



Howard of Effingham School

Governors' Report to Parents 2015-2016

Chairman's Introduction - by Mark Swyny

As chair of the Local Governing Body at The Howard, I am pleased to present to you the annual report to parents for the last academic year. This report highlights the work of the governing body as well as providing insights into other school activities.

In stepping back and considering the bigger picture I am reminded that the educational landscape continues to change, and these changes have a very real impact on our school, requiring time and effort from staff and governors.

Educationally The Howard continues to deliver a strong track record of achievement and our public examination results for last year reflect this. Students achieved 82.5% A*-C at A level of which over 30% were A* or A grade. Full details of the school's results can be found on page 6. These results are delivered with a truly comprehensive intake and we continue to work to bring out the best in every child regardless of ability.

There have been a number of major changes to the curriculum which the school has had to prepare for, and which requires significant additional effort from staff. These include the move to linear A levels from 2017, with outcomes determined by exams at the end of the 2nd year, an approach familiar to many of us from our own school days. The GCSE grading scheme has also changed to a 9-1 rank (replacing A*-E) and grade boundaries and performance expectations will move, resulting in greater uncertainty for students and teachers whilst the new system beds in over the coming years.

As part of The Howard Partnership Trust (THPT), we benefit from the knowledge and expertise both within The Howard and across other partnership schools, which allows us to draw from a range of experience when dealing with these changes, to ensure we deliver the best outcomes for students.

Managing the financial challenges remains a key area of focus for us and many other schools. In real terms we have had to deal with around a 10% increase in cost in real terms (driven by national pay awards, NI, pension and apprenticeship levy as well as inflation) which means a continuing focus on cost management in the short and medium term.

Many of you will be aware that we are working hard to secure a new home for The Howard that will allow us to deliver a high quality education for future generations of local children. Prospective parents who tour the school often comment on the challenging premises, and it is testament to all the staff that we deliver positive outcomes for students despite the constraints of our buildings and site. It was therefore extremely disappointing that our initial planning application was rejected by Guildford Borough Council. The planning appeal process is underway and the appeal will be heard in March 2017. I know there are strong views both for and against our plans, but am extremely grateful to the many hundreds of you who took time to register your support for our proposals, which demonstrated a majority believe that The Howard needs a new school.

Towards the end of the summer term I had the opportunity to attend some of our celebration of achievement events. These reminded me of the tremendous talents of our students, showcased through sporting achievement, professional school drama productions, the impressive arts exhibition, community engagement and other extra-curricular activities. None of these would be possible without the willingness of staff to give up their own time to support and encourage students to develop and showcase their talents and I am grateful for all the staff for what they do.

Finally, it was pleasing that Eastwick Infant and Junior schools have joined THPT, allowing us to grow The Howard family and further strengthen the links with our local primary schools. Staff at The Howard already work closely with St Lawrence (who joined THPT in 2014) allowing primary students to experience elements of life in secondary school. Details of how we work with all our local schools through the Effingham Learning Partnership can be found on page 3.

I hope you find our annual report of interest. If you have any questions or would like further information, please contact the Clerk to the governors, via the school.

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Public Examination Report – by Sarah Stanton, Deputy Head

The summer 2016 examination results, yet again have given us much to celebrate and they have provided a very encouraging start to the new academic year. Within our broad range of intake, comprehensive as it is, what is most important is that the students get the highest grades of which, as individuals, they are capable. Within the next few weeks and months, as more information becomes available to us, we will analyse in depth the value-added aspects of the results. There were some superb individual achievements this summer.

'A' Level

Students collectively achieved 11.2% of passes at A* compared to 8.1% nationally

30.3% of all grades were at grade A/A* compared to 25.8% nationally

59.0% of all grades were A*-B compared to 52.9% nationally

82.5% of all grades were A* to C compared to 77.6% nationally

99.4% pass rate compared to 98.1% nationally

Well-deserved results have enabled students to take up places at their chosen university or post 18 plans

The complete set of results is presented on page 6

KS4 Results

At KS4 in 2016 our results were, yet again, extremely pleasing with some truly outstanding individual performances. With the introduction of the new headline measures, we report on a new set of outcomes.

78% of Year 11 students gained A*-C grades in English and maths (national figures not yet published)

43% of students achieved the 'Ebacc' compared to 24% nationally (2015)

An Attainment 8 score of 5.7 which is just below a B grade across the subjects that are included in the attainment 8 score (English, Maths, 3 Ebacc subjects, 3 further qualifications)

The final headline measure is the Progress 8 score. As this is calculated using national data, our score is yet to be confirmed.

The complete set of results is presented on page 8

I am sure parents would agree that national successes such as the public examination results this year reflect both hard work on the part of the students and teaching of an exceptional quality.

Attendance Information

Total number of registered pupils of compulsory school age on roll for at least one session during the reporting period to 13 May 2015	1226
Percentage of pupil sessions missed through unauthorised absence	4.1%
Incidence of authorised absence	0.5%

Admissions and Student Numbers

Student numbers remain very high with the total number on roll in September 2016 being 1539. Inevitably this leads to accommodation problems, the school being so full and exceeding its planned capacity of 1,522. The number of students enrolled into Year 12 in September 2016 was 152. Together with our Year 13 of 160 this constitutes a very large Sixth Form population of 312, which represents one of the largest school Sixth Forms in Surrey.

Once again the school was over-subscribed for entry into Year 7 in September 2016 with 279 first ranked preference for a Published Admission number of 240. There were 5 appeals made by parents hoping to achieve a Year 7 place for their son or daughter and all were successful.

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Effingham Learning Partnership (ELP) - by Dave Ashby, Deputy Head

This year has been another busy one for the Effingham Learning Partnership, with the implementation of a wide range of initiatives designed to have a positive impact on the learning outcomes and wellbeing of children in the eleven schools.

Following a successful external funding bid, members of staff from across the confederation attended Mindfulness training courses, providing a foundation from which they can go on to train to deliver mindfulness techniques to students. These techniques are increasingly widely used across the UK to reduce anxiety and stress and to enable children to engage more readily with school life. This year ELP also received funding for an online safety initiative that will include information sessions for parents and children delivered by Childnet in the spring term. Complementing this, school IT specialists will be meeting together to share best practice and to develop a common approach to the challenges of ensuring online safety at transition points, particularly from KS2 to KS3.

Music has long been a fertile area for cooperation within the ELP schools. In April this year, over 300 Year 2 pupils from eight schools participated in the ninth Infant Music Festival, accompanied by Year 10 students from The Howard. The highlight of the morning was the demonstration by The Howard students of their various instruments, and the younger children left the building thoroughly inspired. This year ELP set up a joint musical instrument library featuring ukuleles and djembe drums, funded through the EMI Sound Foundation and the HR Taylor Charitable Trust. In addition all schools were provided with a class set of ukuleles.

The ELP multi-activity Holiday Scheme for children aged 5-13 took place again this summer at The Howard, with the team from Planet Education welcoming more participants than ever before. ELP schools allocated vouchers for free places to families needing additional support for a range of reasons. Feedback on the scheme from parents and children was overwhelming positive, and it was particularly pleasing to see how well the team supported those children with additional needs who attended the programme.

Children from different ELP schools came together in the course of the year for curriculum enrichment activities. Students from The Howard led the ELP Confederation Council, with members aged 6-18 years. July saw a Modern Foreign Languages Transition Day, with children from Year 6 coming to The Howard to practise their French. They played boules, bingo and Pictionary, as well as sitting down for a snack in a French café, hosted by Year 10 and Year 12 students.

ELP Home School Link Workers (HSLWs) continue to support families through one to one sessions with parents and/or children, home visits, signposting to relevant outside agencies, transition support and parenting courses. They also obtain significant levels of additional funding for families from external sources.

Personnel, Student and Community Report - by Neil Higgins, Chair of Committee

As a newly elected parent governor aside of board governance I found myself faced with the prospect of joining either F+F (Finance and Facilities) Curriculum or PSC. Intrigued by the fact that I initially had no idea as to what the PSC might possibly do I immediately selected to serve on that committee. I soon found out that PSC stands for Personnel, Student and Community.

Consisting of Governors, the Executive Head, Head of School and members of the Senior Leadership Team (SLT) and meeting on a termly basis the remit is very much concentrated on the pastoral care and welfare of both students and staff alike and matters concerning the broader local community.

Education is a dynamic and evolving process with recent emphasis on topics such as child safety, student health, both physical and mental, or staff work/life balance issues and we continually monitor and report on Staff and Governor training and development to ensure that we and the school maintain best practice. Governors are also tasked with undertaking regular school visits to observe a typical (if there is such a thing) school day and ensure the successful implementation of policies.

Aside of the routine of interrogating the progress of the School Improvement Plan and ensuring that policies meet with legislative requirements, review of attendance absence, isolation and exclusion and activities undertaken by the school are all scrutinised via comprehensive data capture and reporting software technology that the SLT are constantly updating and evolving. We will be reviewing with interest and high expectations the 'flight path' system which will be firmly established to monitor pupil progress throughout their academic life at the school.

Personnel, Student and Community Report *(continued)*

One of the most gratifying aspects of the PSC is that it's inclusive by nature, enjoying interaction with staff, student parents and local community groups. In particular, student engagement is encouraged and the Head Boy and Head Girl are given the opportunity to attend in part and report to PSC on the consensus from the school council on issues of the term. Further student representation feedback comes from the School Nutrition Action Group (SNAG) which meet every half term to discuss ways to improve all matters relating to delivery of meals and the canteen facilities. Parental comment and assessment is reviewed each term and we discuss issues raised and improvements proposed, so when you are constantly reminded to return the questionnaires at parent evenings etc it is for good reason! The work of Effingham Learning Partnership (ELP), our confederation with local primary schools, is reported to the committee at every meeting as is engagement with stakeholders in our local community. We also receive reports from the school's meetings with local community groups and the Parent's Forum.

It is therefore pleasing to recount that on yearly review the substantive effort that all place on the collation, scrutiny and effective application of data and feedback do contribute and make a significant enhancement to the school and community at large. As two examples illustrate - attendance at The Howard was already exceptionally high in comparison to national and local data but on a like for like basis went from 2015 at 95.3% to 2016 95.9% whilst 2016 results in GCSE and A Level in particular stand positive in comparison to any other establishment's achievements.

Curriculum Report – *by Tracey Wood, Chair of Committee*

The curriculum committee works closely with the school to review targets, plan and set targets for the future development of the curriculum and to monitor the objectives set in the School Improvement plan.

GCSE and A level results were strong again this year as can be seen in the Public Examinations report on page 6. The committee will be undertaking its annual detailed review of all exam results and working with the school towards identifying faculty specific priorities for the coming year.

Individual Governors are linked with all curriculum areas, and undertake visits to further enhance their understanding of the school work, celebrate success and highlight areas of good practice.

This academic year has seen the beginning of a number of government driven changes to the curriculum, assessment and examination systems.

At KS3, five subjects (English, maths, science, PE and computing) used the new flightpath assessments and reporting with the removal of national curriculum levels. This has required staff to write their own grade descriptors based on the requirements at GCSE and mapping them back through Year 7 – 9. For some subjects this was made even more challenging because some of the KS4 specifications were not released until part way through the year. The remaining subject areas have been preparing for the use of flightpath assessments and reporting for September 2016.

At KS4, teaching of the new English and maths GCSE specifications has begun with Year 10 (due to sit examinations in July 2017). These students will receive grades 9 – 1 for the first time. The majority of the remaining subjects have been preparing to start delivering their new GCSE specifications with 9-1 grades in September 2016.

At KS5, a number of subjects have begun the new linear A-level specifications where students for the first time in many years will be assessed solely by 100% examinations taken at the end of Year 13. The majority of subjects which have yet to start on the linear A-level specifications have been preparing for the start of these.

Additionally, in September 2016, Year 7 students have entered the school with new KS2 scores. Teachers are working hard to interpret these and to understand fully the implications for the teaching and assessment at KS3. The Curriculum committee will be continuing to support and monitor the school throughout this unprecedented time of curriculum and assessment change.

Special Educational Needs Report – by Julie Menhennett, Assistant Head Inclusion/SENCO

The academic year 2015-2016 continued to see changes within special educational needs both nationally and within school. This was a year of embedding the changes as a result of SEND14, the biggest national change within special educational needs for thirty years. With the increased expectation of meeting the needs of students with additional needs in the classroom by the teacher, the focus has continued to be on quality first teaching. A CPD programme was in place throughout the academic year, providing training in different areas of need including hearing impairment, differentiation, ADHD, attachment, Inclusive teaching at KS5, access arrangements and meeting medical needs. In addition, the weekly inclusion bulletin continues to keep staff informed of strategies to support students with their learning and the needs of individual students.

The SENCo at The Howard continues to work very closely with other partnership SENCOs, sharing best practice on a regular basis. This forum has proved an invaluable resource.

Access arrangements for national exams in KS4 and KS5 continues to form a large part of the Inclusion role at The Howard. The SENCo is now a qualified access arrangements assessor, having achieved the Level 7 PAPAA qualification in June 2016, and is therefore able to use standardised assessments to test for access arrangements including extra time, reader and scribe. We are currently in the process of streamlining our policies and procedures, ensuring that all staff are aware of the role that they have in this process.

Communication continues to be vital and much time is spent liaising with staff and parents to ensure that the correct provision is in place for identified students. The role of keyworker continues to be an important part of the Inclusion role and parents have commented on the effectiveness of this provision. This role has been a support throughout the transfer of statements to education, health, care plans (EHCPs). All but Year 8 have now been transferred so we are in line to meet the national deadline of April 2018.

The Howard has been working with Surrey County Council on a pilot project focusing on the 'Index for Inclusion: a guide to school development led by inclusive values'. Through this project, we are aiming to develop a set of inclusive visions and values, working with all stakeholders. This is an ongoing project which will be further developed throughout the following year.

The focus for next academic year continues to be enhancing the quality first teaching, giving staff the expertise and skills to meet the additional needs in the classroom. It is also on sharing best practice across THPT schools, looking at ways in which we can make efficiencies. Most importantly, we need to ensure that we have effective provision in place that meets the needs of the students, enables progress and attainment, whilst ensuring that the students have positive mental health all while being financially viable.

Finance & Facilities Report – by Sally Williams, Chair of Committee

As the name of the Committee suggests, we have two roles: the first centres around setting and monitoring the school budget, the second focuses on the provision of facilities in and around the school. At the time of writing this finance section of the report the school's accounts for the year to the end of August 2016 had not been finalised. The financial data provided below is therefore based on the financial plan for the year to 31 August 2016. Financial Management strategies implemented during the year are expected to enable the school results to improve on this planned position.

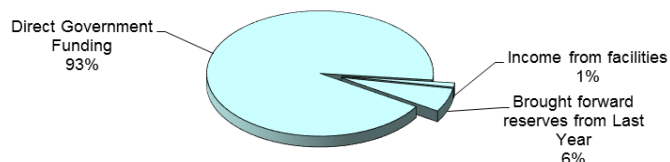
The school also manages the funds for the Effingham Learning Partnership and planned 2015-16 expenditure was managed within the available funding levels.

A summary of the budgeted figures for Howard of Effingham School for the 2015-16 financial year are presented in the pie charts (*see next page*).

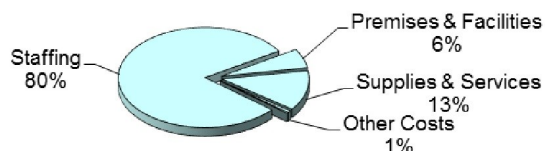
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Finance & Facilities Report – Continued

Financial Year 2015-16 Budget
Total Funding available, including brought forward reserves
from 2014-15: £7,778,7433



Financial Year 2015-16 Budget
Total Expenditure:
£7,778,433



The annual financial audit for The Howard Partnership Trust (THPT) for the year ended 31 August 2016 is currently underway. The financial results of Howard of Effingham School will be incorporated into THPT accounts and consolidated with other member schools for the period (Thomas Knyvett College, Oxted School, Kenyngton Manor Primary School, St. Lawrence Primary School, Eastwick Junior School, Eastwick Infant School and Cuddington Community Primary School). The deadline for filing the THPT statutory return and accounts with the Education Funding Agency remains as 31 December 2016, and accordingly, these results will be published on schools websites in January 2017.

As advised in our 2015 report, schools nationally are facing an increasingly austere financial climate and there are no signs that this will change in the near future. As noted above The Howard benefits from being part of a successful Multi Academy Trust, THPT, which enables it to work collectively to obtain value for money outcomes across the partnership.

Examination results Summer 2015

KS5 SUBJECT RESULTS

2016 – Year 13 Leavers

	A*%	A*-A%	A*-B%	A*-C%	A*-E%
2016 Cohort	11.2	30.3	59.0	82.5	99.4
2015 Cohort	9.0	29.2	57.5	78.9	99.3
2014 Cohort	9.2	25.2	51.7	78.7	98.2
National 2016	8.1	25.8	52.9	77.6	98.1

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Examination results Summer 2015

2016 – Year 13 Leavers

Results by Subject

A Level qualifications	Entries	% A* to A	% A* to B	% A* to C	A*	A	B	C	D	E
Biology - GCE Advanced	38	24%	55%	82%	4	5	12	10	5	2
Business Studies - GCE Advanced	33	15%	45%	70%	1	4	10	8	8	2
Chemistry - GCE Advanced	20	50%	75%	85%	2	8	5	2	2	1
Computing - GCE Advanced	8	0%	13%	63%			1	4	2	1
D&T: Product Design - GCE Advanced	29	55%	86%	93%	7	9	9	2	2	
Dance - GCE Advanced	3	33%	100%	100%		1	2			
Economics - GCE Advanced	21	29%	52%	81%	2	4	5	6	3	1
English Language - GCE Advanced	23	13%	48%	74%		3	8	6	5	1
English Literature - GCE Advanced	22	23%	59%	82%	1	4	8	5	4	
Fashion Textiles - GCE Advanced	4	25%	25%	50%	1			1	2	
Fine Art - GCE Advanced	3	33%	67%	100%		1	1	1		
French - GCE Advanced	8	25%	38%	63%		2	1	2	2	1
General Studies - GCE Advanced	4	25%	75%	100%		1	2	1		
Geography - GCE Advanced	20	20%	55%	100%		4	7	9		
Geology - GCE Advanced	16	31%	63%	69%	2	3	5	1	5	
German - GCE Advanced	2	50%	50%	100%		1		1		
Government & Politics - GCE Advanced	9	44%	67%	100%	1	3	2	3		
History - GCE Advanced	21	29%	52%	95%	1	5	5	9	1	
Mathematics - GCE Advanced	63	40%	71%	81%	7	18	20	6	7	3
Maths (Further) - GCE Advanced	11	64%	73%	91%	3	4	1	2	1	
Media Studies - GCE Advanced	20	10%	35%	80%		2	5	9	4	
Photography - GCE Advanced	6	17%	83%	100%	1		4	1		
Physical Education - GCE Advanced	11	0%	45%	82%			5	4	2	
Physics - GCE Advanced	25	36%	44%	64%	3	6	2	5	5	3
Psychology - GCE Advanced	32	22%	66%	91%	3	4	14	8	3	
Sociology - GCE Advanced	12	17%	58%	92%		2	5	4		1
Spanish - GCE Advanced	4	0%	100%	100%			4			
Theatre Studies - GCE Advanced	3	0%	0%	0%					2	1

BTEC qualifications	Entries	% D* to D	% D* to M	% D* to P	D*	D	M	P
Applied Science - BTEC Level 3 SD	16	75%	100%	100%	8	4	4	
Business Studies - BTEC Level 3 SD	5	40%	80%	100%	2		2	1
Sport - BTEC Level 3 SD	2	50%	100%	100%	1		1	
Travel & Tourism - BTEC Level 3 SD	4	75%	75%	100%	3			1

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2016 – Year 11 Leavers Results by Subject

GCSE qualifications	Entries	% A* to A	% A* to C	A*	A	B	C	D	E	F	G
Additional Science - GCSEF	128	25.0%	93.0%	2	30	55	32	7	1	1	
Art & Design - GCSEF	10	20.0%	80.0%		2	3	3	2			
Art & Design: Fine Art - GCSEF	21	19.1%	61.9%	3	1	5	4	7	1		
Art Textiles - GCSEF	21	38.1%	61.9%	3	5	2	3	5	1	1	
Biology - GCSEF	59	79.7%	100.0%	10	37	12					
Business Studies - GCSEF	96	17.7%	61.5%		17	25	17	22	7	6	1
Catering - GCSEF	35	48.6%	91.4%	3	14	10	5	2	1		
Chemistry - GCSEF	59	72.9%	100.0%	13	30	15	1				
Child Development - GCSEF	10	10.0%	30.0%		1		2	3	2		1
Computing - GCSEF	42	33.3%	90.5%	1	13	12	12	4			
D&T Electronic Products - GCSEF	20	45.0%	65.0%	3	6	1	3	1	2	2	
D&T Graphic Products - GCSEF	36	61.1%	94.4%	17	5	9	3	1			
D&T Resistant Materials - GCSEF	38	36.8%	79.0%	4	10	9	7	4	3		1
D&T Textiles - GCSEF	13	53.9%	100.0%	6	1	3	3				
Dance - GCSEF	7	28.6%	100.0%		2	3	2				
Drama - GCSEF	32	43.8%	93.8%	1	13	10	6	1		1	
English Language - GCSEF	217	27.2%	84.3%	10	49	67	57	24	8	1	1
English Language - iGCSE	23	0.0%	17.4%				4	14	4	1	
English Literature - GCSEF (exp. 2016)	238	18.5%	80.7%	7	37	76	72	24	15	2	1
French - GCSEF	118	32.2%	71.2%	14	24	24	22	20	7	6	1
French EE - GCSEF	27	0.0%	0.0%					9	8	4	4
Further Mathematics - GCSEF	97	30.9%	91.8%	6	24	33	26				
Geography - GCSEF	79	43.0%	81.0%	9	25	17	13	10	3	1	1
German - GCSEF	65	7.7%	55.4%		5	10	21	22	7		
Higher Project Qualification - Level 2	25	84.0%	100.0%	12	9		4				
History - GCSEF	115	52.2%	90.4%	23	37	34	10	7	3	1	
Humanities - GCSEF	10	0.0%	40.0%			2	2	3	2		
Latin Language - GCSE L2	16	87.5%	93.8%	8	6	1					
Latin Literature - GCSE L2	15	46.7%	86.7%	4	3	4	2				
Mathematics - GCSEF	241	37.8%	82.2%	31	60	56	51	22	13	2	1
Media Studies - GCSEF	19	42.1%	89.5%	5	3	8	1		1		1
Media Studies EE - GCSEF	22	0.0%	0.0%					11	6	3	1
Music - GCSEF	20	35.0%	80.0%		7	3	6	2	2		
Physical Education - GCSEF	46	67.4%	97.8%	16	15	10	4	1			
Physics - GCSEF	59	89.8%	100.0%	19	34	5	1				
Portuguese - GCSEF	2	50.0%	100.0%		1	1					
Religious Studies - GCSES	238	17.7%	55.9%	25	17	45	46	48	29	15	8
Science (Core) - GCSEF	130	16.2%	90.0%	2	19	53	43	10	1	2	
Spanish - GCSEF	64	40.6%	76.6%	12	14	12	11	7	7	1	

BTEC qualifications	Entries	% A* to A	% A* to C	D*	D	M	P	L1
Business - BTEC Level 2	10	20.0%	80.0%		2	2	4	2
ICT - CAMNAT Level 1/2	23	4.4%	65.2%		1	7	7	3
Science: Application - BTEC L2 (Y11)	52	3.9%	94.2%		2	32	15	3
Science: Principles - BTEC L2 (Y10)	51	2.0%	86.3%		1	26	17	6
Sport - BTEC Level 2	19	5.3%	68.4%	1		5	7	5

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Membership of the Governing Body – for the school year 2015-2016

Governors in post on 1 September 2016 including their category and dates of end of term of office:

Mrs Rhona Barnfield	Executive Head	<i>ex officio</i>	Mrs Helen Pennington	Head of School	<i>ex officio</i>
Mr Peter Entwistle	Locally Appointed	31 January 2018	Mr James Skinner	Staff	29 November 2019
Mr Neil Higgins	Parent	30 March 2018	Mr Paul Stephen	Parent	9 December 2016
Mr George Kalorkoti	Parent	23 October 2018	Mr Mark Swyny	Locally Appointed	13 October 2016
Mrs Claire Long	Parent	23 October 2018	Mrs Sally Williams	Trust Appointed	31 August 2018
Mrs Victoria Moth	Parent	29 November 2019	Dr Tracey Wood	Locally Appointed	16 September 2016

Mrs Julie Penman resigned as a Parent Governor on 26 August 2016.
 Mr Sheldon Snashall resigned as a Staff Governor on 6 October 2015.
 Mr Peter Bush resigned as a Trust Appointed Governor on 22 July 2016.
 Mrs Kate White's term of office ended on 15 March 2016.
 Mrs Jo Field's term of office ended on 31 October 2015.

Changes since September 2016:-

- Mr Mark Swyny's category of governor changed to Trust Appointed governor on 4 October 2016. He was re-elected unopposed as Chairman of the Local Governing Body.
- Mrs Sally Williams was re-elected unopposed as Vice-Chair.
- Dr Tracey Wood was appointed as Trust Appointed Governor on 21 October 2016 following the end of her term as Locally Appointed Governor.
- Recruitment to vacant positions on the Governing Body will take place in the Autumn term.

The Committee Chairs for 2015-2016 are:-

- Curriculum Tracey Wood
- Finance & Facilities Sally Williams
- PSC Neil Higgins

Governors have again agreed that meetings of the Governing Body will remain open unless confidential matters are being discussed.

All Governors and the Clerk to the Governors may be contacted at the school address:-
 Lower Road, Effingham, Surrey, KT24 5JR