

The High School, Cookstown



Annual Report of the Board of Governors 2020/21



Cookstown High School
Combined Grammar & Secondary School

October 2021

Dear Parent

As Chairman of the Board of Governors of Cookstown High School, it gives me great pleasure to present the Board's Annual Report to you for the year 2020/2021.

As the report will testify Cookstown High School has continued to enjoy academic and sporting success and endeavoured to provide opportunities for learning both inside and outside the classroom despite a challenging year. During the year, Covid-19 pandemic significantly disrupted normal life within the school, and it to the credit of pupils, staff and parents who showed such strong resilience to ensure an outstanding educational provision so that young people achieved their personal best.

The pastoral care and wider provision of the school is exemplary reflecting the Christian ethos through school life.

The Board of Governors has carried out its delegated responsibility, supporting the school through the work of the many committees whose remit including the areas of staff appointments, finance health and safety, and curricular development. I can assure you that the Board of Governors has carried out its statutory duties pursuant to the Education Reform (NI) Order 1989 and other relevant legislation. The commitment to service on the Board of Governors is not taken lightly.

I would like to pay tribute to the Governors for their expertise and support and thank them for their service so readily gifted to the school. The Board of Governors is committed to continue promoting and expecting continuous improvement and the provision of the very best grammar and secondary education for our children, regardless of ability or background.

The High School is a busy organisation, and we owe a debt of gratitude for the work and dedication that the Principal, Vice Principals and all staff, both teaching and support, to enable year on year success academically and across the range of activities provided. The school continues to thrive and go from strength to strength.

There is so much that the Board of Governors commends to you about this report and we feel very proud to be associated with Cookstown High School. We thank you for your continued interest and support of the work at the High School.

Yours faithfully

Lynne Dripps
Chairman of the Board of Governors

Ethos, aims and mission

Our ethos is the core atmosphere, or spirit, of the High School. All our policies and procedures are drawn from and influenced by our ethos. The aims are what we try to do on a day to day basis while our mission sets out our core objective.

The school's statement of ethos:

As a school founded upon Christian principles, we believe in and celebrate the uniqueness of each individual and encourage all members of our community to show respect for all.

We seek the development of Character through Knowledge believing each individual has a duty to build a community, to strive to do their best, to show compassion for those in need, and to take responsibility for their own words and actions.

Cookstown High School seeks to develop young people who are independent learners and active citizens.

The School's aims:

1. To develop the full potential of each pupil by promoting a sense of personal achievement and enjoyment in the pursuit of academic and vocational excellence.
2. To enable pupils to gain qualifications relevant to further education, higher education, employment and adult life in a rapidly changing world.
3. To create a caring school community in which staff and pupils live and work together in mutual respect and in which the personal problems of individuals receive a sympathetic and understanding hearing.
4. To set high expectations for learning, behaviour and dress code.
5. To help pupils acquire self-discipline, self-respect, self-confidence and a wide range of knowledge and skills.
6. To help pupils communicate by effective use of language, written, spoken and electronic.
7. To create an awareness and develop an understanding and tolerance of other ways of life.
8. To help pupils, through their studies, to an aesthetic appreciation of human achievements in the Arts and Sciences and to encourage exploration of their own personal creativity.
9. To help pupils appreciate the importance of physical and intellectual pursuits outside the classroom.

The school's mission:

To promote and provide Excellence, Opportunity and Support.

Annual Report of the Board of Governors of Cookstown High School for the Year 2018-19

Annual Report of the Board of Governors of Cookstown High School, in accordance with Article 20 of the Transitional Scheme of Management.

Members of the Board of Governors:

Name	Role	Governor Type	Re-election/appointment
Mrs Lynne Dripps	Chairman (ex officio on all committees)	Parent Representative	2019
Rev Thomas Greer	Vice Chairman	Parent Representative	2019
Mr M Farley	Designated Child Protection Governor,	Parent Representative	2019
Mr A Turkington	Chairman of Finance Committee	Parent Representative	2019
Mrs Iris McKeown	Designated Staff Welfare Governor	Transferor Representative	2019
Dr J Brown		Transferor Representative	2019
Mr B Wasson		Transferor Representative	2019
Mrs E Thompson		Transferor Representative	2019
Ms Karin Stewart		EA Representative	2019
Mr P Stewart		EA Representative	2019
Mr C Kerr	Chairman of Health and Safety Committee	EA Representative	2019
Mr G Carleton		Teacher Representative	2019
Mr N Graham		Teacher Representative	2019
Miss G J Evans	Principal & Secretary to the Board	N/A	N/A

Much of the work of the Board of Governors was done by its committees. Throughout 2020/21 the following committees operated:

Recruitment & Selection, Health & Safety, Staffing, Curriculum and Finance.

Pupil Enrolment

The School's Admission Number for 2021-22 was fixed at 180. On 31 October 2020 (the official School's census date) the number of pupils attending the School stood at 830.

Year Group	No of Pupils	No of Pupils with Statements of Special Education Need
8	160	4
9	133	4
10	128	7
11	138	8
12	135	6
13	76	0
14	60	0
Total	830	29

The School Day

School Timetable	
9.25 – 9.50	Registration/Assembly/Form Tutors
9.50 – 10.40	Period 1
10.40 – 11.30	Period 2
11.30 – 11.50	Break
11.50 – 12.40	Period 3
12.40 – 13.30	Period 4
12.40 – 13.05	Period 4A
13.05 – 13.45	Red Lunch
13.45 – 14.15	Period 4B
13.30 – 14.10	Blue Lunch
14.10 – 14.15	Bags
14.15 – 15.05	Period 5
15.05 – 15.55	Period 6
15.55 – 17.00	Extra-Curricular Activities

Term Dates and Holidays 2020-21

Term Dates and Holidays	
Tuesday 1 st September 2020	First Day of Winter Term
Monday 26 – Friday 30 October 2020	Winter Half Term
Friday 18 December 2020 – 12.30	Last Day of Winter Term
Monday 4 January 2021	First Day of Spring Term
Thursday 18 February – Friday 19 February 2021	Spring Half Term
Wednesday 17 March 2021	St Patrick's Day
Friday 26 March 2021 – 12.30	Last Day of Spring Term
Monday 12 April 2021	First Day of Summer Term
Monday 3 May 2021	Bank Holiday
Wednesday 30 June 2021 – 12.30	Last Day of Summer Term

Pupil Attendance

Total days attended by all pupils on the college roll as a percentage of total possible days of attendance equalled 92%.

Financial Summary of the Year 2020/21

<u>Income</u>	£	<u>Expenditure</u>	£
Budget Share	3,621,514	Staff	3,563,038
Additional EA Funding	389,879	Fuel/Buildings expenses	102,813
Income	11,775	Maintenance	4,384
Balance from previous year	-1,566,688	Admin services/operating costs	19,630
		Cleaning	95,319
		Grounds	23,068
		Classroom Materials & resources	36,189
		Transport	6,856
		Exam / Link Course Fees	61,690
		Non-capital	24,607
		Capital	47,929
		Balance at year end	-1,529,043
	<hr/> £2,456,480 <hr/> <hr/>		<hr/> £2,456,480 <hr/> <hr/>

Support Fund

Since the last Annual Report the school has continued to benefit from a financial gift from Mrs Morrison which sponsors at prize on Prize Day.

For the period covered by this report income from the School Support Fund amounted to £9,508

The School Curriculum, 2020/21:

Pupils follow the Northern Ireland Curriculum and through it enjoy the opportunity to gain qualifications, skills and personal capabilities which will equip them for higher education, job skills programmes, further education and employment. We have been able to deliver the Curriculum effectively during school closures via the use of MS Teams and Google Classroom and thus ensuring that our pupils have continuity of learning.

Key stage three

At Key Stage 3 pupils studied a broad and balanced curriculum comprised of: Art and Design, Biology, Chemistry, Citizenship (LLW), Drama, Employability (LLW), English, French, Games, Geography, History, Home Economics, Information Technology, Mathematics, Music, Personal Development (LLW), Physical Education (including swimming), Physics, Religious Education, Technology and Design. Pupils had the opportunity to study two Modern Languages: French and Spanish.

Key stage four

At Key Stage 4 most pupils studied nine GCSE subjects. Pupils who present as Gifted and Talented may study additional subjects, if timetabling arrangements permit. Pupils entering Key Stage 4 had the opportunity, following individual interviews with a member of the careers guidance team in the spring of Year 10, to consider their preferred subject choices.

Some pupils studied a reduced number of GCSEs (7). In this option more time was allocated to core skills of Literacy and Numeracy. This equips pupils to be successful in their GCSE studies.

The following General Subjects were offered to GCSE Level: Agriculture and Land Use, Art and Design, Business Studies English Language, English Literature, French, Further Mathematics, Geography, History, Home Economics, ICT – Digital Technology, Mathematics, Music, GCSE Physical Education, Religious Studies, Single Award Science, Biology, Chemistry, Physics, Spanish.

The following Applied Subjects were offered to GCSE Level: Engineering – BTEC Level 2, Health and Social Care – BTEC Level 2, ICT– BTEC Level 2, Learning for Life and Work and Technology and Design.

Vocational Enhancement Programme

The school offered an additional modified curriculum to some pupils. These selected pupils attended Occupational Studies courses in Years 11 and 12 one day per week at South-West College. While in school a modified curriculum developed Literacy, Numeracy and ICT skills and offered opportunities to sit a reduced number of GCSE examinations. Usually pupils also attended work experience placements one day per week in Years 11 and 12, however there is a temporary pause on Work Experience, due to the Pandemic. It is recognised that significant numbers from this group gain full-time employment and training opportunities from their work experience.

The following subjects were offered as part of this programme: OCN ICT –Level 2, English, Mathematics, Religious Studies (non-exam), Single Award Science. In addition, pupils had the opportunity to study two of the following options; Hair and Beauty, Childcare, Digital Media, Catering, Vehicle Studies, Tourism Studies and Electrical Wiring Installation.

GCSE outcomes (2021) in comparison with 3 Year N. Ireland average and 2021 Averages (Non-Grammar).

	Pupils	% A*-C	% A*-E	3 Year NI Average % A*-C	3 Year NI Average % A*-E	NI Average 2021 %A*-C
Agriculture (GCSE_SA1)	12	91.7%	100%	75.9	94.8	81.3%
Art & Design (GCSE/FC_3510)	17	100%	100%	84.4%	97.9%	88.2%
Biology (GCSE/FC_1010)	74	94.6%	100%	88%	97.2%	88.7%
Business Studies (GCSE/FC_3210)	32	65.6%	81.3%	77.2%	96%	84.1%
Chemistry (GCSE/FC_1110)	44	79.5%	97.7%	90.5%	98.6%	91.1%
Design and Technology (GCSE/FC_8900)	45	95.6%	100%	78.2%	95.7%	83.1%
English Language (GCSE/FC_5030)	120	85%	100%	75.2%	95.3%	78.3%
English Literature (GCSE/FC_5110)	19	100%	100%	92.1%	99.1%	94.7%
French (GCSE/FC_5650)	7	100%	100%	79.3%	97.7%	85.4%
Geography (GCSE/FC_3910)	67	86.6%	95.5%	75.5%	94.9%	80.5%
History (GCSE/FC_4010)	46	89.1%	93.5%	76.1%	94.8%	80.5%
Home Economics (GCSE/FC_3310)	48	87.5%	95.8%	80.4%	97.7%	87%
Information Technology (GCSE/FC)	14	100%	100%	81.7%	97.6%	87.6%
Mathematics (GCSE/FC_2210)	120	81.7%	94.2%	59%	87%	62%
Mathematics Further (GCSE/FC_2330)	27	100%	100%	92.9%	98.3%	97.3%
Music (GCSE/FC_7010)	6	100%	100%	90.3%	98.7%	95.2%
Physics (GCSE/FC_1210)	39	87.2%	97.4%	91.7%	98.7%	93.3%
Religious Studies (GCSE/FC_4610)	57	93%	100%	80%	85.1%	84.9%
Science Single Award (GCSE/FC_1310)	16	68.8%	100%	75.5%	95.7%	79.3%
Spanish (GCSE/FC_5750)	11	100%	100%	86.2%	98.8%	88.3%
Sport/PE Studies (GCSE/FC_7210)	22	77.3%	95.5%	83.5%	98.8%	90.4%

Applied Subjects (2021 with NI Average)

	Pupils	% D*-D (%A*-A)	% D-M (% A-B)	% D*-P (% A*-C)	NI Average 2021 % A*-C
Health and Social Care	36	44.4%	66.7%	75%	<i>Not Available</i>
Engineering	26	50%	73.1%	88.5%	<i>Not Available</i>
ICT	38	25%	72.4%	84.2%	<i>Not Available</i>
OS Construction (COA/B_OS02)	5	-	66.6%	100%	100%
OS Business Studies (COA/B_OS01) Level 2	2	-	50%	50%	92.9%
OS Design and Creativity (COA/B_OS03) Level 2	2	-	50%	50%	92.3%
OS Engineering	6	-	60%	60%	93.1%

- For Applied subjects the equivalence is provided in brackets

Key stage five

A highly academic, Advanced Level GCE programme is available in Sixth Form with the aim of preparing students for entry to the Universities and courses of their choice including Cambridge and Oxford.

Examination subjects offered 'in house' at GCE AS and A2 Level: Art and Design, Biology, Business Studies, Chemistry, English Literature, French, Further Mathematics, Music, Geography, History, Home Economics, Information Technology, Mathematics, Physical Education, Physics, Religious Studies, Spanish and Technology and Design.

At BTEC Diploma Level 3 (two A Level equivalent): Health and Social Care and also Engineering. We also deliver a Level 3 National Extended Certificate in Sport.

Subjects offered at A Level and in collaboration with the Area Learning Community, Psychology.

Those offered at BTEC Subsidiary Diploma Level 3 (one A Level equivalent) and in collaboration with the Area Learning Community: Agriculture and Land Use, Creative Media, Performing Arts and Travel and Tourism.

Year 13 pupils studied up to 4 AS Levels selected from those available and they could also access non-examination Physical Education and Careers Education.

An Enrichment Programme operated for Year 13 pupils. Beyond their academic studies these students may participate in paired reading to support literacy development throughout the school, drama, the production of a school community news sheet and support work in primary schools or residential homes, most of these opportunities were disrupted and paused due to the Pandemic.

The school followed specifications offered mainly by the Examining Board, CCEA at GCSE and Advanced Level GCE. The specifications are regularly reviewed with the aim of maximising the attainment of pupils. In 2010/21 most Sixth Form pupils progressed to their first choice university.

Pupils participate in collective acts of worship throughout the school year. Parents have the right to withdraw their child from Religious Studies programmes and acts of worship on the grounds of conscience and for reasons of health only. Such a request must be made in writing and agreed with the School. Pupils excused from Morning Assembly are provided with alternative supervised accommodation in the Lecture Theatre so that news relevant to the school community can be shared with them.

GCE outcomes (2021) in comparison with 3 Year N. Ireland average and 2021 Averages (Non-Grammar).

	Pupils	% A*-C	% A*-E	3 Year NI Avg % A*-C	2021 NI Avg % A*-C
Art & Design (GCE/A_3510)	2	100.00%	100%	90.1%	93.1%
Biology (GCE/A_1010)	22	87%	100%	85.5%	90.6%
Business Studies (GCE/A_3210)	9	80.9%	100%	79.6%	88.6%
Chemistry (GCE/A_1110)	8	100%	100%	90.2%	96.3%
Design and Technology (GCE/A_8900)	12	92.3%	100%	79.1%	86.2%
English Literature (GCE/A_5110)	5	100%	100%	87.7%	93.4%
Geography (GCE/A_3910)	14	100%	100%	86.0%	90%
History (GCE/A_4010)	4	100%	100%	83.2%	91.7%
Home Economics (GCE/A_3310)	9	100%	100%	<i>Not Available</i>	84.5%
Information Technology (GCE/A_2650)	8	100%	100%	75.80%	89.1%
Mathematics (GCE/A_2210)	7	71.4%	100%	87.8%	93.2%
Mathematics Further (GCE/A_2330)	3	100%	100%	<i>Not Available</i>	<i>Not Available</i>
Physics (GCE/A_1210)	7	100%	100%	<i>Not Available</i>	<i>Not Available</i>
Psychology (A_4850)	2	100%	100%	<i>Not Available</i>	<i>Not Available</i>
Religious Studies (GCE/A_4610)	21	100%	100%	89.2%	93.3%
Sports Studies (BTEC/SD3_MA1)	11	100.00%	100%	<i>Not Available</i>	<i>Not Available</i>

Applied Subjects (NI Averages are not available)

Grade and A Level Equivalence	Engineering	H&S Care (Single Award)	ICT	Multimedia		H&S Care (Double Award)
D* (A*)	0	6	6	0	D*/D (A*/A)	1
D (A)	3	0	1	0	D/D (A/A)	2
M (B)	1	0	1	0	DM (A/B)	2
P (C)	1	1	0	1		
Entries	5	7	8	1		5
D*-D (A*-A)	60%	85.7%	87.5%	0	D*-M	100%
M (A*-B)	80%	0%	100%	0		
P (A*-C)	100%	100%		100%		

Area Learning Community (ALC)

The High School is a member of the Dungannon and Cookstown ALC. The Principal regularly represented the school at meetings of ALC Principals. There has been cooperation between ALC schools on SEN matters, Learning and Teaching, Careers Education Information Advice and Guidance, literacy, numeracy and staff wellbeing. The Principal chairs the Learning and Teaching sub-committee which has seen much development and engagement across the ALC. The bulk of collaboration in the provision of subjects takes place with Holy Trinity College, Cookstown and the South West Regional College.

Shared Education Project (SEP)

Now in its sixth year, the Shared Education Signature Project (SESP) between Cookstown High School and Holy Trinity College had intended to maintain and expand the work between both schools; however, the impact of COVID 19 meant activities had to temporarily stop.

Previously, both school's Art Departments collaborated on workshop events, supporting pupils in their GCSE practical work. A variety of different artists had been planned to visit to help pupils develop new skills and complete pieces of work that could be added to their final GCSE projects.

The Maths Department in both schools also intended to focus on under attainment at GCSE as well as promoting uptake of the subject at exam level. Collaborative Maths GCSE revision workshops were planned for a number of Year 12 pupils who were falling behind their target grade of a C, with one to one assistance and additional revision material offered to them.

The English Departments intended to continue their Public Speaking Project with collaborative workshops for all Year 8 pupils as well as their GCSE English Literature visit to the Seamus Heaney Centre. In term three, collaborative English GCSE revision workshops had been planned for a number of Year 12 pupils.

Both Careers' Departments intended to hold their Interview Skills Days for all Year 12 and 14 pupils. In addition, both Departments also planned for a Careers Convention for all Year 12 and Year 13 pupils to attend.

Pupil Outcomes:

It is a fundamental aim of the Cookstown High School to ensure that the young people who leave us at Year 12 or 14 have the best quality relevant qualifications possible.

Examination Data

The High School is a successful school as the following statistics demonstrate. Further examples of both the school and individuals' academic and extracurricular achievements are included in the Prize Day address and the school magazine and also the School Facebook page.

GCSE Attainment

	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
5+ GCSE (grades A*-C)	63.8	72.4	65.2	66.9	64.9	60	71.9	68.6	79.5	81.3	78.4	86.2	88.4
5+ GCSE (grades A*-C) English & Maths	51.3	55.9	52.2	45.4	53.6	46	63.0	48	60.7	60.9	68.0	67.3	76.8

GCE A Level attainment

	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
3+ A-C	69.4	68.9	61.8	45.3	61.2	62	65.3	64.7	66.7	71.4	81.1	78	85
2+ A-E	93.1	98.6	96.6	80	97	97	98	100	100	95.0	100	97.3	97.4

Extra and Co-curricular activities:

Given the challenges of the pandemic many of the extensive range of extra and co-curricular opportunities, educational and cultural visits throughout the year were paused due to government restrictions and guidance. During lockdown, activities such as fitness challenge, readathon, virtual science club and baking encouraged a sense of community, competition and enjoyment.

In June, many departments took the opportunity to broaden their curriculum so that pupils could take advantage of their local community through historical and RE visits, appreciation of local architecture and nature in art, talent show and the like thus enhancing creativity and enjoyment of the subject.

Links with the community

The school's links with the wide community have been developed to support young people's welfare and mental health during the pandemic.

We continued our successful partnership with the Music Service for Pipes and Drums with more pupils joining the CHS Pipe and Drum Corps. A healthy relationship continues with Cookstown Hockey Club and the Royal British Legion involving the sharing of facilities. On several occasions each year the grounds are utilised by motor home clubs and most Saturday mornings by the East Tyrone cycling club. In September the Mid Ulster solo piping and drums contest was held in the grounds.

Members of 'clergy' from local churches have provided on-line assemblies throughout the year. Throughout the year the school continued to develop its social media presence with a popular Facebook page and through the use of Twitter. The school featured in the local press, namely the Mid Ulster Mail and the Tyrone Courier.

During 2020/21 the Parents Teachers and Friends Association (PTFA) and a Former Pupils' Association (FPA) activities have had to be paused due to the pandemic

The Senior Prefect Team works with the VP (Pastoral) as a charity committee. The school has continued to be active in supporting local charities and helping those overseas.

Parents and other stakeholders are always welcome at school and the Leadership Team makes every effort to be accessible. To ensure accessibility prospective visitors are encouraged to telephone in advance and make an appointment. Details of the procedure to register complaints are on the school website, www.cookstownhighschool.org.

Special Educational Needs:

The SENCo continues to liaise with the EA, and other appropriate outside agencies to avail of appropriate support for the pupils with statements of Special Educational Needs. In the past year the SENCo worked proactively to identify pupils and seek diagnoses where appropriate, working closely with the Educational Psychologist and other specialist teams. This is made possible by the implementation of a new referral system brought to staff and operating across the school.

The SENCo and LSA's have availed of appropriate training throughout the year, with a particular focus on ASD. Mr G Hamilton (SENCo), Heads of Year, the VP Pastoral and the assistant SENCo, (Mr L Forbes) continued to work closely to ensure that barriers to learning were overcome and that pupils with Special Educational Needs were treated no less favourably than other pupils under Code of Practice for SEN (1998), (2005) and began to implement the SEBD Act 2016. We are currently engaged in a practice of continual review around examination access arrangements and reasonable adjustments made within the classroom and at examination periods. The team has also continued to review the use of assistive technologies and sought to increase provision in the form of Chromebooks, and spell checkers for pupils with dyslexic tendencies. Promotion of Read/Write and Immersive software across the curriculum and to all pupils has also taken place. SEN matters remain a focus in the School Development Plan, the remainder of the year will focus on putting plans in place for the implementation of the new SEND Act as well as a further developing strategies to support pupils with dyslexia and dyscalculia as well as a specific focus on Language difficulties.

Security and safety:

The safety and security of all who are on the High School premises continues to be a key priority for the Board of Governors. We continue to refine and develop the measures to safeguard the site and all who work on and visit the site through:

Adhering to visitor protocol, visitors to the school are required to report to Reception where they will sign in and wait to be accompanied to the part of the building they need to visit. Whilst in the building they are expected to wear a visitor pass. Staff have been informed that they should challenge members of the public walking about the building unaccompanied and ask to see their visitor pass. The Access Control System has been updated, with a barrier system in place at the front and back of the building; systems updated in separate buildings, and a new system installed at reception;

- A critical incident response team is in place which considers safety issues and undertakes fire drill evacuations. The school has a number of trained first aiders and a Health and Safety Officer among the staff;
- Regular emergency evacuation drills were conducted during the year. The fire drill was checked weekly;
- Updating emergency lighting systems is ongoing;
- Updating emergency doors is ongoing;
- Reviewing traffic management with EA who are now in process of organising a full assessment of the campus
- Following all ministerial announcements, PHA and Department of Education advise during the Covid 19 pandemic.

Contacting the School:

If you wish to:

- Obtain more information about school policies and procedures
- Discuss your child's progress or well-being
- Express your views about any aspect of school life

Please contact the school by telephone or, if you wish to come in person, please speak to a member of staff at Reception in the Morrison Building. If a meeting is required, a date and time can be arranged with the appropriate member of staff, usually the Head of Year in the first instance. On your arrival, for any appointment, please report to Reception.

When you contact the School please give the following information:

- your name
- your child's name and class
- the nature of your concern
- how and when you can be contacted

In an emergency a Vice-Principal or other designated member of staff will speak to you immediately, where possible. Other telephone calls will be returned at the first available opportunity.

Expressions of concern and/or complaints will be treated in confidence, where possible, and at no time need you be concerned that complaining will in any way adversely affect your child's experience at school. Parents should have confidence that the school will always place the interest of the pupil first. The school will not respond to anonymous complaints.

Notification to parents:

The parents of all registered pupils will be informed of this report and that copies of it are available to them free of charge upon request from reception. It will be signposted on the CHS Facebook page and on Twitter. A link to this report will be placed on the school website. Copies of this report will be available for inspection at all reasonable times.

G J Evans BA (Hons), PGCE, NPQH
Secretary to the Board of Governors, October 2021