (2016-2020)

**Co-opted Governors:** Dr Marion Evans (01/07/2015-30/06/2019), Mrs Katharine Clarke (01/10/15-30/9/19),

**Staff Governors:** Mrs Amanda Cooper (05/10/2015-06/10/2019), Mrs Karen Dursley (01/09/2015-31/08/2017)

### **Associate Members: Term of office 1 year from 1 September 2016**

Mrs Louise Byrne-Jones (Voting rights as an Associate Member): Teaching & Learning Committee

Mrs Natalie Fryer (Voting rights as an Associate Member): Teaching & Learning Committee

Mr John-Ross Henderson: Teaching & Learning Committee

Mrs Ruth Rusling: Teaching & Learning Committee

We currently have 2 Parent Governor and 1 Co-opted Governor vacancies. If you are interested in becoming a Governor, please contact the school office.

All minutes from Full Governing Body meetings are available on the school website. Please feel free to read the minutes to give you a further insight in to how the Governing Body supports growth and development of Tutshill School. Should you like to know more about the governors, please refer to the school website.