

HEAD TEACHER'S REPORT TO GOVERNORS

SUMMER 2017

Emily Armstrong

1. General School Overview

1.1 Numbers on Roll

Numbers on Roll	N1	N2	Rec	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Summer 2016	-	-	75	60	60	57	60	58	60	430
Autumn 2016	38	39	60	75	60	60	60	60	59	511
Spring 2017	41	42	60	74	60	61	60	60	59	517
Summer 2017	46	42	60	74	60	61	60	59	59	522

- Yr 5 has reduced by one child who has moved to a specialist SEN school
- Nursery numbers continue to increase and are now at 95% capacity for the September 2017 intake (we had originally budgeted on an 80% capacity)
- There are four children who we expect to leave the school during the summer (moving abroad/moving to private education/moving county) but we currently have 4 pending in-year applications. Mrs Graham now keeps a "waiting list" to ensure those who have expressed an interest can be contacted if we hear of any movement.

1.2 Basic characteristics – Summer 2017

Year group	No pupils	% boys	% girls	SEN	FSM	LAC
R	60	38%	62%	1.70%	5.00%	0%
1	74	49%	51%	4.05%	0.00%	0%
2	60	44%	56%	10.0%	5.00%	1.67%
3	61	49%	51%	9.80%	1.64%	0%
4	60	60%	40%	11.67%	3.33%	3.33%
5	60	48%	52%	10%	6.67%	0%
6	59	54%	46%	13.56%	5.08%	1.69%

1.3 Attendance

	2013 - 14	2014 - 15	2015 - 16	2016-17
AUTUMN	96.57%	96.61%	96.97%	97.86%
SPRING	96.35%	96.54%	96.5%	96.7%
SUMMER	96.71%	96.89%	96.92%	97.0%

- Attendance continues to be very pleasing – summer figures taken on 11.6.17
- Attendance does NOT include Nursery children who are not required to be in statutory education
- 100% attendance certificates were awarded at the end of the autumn term, spring term and will be awarded again at the end of the summer term with a "breakfast treat" with Mrs Armstrong for those who have 100% attendance all year (this currently stands at 30 children)
- 2 persistent absentee letters have been sent out this term and have subsequently been referred to the EWO who has visited both families. We have yet to see the impact of this as they have only just been referred, but the EWO has an excellent track history of working with us to improve attendance.
- We seem to have a higher than average number of exceptional circumstance forms coming in at the moment, but fines are returning next year so that should reduce!

1.4 Website Compliance

SLT met in April 2017 to ensure the website was up-to-date and fully compliant. This is also checked by Georgina Blake each term for Governor purposes.

2. Outcomes for Pupils

The new tracking system has been used by all class teachers and the feedback has been entirely positive. During the most recent SIP visit, Mr Ellis looked at the system and gave positive feedback saying it was ‘robust’. The next step is to replace the paper assessment grids teachers use to assess children’s skills in reading, writing and maths with a simpler electronic version. This will allow subject leaders greater access to class level data, allowing for greater analysis of strengths and weaknesses across the school.

LA Moderation

The Reception teachers have completed their external moderation and their judgements are all secure. We haven’t been selected for external moderation by the local authority so we have employed the services of an external moderator. Mrs Sach, Mr Hammond and Miss Aldridge (Y6 teachers) took a selection of books to a Lancashire Local Authority Moderator to validate our judgements. This was a very positive and worthwhile meeting as all of our judgements were declared secure and we gained a clear idea of how external moderation should be. We also received a certificate as evidence of the visit and our judgements.

‘Thank you for the meeting today. The moderation demonstrated that you have a clear understanding of the National Assessment Processes and are accurate in the judgements that you have made. I enjoyed meeting with you all and wish you the best for the rest of the school year.’

M.Thompson (Lancashire Moderator)

2.1 Spring Data Analysis

End of Key Stage Predictions

	Reading Ex+	Higher (GD)	Writing Ex+	Higher (GD)	Maths Ex+	Higher (GD)
National Av KS2 2016	66%	19%	74%	15%	70%	17%
FFT Top 10%	83%	35%	89%	30%	85%	39%
Year 6	90%	49%	83%	27%	83%	27%
Year 5	92%	49%	94%	25%	94%	45%
Year 4	92%	63%	90%	37%	90%	53%
Year 3	92%	32%	75%	25%	89%	30%
National Av KS1 2016	74%	24%	66%	13%	73%	18%
FFT Top 10%	95%	63%	91%	45%	94%	56%
Year 2	89%	49%	85%	28%	85%	30%
Year 1	88%	25%	84%	24%	84%	20%

Commentary:

Key Stage 2 predictions are well above national and in-line with FFT targets for reading, above national for writing for all

Standardised Assessments	Reading		Maths	
Year 5	97% Ex+	52% GD	95% Ex+	74% GD
Year 4	99% Ex+	75% GD	99% Ex+	90% GD
Year 3	92% Ex+	47% GD	99% Ex+	74% GD

year groups and in-line with FFT for Y4-6. Maths predictions are all above national and Year 4 and 5 are in line with FFT. Each year group completes standardised assessments and these results are also high.

KS1 predictions are above national for reading, writing and maths but are below FFT targets. Mrs Sach has analysed the weaknesses on the data dashboard (2016) for KS1 and our results are likely to be in line or above national in 2017. This analysis is prepared and ready to share with OFSTED, should they visit before our final results are inputted and analysed. Here is a summary of the analysis.

Predictions 2017	Reading	Writing	Maths
Expected	89%	85%	85%
Greater Depth	49%	28%	30%
Transition data analysis against key weaknesses in 2016	<ul style="list-style-type: none"> -38% of children who were emerging at EYFS are on track to make expected standard at KS1. This is in-line with national -86% of children who were expected at EYFS are on track to make expected at KS1. This is in-line with national. -18% of children who were expected at EYFS are on track to make GD at KS1. This is in-line with national. -100% of children who were exceeding at EYFS are on track to make GD at KS1 -Boys transition is above or in-line with national figures -Girls transition is in line with 2016 national figures 	<ul style="list-style-type: none"> -17% of girls who were expected at EYFS are targeted to GD in KS1. This is in line with national -20% of boys who were expected at EYFS are targeted to GD in KS1. This is above national in 2016. -88% of boys who were exceeding at EYFS are targeted to GD in KS1. This is well above national in 2016. -There are two disadvantaged children in the cohort. Both have transitioned from expected in EYFS to expected in KS1. 	<ul style="list-style-type: none"> -There were no transition issues in maths in 2016 and all internal analysis shows that these remain above national figures in 2017 for boys and girls.

Mrs Sach has also looked at our progress scores for prior attainment groups for KS2 (Year 6).
 HPAG= High prior attainment, e.g. they would have been 2a or Level 3's in reading, writing and maths
 MPAG=Middle prior attainment, e.g. they would have been above a Level 2 in reading, writing and maths
 LPAG=Low prior attainment, e.g. they would have been below a Level 2 in reading, writing and maths

0=National Average	Reading	Writing	Maths
HPAG (34% of cohort)	0.06	0.82	0.08
MPAG (42% of cohort)	1.68	1.25	-0.2
LPAG (17% of cohort)	-1.38	0.28	-4.2

Most improved groups (above Nat 2016 & Bexton 2016)					
Reading		Writing		Maths	
-All	-Boys (high)	-Girls (low, middle)	-All (high)	-Disadvantaged (low, high)	-All (high)
-All middle)	-Disadvantaged (all)	-All	-Boys (middle)	-Boys (all, middle, high)	-Boys (middle)
-All (high)	-Disadvantaged (middle)	-All (low)	-Boys (high)	-Girls (all, low, middle)	-Boys (high)
-Boys (middle)	-Girls (all)	-All (middle)	-Disadvantaged (all)		
Lower performing groups (below or in line with National 2016)					
-Disadvantaged (high) 2 children		-Boys (low)		-Boys (low)	
-Boys (low)				-Disadvantaged (all, low, high)	
				-Girls (all, low)	

This analysis shows that boys with low prior attainment are the weakest group in terms of progress. This is a group who've made slower progress across key stage 2 and this was recognised by SLT last year and the introduction of new interventions and streaming of maths classes has been to try and help this group catch up.

Again, there is a full analysis of the current Year 6's progress and attainment, based on the most recent tests and this is available to share with OFSTED, to demonstrate the impact of our work. This analysis shows a significant improvement in the number of children who are on track to achieve Greater Depth compared to 2016.

SATs week went well for our Year 6's. The tests seemed more reasonable and fair; the children felt the tests were easier than the mock tests they'd sat in April. The predictions for Year 6 are based on the mock SATs and that a number of children were 2 or 3 marks from the threshold for expected or greater depth. The final results come in on July 4th.

2.2 Pupil Premium – Closing the Gap

Our Pupil Premium strategy has five desired outcomes. We will report actions against those desired outcomes.

1. Outcomes		
Desired outcomes and evaluation		
A	Pupil premium pupils attain in line with non-pupil premium children in end of key stage assessments due to rapid progress	Y6 Disadvantaged: The children are predicted to be above national in reading (82% EX and 36% GD) For writing 82% EX and 27% GD- this is also above national. For maths 64% EX and 18% GD- this is below national Progress for disadvantaged children in Y6 is predicted to be positive for reading (0.1) and writing (0.96), but not for maths (-2.5). Three children achieved scores close to the expected standard in maths (97, 97, 96) in the mock tests so there is a chance they will achieve the expected standard to bring us in line or above with national.
B	Further increase the proportion of pupil premium children attaining a high score in end of key stage assessments	It is hard to predict this for Y6. For reading there are two pupils with HPAG and one was border line for achieving the greater depth in the mock SATs. PP children who were in the MPAG have done well as two are on track to achieve GD and they have a positive progress score. In writing there is only 1PP child on track for GD. In maths, 3 out of 11 are possible GD with scores of 106, 106 and 108 in the mock tests. This is an area we need to continue to focus on.
C	Pastoral care will be offered to pupil premium children on a weekly basis (on a needs basis)	There is a nurture group being delivered in early years for at least half an hour with a qualified teacher. Our pastoral support worker (Mrs Snook) sees 34% of the PP children on a needs basis. Some require intense support and others see her on a more casual (by request) basis. All of Mrs Snook's work is recorded on our CPOMs system and this is seen by the safeguarding team.
D	Attendance figures for pupil premium children to be above 97% by July 2017	The average attendance figure for PP children has increased to 94.7% this term but it is still not as high as we would like. We have two Pupil Premium children who have been referred to the EWO and this is making a positive impact on their attendance. Other persistent absentees have had letters sent home and any child with an attendance of less than 90% is asked to provide medical evidence for their absence before asking the EWO to contact them.
E	Pupil premium children have access extra-curricular experiences that are equal to non-pupil premium children.	Currently have 70% of our PP children accessing at least one extra-curricular activity – funded by the school.

3. Pupil Behaviour, Wellbeing and Safety

3.1 Safeguarding overview

	Summer 2016	Autumn 2016	Spring 2017	Summer 2017
Child Protection cases	0	1	0	0
Child in Need cases	2	0	2	2
CAF cases	7	4	1	1

- We have closed a CAF case this term but we are also in the process of escalating a different case to CAF status. We anticipate there will be another CAF case added this term from discussions with KMAT where the sibling attends.
- There have been no formally recorded incidents of bullying this term.
- There have been no formally recorded incidents of a racist or homophobic nature
- There have been no exclusions this term
- There have been no formally recorded complaints from parents this term
- There have been no whistleblowing concerns raised this term

3.2 Safeguarding Training

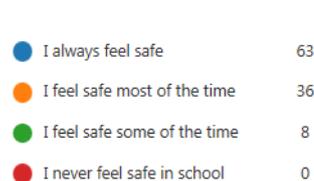
All staff are now fully trained at Basic Awareness level 1, with Mrs Sach, Mrs Snook & Mrs Armstrong trained at Level 2. In the February INSET last year we ran PREVENT training (anti-radicalisation) for all staff, but we now have a number of new staff who we have asked to complete the online training before the end of this term.

3.3 Health & Safety

Over the last term we have practised a number of “lockdowns” (after school) with the staff to ensure everyone is aware of the procedures needed to lock all doors at speed. We then had a “reverse” fire practice with the children where we asked them to come in from playtime. Staff also completed a lockdown procedure (without worrying the children) and all children were inside the building with the school fully locked in just over 40 seconds. We will be holding a further fire practice in the next few weeks to fulfil H&S requirements of 1 evacuation practice per term.

Mrs Griffiths and I have worked together to prepare a number of documents for the annual Health & Safety inspection which will take place on Monday 12th June. We have also completed an inspection of the boundary fence (in addition to the caretaker’s weekly check) to ensure it is secure.

I feel safe at school

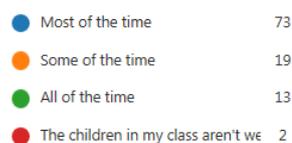


In the summer pupil survey we asked the children to rate how safe they felt in school. The following chart shows the results from 103 responses.

When asked what makes them feel unsafe the children gave the following reasons (all of these were mentioned more than once:

- A fire drill
- The recent terrorist attacks
- Strangers
- Other children making up scary stories (a wolf in the woods)

Are the children in your class well behaved?



We also asked them about behaviour. The children said the most common form of ‘misbehaviour’ was shouting out.

4. Quality of Teaching

4.1 Teaching & Learning

We are currently in the middle of our final round of formal lesson observations for the year to confirm judgements of teaching staff and contribute to final performance management meetings.

All staff have now visited another school to look at specific areas of their own CPD highlighted in their PM targets. We have also completed cluster moderation for maths with all year groups and have chosen to run writing moderation twilight with Holmes Chapel on 22nd June. EYFS, Y2 and Y6 have also participated in a number of extra moderation activities this year to quality assure their judgements both inside and outside the Local Authority.

The summer SIP visit was very successful and Steve Ellis was able to confirm the accuracy of our judgements from the SEF. He was very pleased with the progress we are making and commented on the “marked improvement in the consistency and quality of writing across the school.” The summer term SIP report is included in Appendix A of this document.

4.2 Quality of Teaching

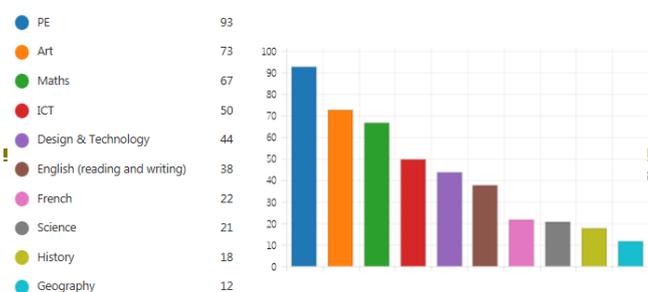
	Outstanding	Good with outstanding features	Good	Requires Improvement
Summer 2016	9%	45%	36%	10%
Autumn 2016	15%	30%	48%	7%
Spring 2017	15%	41%	44%	0%
Summer 2017	15%	52%	33%	0%
	<ul style="list-style-type: none"> The number of teachers who are consistently good with increasingly outstanding features has increased again this term. Much of this is due to the consistency of expectations throughout the school and regular monitoring of standards by SLT Governors have requested a breakdown of quality of teaching vs full time/part time staff which is as follows: <ul style="list-style-type: none"> Outstanding = 2x F/T staff & 2x P/T staff Good with outstanding features = 8 x F/T staff & 6x P/T staff Good = 3 x F/T staff & 6 x P/T staff 			

4.3 Curriculum

This term, we have been monitoring coverage across the curriculum with subject leaders. A staff meeting was also organised where all teachers looked at standards in English, maths, science, art and topic books. Subject leaders were satisfied with curriculum coverage in most year groups. Some of the key actions for subject leaders were:

- Continue to monitor coverage to the end of the year
- Monitor the number of worksheets in science books. There has been a reduction since the beginning of the year.
- In art, ensure there are no overlaps in artists covered in KS2 and organise a large scale textiles project
- In English, use small books to stick planning sheets in to ensure large English books are used to show quality writing pieces

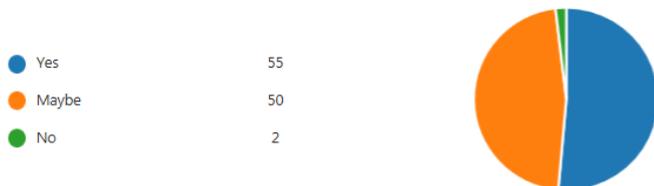
Which is your favourite lesson? You can choose more than one.



We have also been reviewing the children’s views of the curriculum through our annual pupil survey. The responses shown are for all of Year 6, half of Year 4 and half of Year 3. A full report to governors will be sent when all the classes have completed the survey. This half term we have organised three

'geography' theme days to raise its profile with the children. We have worked closely with Manchester Airport and Easy Jet to deliver 'Bexton go Back Packing' where children take part in an airport themed workshop, followed by four half day sessions focusing on different countries. Please see the school newsletter for more information about this event.

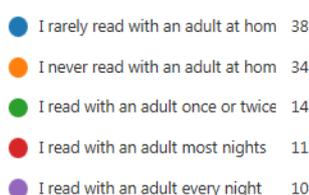
Is your work challenging? Does it make you think?



We also asked the children if their work was challenging. Reviewing individual responses, it was pleasing to see the most able children in Year 6 were mostly answering 'yes' to this question. When asked 'what challenges them'- maths was a common answer (33 mentions), followed closely by the 'success criteria' challenging the children.

A concerning result was the how often children are reading at home with an adult. In the autumn term we are planning a reading information evening and a sponsored Readathon to raise the profile of reading with an adult across the school.

Do your parents or carers read with you or to you?



5. Effectiveness of Leadership & Management

5.1 Staffing (Part 2)

In 2016-17 we have seen significant improvements in the quality of teaching and therefore improved outcomes for the children. We made some successful appointments this time last year and all the staff have worked incredibly hard to ensure the children get a quality education which is enjoyable and challenging for all.

Staff changes are fewer this year and are as follows:

Teachers

- Miss Beeston is leaving as she has accepted a place on an Educational Psychology MSc course at MMU
- Mrs Smart is returning from maternity leave and Miss Bradbury (who has covered her this year) will be moving to a permanent role at Westmorland Primary in Stockport
- Mrs Spencer has taken the decision not to return from her maternity leave so she can spend more time with her daughter
- Mrs Bland is still undergoing treatment so is not expected to return until January 2018.

Teaching Assistants

- Miss Dunkerley moved to Puss Bank Primary after Easter to be closer to home and we have not replaced so we have the correct number of support staff for September
- Miss Fitton plans to return from maternity leave at the end of the summer term

Our staffing for next September is therefore as follows – please note these classes are confidential as parents and children will be told on 10th July

Nursery (Swans)	Mrs Howard		
Reception	Mrs Parker (EYFS lead)		Miss Short / Mrs Brand
Year 1	Miss Chadwick (KS1 manager)		Mrs Allen
Year 2 (bulge year)	Mrs Knight / Miss Leese	Miss Aldridge / Mrs Day	Miss Goddard
Year 3	Miss Hossack		Mr Evans
Year 4	Mrs Mills / Mrs Vickery		Mr Wyatt
Year 5	Mrs Stephenson		Mr Hammond
Year 6	Mrs Butler (KS2 Manager)		Mrs Lasham / Mrs Booth
Resource base	Mrs Phelps Brown		

5.2 CPD overview

CPD has continued to focus on the School Development Priorities this year and this term has included the following:

- Twilight INSET session: Safeguarding basic awareness level 1
- Staff meeting focus on: Data analysis
- Staff meeting focus on: Monitoring the wider curriculum – what do our Topic books tell us?
- Staff meeting focus on: SDP update
- Staff meeting focus on: What does mastery look like in maths?
- Staff meeting focus on sharing best practice: What have we learned from our visits to other schools?
- Staff meeting focus on sharing best practice – Writing moderation – 22nd June

5.3 External courses attended – Summer term 2017

Please note that due to potential funding cuts, we have reduced the CPD budget significantly this year and we are therefore having to find alternative ways to keep staff updated on best practice. We will be working closely with Holmes Chapel Primary next year to develop best practice, but in the meantime we are keeping the number of courses attended to a minimum (unless they are free!)

Course attended?	Who?	Impact?
Mastery in Maths – First4Maths	Jill Sach, Tracey Lasham, Jenny Hossack	• Best practice for developing mastery of maths concepts (reduced rate offered)
DECAPH conference	Katie Parker, Jill Chadwick, Caroline Butler	• Inspirational leadership – remembering why we went into teaching
Level 1 safeguarding – Basic Awareness - SCiES	X 45 members of staff (inc admin)	• Statutory requirement for the remainder of staff (second session)
Data Dashboard - ECM	Jill Sach	• Free course offered by ECM to reinforce understanding of data dashboard (1/2 day course)
Learning first conference @ Chester University	Emily Armstrong & Jill Sach	• Saturday course offered for free. Workshops based around developing an inspirational curriculum
Northern Rocks	Jill Sach, Andrea Phelps Brown, Katie Parker, Caroline Butler	• Saturday course offered for free. Workshops based of key focus for individual needs
SEN provision workshops	Andrea Phelps Brown, Emily Armstrong	• Developing understanding of the new SEN schedule. Free course

Appendix 1 - School Improvement Advisor Record of Visit

School Improvement Advisor	
Name:	Steven Ellis
School name:	Boughton Heath Academy
Supported school details	
Supported school name:	Bexton Primary School
Local authority:	Cheshire East
Headteacher/Principal's name:	Emily Armstrong
Main school contact:	01565 632816
Activities undertaken	
<p>Agenda</p> <p>Morning focus</p> <ul style="list-style-type: none"> Learning walk around the school to quality assure statements included in the T&L section of the SEF Analysis of Leadership section of the SEF <p>Afternoon focus</p> <ul style="list-style-type: none"> Data update SDP focus areas for 2017-18 <p>Learning Walk: English Book Focus</p> <p>Year 4</p> <ul style="list-style-type: none"> Success criteria were being used well to highlight areas of development to children and children were self-assessing themselves well. The use of the 'learning pit' was noted as a good tool for developing a 'growth mindset'. The consistency in marking across Year 4 is good. It may be useful to identify more clearly when work has been completed independently or with support to aid in moderation processes at the end of the year. <p>Year 5</p> <ul style="list-style-type: none"> Noted some excellent pieces of extended writing in Literacy books in one class but perhaps not as many in the other. There were a large number of grammar and word level activities in the books. Consider the implications of how these may be incorporated into a sequenced unit of work. <p>Year 6</p> <ul style="list-style-type: none"> Extended Writing evidences high quality writing working at least at national expectations or higher in both classes. There appeared to be ample evidence for moderation purposes. The children had obviously taken pride in their work as demonstrated by the quality of presentation. The behaviour of the both Year 6 classes was exemplary because of the children's concentration and attention to detail. <p>Year 3</p> <ul style="list-style-type: none"> Writing demonstrated outstanding progress in the limited books scrutinised but the differences in grammar, punctuation, spelling and content was very noticeable as the work progressed throughout the year. The more able books demonstrated high quality extended writing above ARE for their year group. <p>Year 1</p> <ul style="list-style-type: none"> Increased opportunities and evidence of extended writing since the previous visit. The use of success criteria has improved the children's focus in each piece of work. Consistency across classes is good. <p>Year 2</p> <ul style="list-style-type: none"> As in previous classes the evidence of extended pieces of writing (which were noted to be of very high quality) were numerous. Good consistency between classes. 	

Overall:

There is a marked improvement in the quality of writing across the school both in terms of consistency and quality. Consistency in the use of success criteria is now evident across all year groups and is starting to show impact. Staff are obviously working hard to implement this development. Writing standards across the school are high. The evidence of extended pieces of writing are numerous and demonstrate the impact of consistent policies and practices from leaders. Standards are notably rising. The SEF matches the evidence in classroom and books but does need to record fully the impact of leader's actions. Specifically around the tangible increases to outcomes linked to systems and practices implemented since January 2016.

Analysis of the Leadership Section of the SEF:

SIP looked at the entire SEF and made comments specifically for different passages on the document. In general the SEF matches the evidence which was seen during the visit and in previous visits.

Leaders are robustly improving standards of teaching and learning within school but these are yet to be evidenced in final end of key stage 2 outcomes. The evidence in books demonstrates that standards are rising. The 2017 results should therefore reflect significant improvements to progress scores (specifically in writing).

Improvements to the SEF were limited to ensuring leaders are not overly narrative and include the impact of their actions (triangulated with results and evidence). The outcomes section does require further updates and focus to demonstrate evidence which is not already available through RAISEonline and data dashboards but leaders had already highlighted those issues and had plans to redraft. While there were no erroneous figures or information in the outcomes section, some of the conclusions and linked data need to be more carefully articulated to demonstrate the impact of leader's positive actions. Finally, there were some parts of the Ofsted framework missing for the EYFS section but leaders are aware of next steps to rectify this.

Data Update

- Leaders demonstrated the online data entry and how this was being used to produce strategic information.
- Overall the system created is fit for purpose. It provides data regarding pupils' attainment and progress against national outcomes and links the two well. Teachers are using it and the system is simple for them to populate.
- The next steps are to enhance the detail of the system so that it can automatically search for and provide information about different groups (SEND, PPG, Gender etc) of children more easily. This is done manually at the moment and would save time if done automatically.

SDP Focus Areas

- The main objectives and priorities for the school starting in September were discussed. These were rephrased and amended to be more specific and target the areas of development based on the triangulated evidence collated. For example, one objective discussed raising the proportion of outstanding teaching. It was suggested that this focused in on the areas across the school that were not yet outstanding and link those to individual's appraisal targets.

AOB

- SIP questioned the moderation process for Year 6 in light of the unreliability of the LA moderation. Leaders have moderated their judgements with Lancashire and Warrington moderators as well as Cheshire East. Completed moderation with other local schools as well.
- Discussed equality documentation and the requirements for the website.

Next Steps/Actions:

- Update SEF sections in light of feedback.
- Complete SDP with revised objectives
- Update assessment system to automatically give group data

Date of Next Visit:
Next year's dates confirmed as

Please evaluate the following using a RAG rating	Rating (Red/ Amber/ Green)
The advisor's role in facilitating support and influencing change	Green
The overall success of the deployment	Green

Signed  (Advisor)
Emily Armstrong (Headteacher of supported school)

 (on behalf of teaching school)

Date 10.6.17

On completion, please copy for each partner and email to admin@cheshirelta.co.uk