





*Achieving Excellence for all*

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# Year 7 Defining and Tracking Good Progress

Mr A Carter – Deputy Headteacher

# Supporting Good Progress

- Ensure an appropriate timetable, including the tutor-time programme
- ‘Schemes of Learning’ treat Years 7-11 as a ‘5-Year Journey’
- Personalised target-setting and tracking system

# Supporting Good Progress

- Exam 'windows' for each year group, with exams followed by tracking reports
- Our teaching and learning approach provides more frequent opportunities for recall of knowledge and recap of topics/concepts
- Analyse previous results and student performance and implement refinements, where required

# Preparing to succeed ...

- Staff will help prepare students through regular testing and quizzing on previous knowledge and by teaching new ideas clearly.
- We will provide clear and precise formative feedback on how to improve. This maybe verbal feedback or written in books or tests.
- Students are encouraged to take responsibility for their learning.

# Broad and balanced curriculum

Art and design

Design and Technology

Education for Life (EfL)

Geography

Maths

PE

Science

Creative Computing and Media

English

French or Spanish

History

Music

RS

Drama

Students will study these subjects throughout Years 7 to 9

# English Baccalaureate

- The collective name for a suite of subjects:
  - English
  - Mathematics
  - Science
  - Humanities (Geography/History)
  - Modern Languages (ie French/Spanish)
- Government intention that ultimately 90% of all students will study the 'EBacc' through to Year 11
- Vast majority of students at CHSL already do – 86% of our 2025 cohort

# Year 7 MEG Setting

- Students will have an appropriate *likely* Minimum Expected Grade (MEG) for Year 11 in each subject shared with them
- Appropriate individual student MEG in each subject
- Challenging but achievable
- Achieving the MEG is the *minimum* expectation (therefore it is not a limit)
- Likely MEGs will be shared at the start of each year and will be redownloaded and checked in Year 10



# Defining Good Progress

## Key Messages

- In Years 7, 8 and 9 students' progress will be compared to what similar students (KS2 scores) have achieved at CHSL in the past and present year
- Progress will be reported via statements

Progress	Description
Excellent	Student is currently making excellent progress in Keystage 3 based on their Keystage 2 scaled scores
Above expected	Student is currently making above expected progress in Keystage 3 based on their Keystage 2 scaled scores
Expected	Student is currently making expected progress in Keystage 3 based on their Keystage 2 scaled scores
Below expected	Student is currently not making the expected progress in Keystage 3 based on their Keystage 2 scaled scores

# Setting the MEGs

- Uses individual KS2 data
- Looks at what similar students with similar KS2 scores achieved at the end of Year 11 in each subject
- Provides an expected GCSE grade for the student in each subject

# DfE transition matrices

## All Pupils

KS2 Attainment	% 1	% 2	% 3	% 4	% 5	% 6	% 7	% 8	% 9
Less than 80	29.1	23.9	14.7	4.9	4.4	1.6	0.9	0.1	0.2
96 - 99.5	15.9	22.5	23.5	13.2	9	4.9	1.9	0.7	0.1
90 - 95.5	23.2	26.5	20.8	8.6	5	2.3	0.8	0.2	0
80 - 89.5	32.6	27	13.4	3.9	2.2	0.6	0.3	0.1	0
117 - 120	0.3	0.4	1.2	1.9	4	9.7	17.2	27.4	37.5
113.5 - 116.5	0.6	1.3	2.9	4.2	8.8	15.7	21.5	23.9	20.5
110 - 113	1.7	3.1	6.5	8.5	13.6	19	20	16.9	9.7
107.5 - 109.5	3.2	6	11.2	12.3	16.7	19.2	15.7	10	3.8
105 - 107	5.6	9.7	15.6	15.3	17.1	15.9	10.6	5.4	1.6
102.5 - 104.5	8.1	13.8	19.8	15.9	15.8	12.1	6.7	2.8	0.7
100 - 102	11.5	17.3	23	15.5	13.2	8.1	3.9	1.4	0.2

Showing 1 to 11 of 11 entries

# MEGs for an example student

Subject	Likely FFT GCSE MEG
Art	6
Creative Computing & Media	7
D&T	7
Drama	7
English	7
Geography	8
History	8
Maths	8
MFL - Spanish	6
Music	8
PE	7
RS	7
Science	7

# MEG Year 10 onwards

- We will download GCSE MEGs using the latest national data at the start of students' Year 10
- Subject Leaders will use the students' progress in Key Stage 3 to ensure that these MEGs are challenging yet achievable



# MEGs

- Published before ST1
- Information will be available on the school website once the MEGs are published.

# The Key Messages:

- Likely MEGs are not limits – we encourage students to be on track to exceed them and many do

Progress	Description
Excellent	Student is currently making excellent progress in Keystage 3 based on their Keystage 2 scaled scores
Above expected	Student is currently making above expected progress in Keystage 3 based on their Keystage 2 scaled scores
Expected	Student is currently making expected progress in Keystage 3 based on their Keystage 2 scaled scores
Below expected	Student is currently not making the expected progress in Keystage 3 based on their Keystage 2 scaled scores

# How we assess Learning

By providing lots of opportunities for students to show what they are good at during lessons

Through two Student Tracking Windows, when we check understanding with brief 'tests', in classrooms.



# Assessment throughout the year is *Formative*

- Students receive 'next steps' advice, following high quality teaching, to help them improve:
  - verbal feedback
  - written feedback in assessments
  - written feedback on tests
  - dedicated improvement time



# Student Tracking Windows

Students to learn how to:

- Organise their time constructively preparing for the tests
- Retain and retrieve key facts
- Manage their time during a test
- Check their work effectively



# Example ST timetable

<u>Week B</u>	Monday 25 <sup>th</sup> November	Tuesday 26 <sup>th</sup> November	Wednesday 27 <sup>th</sup> November	Thursday 28 <sup>th</sup> November	Friday 29 <sup>th</sup> November
Period 1		Maths – Paper 1 Calculator 7T, 7S, 7R, 7P	Science 7A	History 7A, 7L, 7T Science 7P Geography 7M	Science 7S
Period 2	French 7L English 7T Geography 7S	Maths – Paper 1 Calculator 7A, 7B, 7L, 7M	English 7B History 7S		English 7P
Period 3					
Period 4	Spanish 7B Science 7R Geography 7P		Science 7M	History 7B English 7L	Geography 7T
Period 5					Geography 7R

# Two Student Tracking Windows

ST1 - 24<sup>th</sup> November – 5<sup>th</sup> December  
Ebacc subjects only

ST2 – 11<sup>th</sup> May – 22<sup>nd</sup> May  
All subjects

# Student Assessment Record

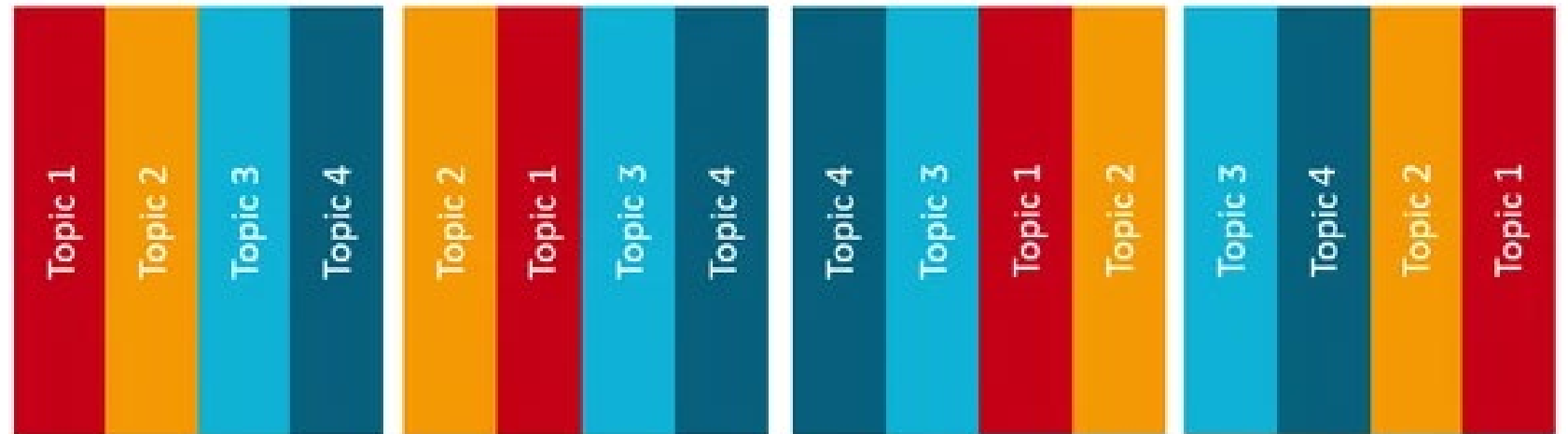
## Assessment Record (Year 7)

Name:				Teacher:		Likely GCSE MEG:	
Date	Tracking Point	Exam Result	ATL	WWW	EBI	Progress	
Dec 2025	ST1						
May 2026	ST2						

# Revision guidance

- STARR programme in tutor time
- Guides to success available on Youtube
- Revision materials provided by subjects
- Interleaving of topics
- Regular quizzing

## Interleaving



# How we will communicate progress to parents/carers during Year 7

9<sup>th</sup> October Settling-in *online* appointment

Following each Student Tracking window a report is issued

1. W/c 19<sup>th</sup> January\* - ST1 Report followed by progress evening *in person* 5<sup>th</sup> February
2. W/c 22<sup>nd</sup> June\*- ST2 Report

*\*provisional dates*





# Attitude to Learning Grades

The AtL grades will be given by teachers using a best fit approach applied to the AtL description table.

The AtL grades are

Exceptional  
Good  
Developing  
Concern

	Ready to learn	Be Respectful and safe	Embrace opportunities
<b>Exceptional</b>	<ul style="list-style-type: none"> <li>I am well prepared for lessons, arriving with a positive attitude and all the correct equipment</li> <li>I am always punctual to lessons</li> <li>I use my initiative to work responsibly, often encouraging and coaching my peers</li> </ul>	<ul style="list-style-type: none"> <li>I enjoy and seek out ways of working collaboratively with my peers, supporting the learning of others</li> <li>I always behave very well; my manners can always be relied upon, and I often offer to help my teacher</li> <li>I discuss and debate issues in a considered way, showing respect for others' ideas and points of view</li> <li>I always treat my environment with care and consideration, using my initiative</li> </ul>	<ul style="list-style-type: none"> <li>I am enthusiastic about my learning and am ambitious, often exceeding expectations</li> <li>I always take great pride in the quality of my work, and I respond to all teacher feedback, often without prompting</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>I arrive at lessons ready to learn with all the correct equipment</li> <li>I am punctual to lessons</li> </ul>	<ul style="list-style-type: none"> <li>I am happy to participate in lessons and support the learning of others</li> <li>I behave well, using good manners</li> <li>I help my teacher when asked</li> <li>I listen to my peers respectfully and I speak politely</li> <li>I treat my environment with care and consideration</li> </ul>	<ul style="list-style-type: none"> <li>I have a positive approach to learning and try my best</li> <li>I take pride in the presentation of my work and respond to teacher feedback</li> <li>My classwork is completed to the best of my ability, and I work responsibly</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>I sometimes arrive to lessons without the correct equipment</li> <li>I am often on time to lessons, but I can be late sometimes without a valid explanation</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes participate in lessons</li> <li>I can be focused in class when supported or reminded</li> <li>I sometimes need reminders about how to listen to my peers respectfully or about speaking politely to others</li> <li>I sometimes need a prompt about how to behave in lessons, how to speak to those around me or about how to look after the school environment</li> </ul>	<ul style="list-style-type: none"> <li>My approach to learning can be good but I sometimes need support and reminders to do my best. I will answer questions when asked but I do not often volunteer answers</li> <li>I occasionally lack pride in my presentation</li> <li>My classwork is usually completed, but with areas I could improve</li> </ul>
<b>Concern</b>	<ul style="list-style-type: none"> <li>Despite support with my organisation, I often forget the correct equipment for the lesson and need additional help to be ready to learn</li> <li>Even when supported, I am often late to lessons</li> </ul>	<ul style="list-style-type: none"> <li>I rarely participate appropriately in lessons</li> <li>I often do not use my listening skills when staff are giving an instruction, and this affects my work</li> <li>I need lots of reminders about how to speak to those around me in an appropriate way</li> <li>I often intentionally distract others from their work</li> <li>I need lots of reminders about looking after equipment or the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Often, I do not like to engage with the lesson and, even with support and reminders, I do not do my best</li> <li>I do not like to answer questions – even when given alternative means of communication</li> <li>My presentation is sometimes not my best</li> <li>The standard of my classwork is not always up to what I am capable of. There are often areas incomplete or to improve</li> </ul>

# Behaviour, expectations and values

*The way we do things here*

**Mrs L Kane – Deputy Headteacher**

# Transition continued

This evening

Thursday 9th October – Tutor Settling-in parents evening (5 mins)

Wednesday 22nd October – Parent and Carer Forum

Tuesday 9th December – Mince Pie morning

Welcome to  
Year 7



The  
COUNTY  
HIGH SCHOOL  
Leftwich

'The way we do things here'

Name:

Form:

## Ensuring a smooth transition

**Expectations broken down for  
Year 7 students with particular  
emphasis on:**

1. The 'basics' - uniform and punctuality
2. Routines – start, end of lessons, corridors
3. Kindness and respect
4. Bullying and racism prevention

# Teaching and Learning

Inclusive teaching - Every student belongs, is valued and supported to succeed.

Share and rehearse teaching strategies and routines with the students

## **So far**

- 'You say, I say' - students repeating key words and answers to develop understanding of vocabulary
- Entrance and exit routines

# How do we do things at CHSL?



**Ready**

**Respectful  
& Safe**

**Embracing  
Opportunities**

# How do we do things at CHSL?

**Ready to Learn** – Attendance, punctuality, uniform, mobile phones

**Respectful and safe** – Lesson behaviour, anti-bullying, anti-racism

**Embrace opportunities** – student leadership and enrichment

# Attendance



- All students aim for 100% attendance
- Main factor that leads to enjoyment of and success at school
- Appointments – make out of school or after 2pm
- Daily phonecalls to students who are absent
- Contact home and meetings in school if attendance becomes a concern (below 95%)



# Attendance

## CHSL GCSE results 2025

Students who attended **over 95%** of the time were **10 x** more likely to achieve a **grade 5 and above** in English and Maths.

# Attendance curriculum

Assemblies throughout the year on aspects related to attendance



# Uniform – why?

Belonging, pride in uniform, aspiration

Student, staff and parent voice – want it to be smarter and consistent



## Uniform from September

- Jumper, Tie
- Shirts – tucked in
- Trousers or Skirt (if wearing skirt – tights)
- Skirt length – needs to be sensible otherwise will have to wear trousers
- No trainers
- No necklaces, bracelets, rings, hoop earrings, nose studs – will need to be removed at start of day
- No unnatural nails/lashes/hair colours/styles



# Mobile phones - 'Never heard, seen or used'.

- Phones switched off and kept in bags from 8.40 - 3.40
- Never heard, seen or used during school day – including corridors, toilets and during break and lunch
- If you have your phone out – hand phone in (where it will stay in your ESW office)
- If you have to hand your phone in more than 3 times – have to hand in phone at start of day for the next week (same for refusal)



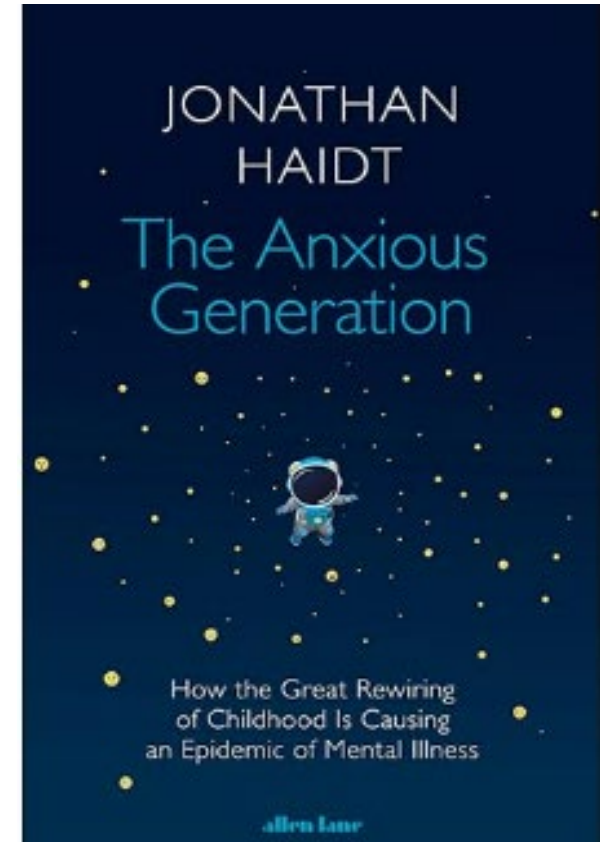
Also air pods/ear phones need to be in bags and any smart watches on 'Do Not Disturb'. Air pods will be removed when seen.

# Expert Jonathan Haidt says..

Teens who spend more time in-person with their peers have better mental health

Heavy use of phones “led to less sleep and more mid-sleep awakenings”

Found that the average teenager gets 192 alerts per day from social media and communication apps (the equivalent of 11 per waking hour, or one every five minutes).



# Social media

- Students in the year group and/or forms often create 'WhatsApp' and/or Snapchat groups
- While some are fine, many lead to fall outs and can lead to unkindness – we don't advise the use of them
- Our advice would be to not allow your child to be added into groups – or regularly check and remove content isn't appropriate
- Any parent concerns – contact school

# How do we do things at CHSL?

**Ready to Learn** – Attendance, punctuality, uniform, mobile phones

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# Key values for us this year



1. Democracy



2. The Rule of Law

3. Individual liberty and mutual respect



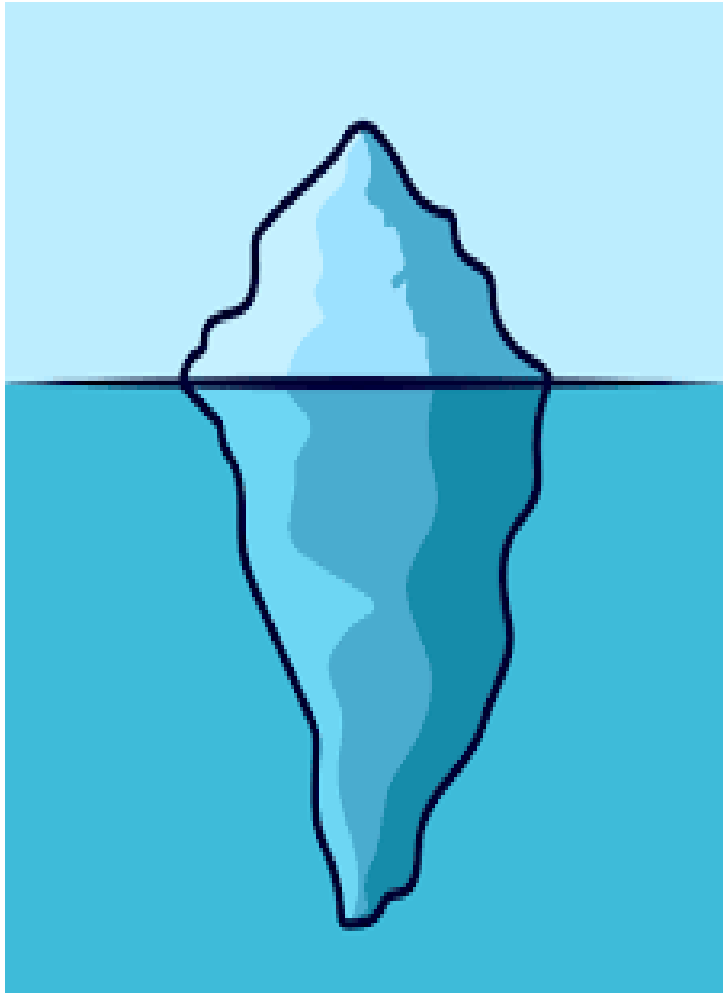
4. Tolerance



# Messages for us at CHSL

- Everyone **belongs** in the CHSL community
- Speak to tutors and staff if you have any questions about anything that happened
- **Zero tolerance of any abuse around race, religion, gender, disability**





Using racist terms –

Physically hurting someone because of their skin colour or background

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Comments on the street/corridor

Language around immigration (e.g 'Go back to your own country')

Drawing/writing inappropriate symbols (e.g Nazi swastika)

Using people well known to be racist as a 'joke' (e.g Hitler)

Mimicking accents

# Different views and feelings

Some people like it because they feel it is motivated by pride and patriotism





# Different views and feelings

Others don't believe the flags are welcoming and say we all belong. They believe that they are making people uncomfortable.

These flags we are seeing have not been put up in our homes, by us, to celebrate. They've appeared overnight in large numbers, put up by a few people in an organised way.

*BBC article - 'One far right group has donated 75% of its flags which is making people feel uncomfortable'*



## Far-right groups:

- Target people for being “different” - skin colour, religion, nationality.

# Bullying prevention and kindness

- Lessons on this in Education for Life and in assemblies/tutor time
- Speak to students about this regularly
- When identified repeated pattern of unkindness/bullying
  - Investigate and apply consequences
  - Action plan is put in place that addresses incidents and wellbeing of the student

## CHSL Lesson expectations

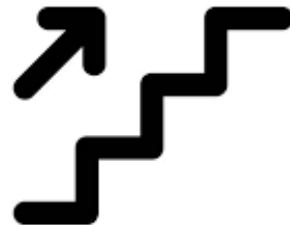
Ready, Respectful and Safe, Embracing Opportunities

# PRIDE

1. Punctuality - Come to lessons on time, ready to learn.
2. Respect - Treat all staff, students and the school with respect.
3. Instructions - Follow teacher instructions.
4. Determination- Work hard to the best of your ability.
5. Engage - Listen to your teacher and other students.

# CHSL behaviour steps


- ☐ Step 1: Reminder
- ☐ Step 2: Warning
- ☐ Step 3: Final warning
- ☐ Step 4: Department move
- ☐ Step 5: Consequence





# Lesson behaviour and synergy

- Students will start on a 2 (light green)
- Excellence in lesson – move to a 1 (Dark green and an 'Achieving Excellence' point)
- Requires improvement – move to a 3 (orange)
- A more serious concern – 4 and red on synergy



SCHOOL SYNERGY

< Timetable

	Mon 22/09	Tue 23/09
7 AM		
8 AM		
9 AM	Tutor Time (#TT: 08:45) Separate Science (#1: 09:05) Mrs Ford (A15)	Tutor Time (#TT: 08:45) French (#1: 09:05) Mr Smith (B24)
10 AM	Maths (#2: 10:10) Mrs Alderson (B9)	Separate Science (#2: 10:10) Mrs Ford (A14)
11 AM	EFL with RS (#3: 11:30) Mr Arathoon (B11)	English (#3: 11:30) Miss German (B14)
12 PM		
1 PM	History (#4: 13:15) Mr Lennon (A25)	Maths (#4: 13:15) Mrs Alderson (B9)
2 PM	English (#5: 14:20) Miss German (B14)	Separate Science (#5: 14:20) Mrs Stevenson (A19)
3 PM		

# How do we do things at CHSL?

**Ready to Learn** – Attendance, punctuality, uniform, mobile phones

**Respectful and safe** – Lesson behaviour, anti-bullying, anti-racism

**Embrace opportunities** – student leadership and enrichment

Excellence means  
different things to  
different people

# Rewards and recognition

## 'Informal'

- Praise
- Phone calls/emails home
- In class rewards
- Showing your work to another member of staff
- Twitter
- Classroom displays



The County High School Leftwich · 3d

Year 7 boys first football festival  
Some good performances as the team get to know each other  
Well played



The County High School Le... · 03/09/2025

Our Year 7 started The County High School Leftwich on Tuesday and were very smart in their new uniform.  
They had a great day learning, making new friends and all smiled for their first day photos.



# Achieving Excellence programme

- Points for:
  - Attendance
  - 1s and 2s in lessons
  - 1s in lessons
  - Effort
  - Student leadership
  - Kindness
  - Enrichment
  - Stars of the Week
  - Community work

## Achieving Excellence programme

- Bronze certificate
- Silver certificate
- Gold badge
- Platinum (Awarded at End of Year event)

# Student Leadership

Lots of opportunities

# Tutor Ambassadors – 2 per form

- Work with your form tutor to gather the views of your form
- Work with the Student Council and staff to pass on views and thoughts
- Apply to Form Tutor





# Student Council –2 per year.

- Work with Tutor Ambassadors to gather views
- Meet with staff and governors
- Apply to Year Leader





# Opportunities



# "From Voice to Action"



## Uniform changes



CHSL Lesson expectations  
Ready, Respectful and Safe, Embracing Opportunities

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5. **Engage** - Listen to your teacher and other students.

## New times of the day



## CHSL behaviour steps

- ☐ Step 1: Reminder
- ☐ Step 2: Warning
- ☐ Step 3: Final warning
- ☐ Step 4: Department move
- ☐ Step 5: Consequence



# Year 7

Aspiration, Kindness & Pride in yourself and each other

Mrs Marklove, Y7 Learning Leader



# Highlights of Year 7 so far

First Day photos

100% attendance

Navigated their way around building

Attended new lessons and met new staff

Made new friends

Attended enrichment and gained Achieving Excellence points

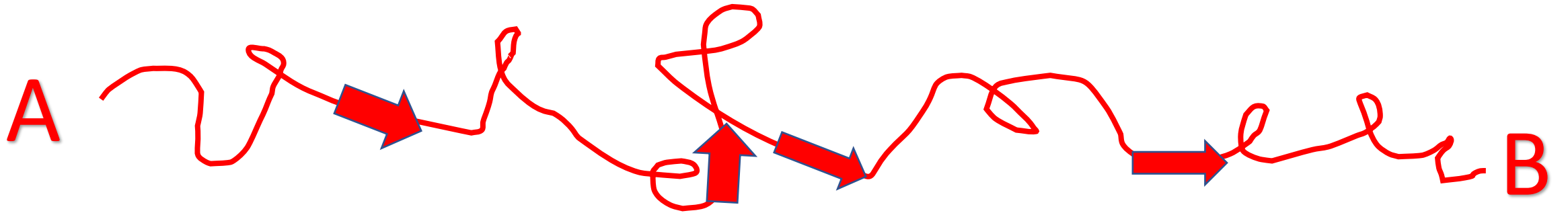
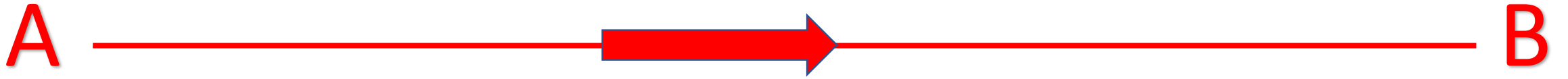
Learnt a musical instrument

Represented school at sports and at open evening

Applied to be tutor & sports ambassadors, and applying for student council



# What does the journey look like?



# Year 7 journey

## Autumn term

Year 7 Settling-in Evening (online)

ST1 exam window

Davenham Carol service

Mince Pie Morning

Christmas Concert

Achieving excellence assembly

Christmas Jumper day



## Spring term

Year 7 ST1 Reports

Year 7 Progress evening

Student Council visit to  
Parliament

World Book day

Achieving Excellence  
assembly



## Summer term

UKMT Challenge

ST2 exams (May) & reports

Year 7 visit to a local  
university

End of year trip

Sports Day

Summer concert

Achieving Excellence  
evening



# Success – what does it look like?

- Students with a greater positive wellbeing
- Students with more confidence and resilience
- Students who know more and can do more
- Students who achieve excellence in all that they do





# How do we help students to be successful?

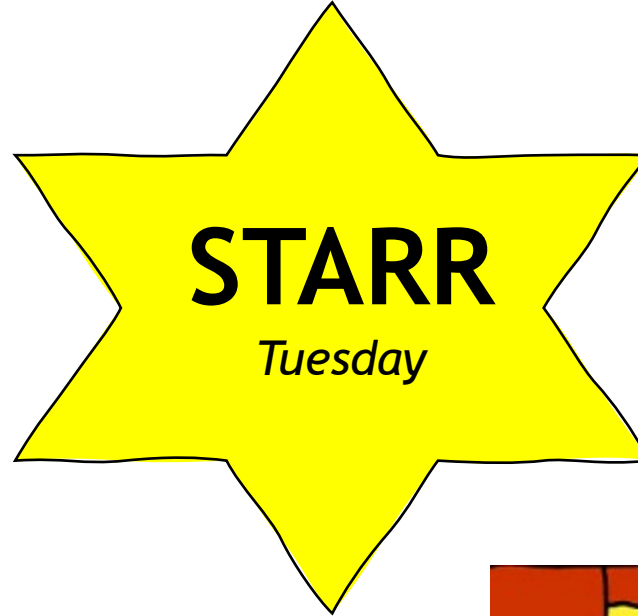
- Excellent **student** support
  - Form Tutor (first point of contact)
  - Year Leader (Mrs Marklove)
  - Education Support Worker (Mrs Wardle)
  - Learning Support (Miss Martland - SENDCo)
- Rewarding **enrichment** opportunities
- Core Values of Aspiration, Kindness and Pride





# Form time Programme 2025-26

**MOTIVATIONAL  
MONDAY**



*Thoughtful*  
**THURSDAY**



# Tutor Time Programme (8.45-9am)

## MONDAY

Assembly Mrs  
Marklove (B week)

Motivational Monday  
& Tutor reading (A  
week)

## TUESDAY

STARR (Study skills,  
Active Revision &  
Reflection)

## WEDNESDAY

Headteacher's  
Assembly

## THURSDAY

Personal  
Development

## FRIDAY

Feel good Friday

### **Key routines:**

Equipment and uniform – please support us by ensuring students have the correct uniform and equipment for learning.

Mobiles off and in bags.

# Enrichment activities (On Synergy)

## AUTUMN ENRICHMENT 2025



Day	Activity	Years	Staff Contact	Times	Where
MONDAY	KS4 Art Drop In	Year 10 & 11	Miss Huxley/Miss Heaword	12.35 - 1.15	Art
	Mixed Table Tennis	All Years	PE	12.55 - 1.15	Gym
	GCSE PE/CAM Nat coursework	Year 10 & 11	PE	12.45 - 1.15	A8
	Keyboard Club	All Years	Miss Croson	12.45 - 1.15	C7
	Warhammer	All Years	Mr Roy	12.35 - 1.15	A9
	Quiet Reading	Year 7 & 8	Mrs Allen	12.30 - 1.15	Library
	KS4 Art	Year 10 & 11	Miss Huxley/Miss Heaword	3.20 - 4.20	Art
	PE Fixtures	All	PE – See Fixtures Board for info	3.20 - 4.30	PE
	Musical Theatre Club	All Years	Miss Croson/Ms Bates/Mrs Berry	3.30 - 4.30	A16 Drama
	Climbing	Year 7 - 9	Mr Trevithick	3.20 - 4.30	Gym
	Netball	Year 7 - 9	Mrs Wood & Miss Trimmer	3.20 - 4.30	Netball Court
	KS3 Homework Club	Year 7 - 9	Ms Tilley	3.20 - 3.50	A11
	GCSE Drop In	Year 10 & 11	Mrs Curry	3.20 - 4.30	C5
	Sparx Reader Drop In	Year 7 - 9	Miss Thornton/Miss Barnett	3.20 - 4.00	B19
TUESDAY	Library	All Years	Mrs Allen	3.20 - 4.30	Library
	Fitness	Year 9 - 11	Mr Turner	7.45 - 8.30	Gym
	KS4 Art Drop In	Year 10 & 11	Miss Huxley/Miss Heaword	12.35 - 1.15	Art
	Library	All Years	Mrs Allen	12.30 - 1.15	Library
	Brassed Off	All Years	Mrs Powlson	12.45 - 1.15	Band Room
	Choir	All Years	Miss Croson & Mrs Wells	12.45 - 1.15	C7
	Mixed Table Tennis	All Years	PE	12.55 - 1.15	Gym
	GCSE PE/CAM Nat coursework	Year 10 & 11	PE	12.55 - 1.15	A8
	KS3 Homework Club	Years 7 - 9	Ms Tilley	3.20 - 3.50	A11
	KS4 Homework Club	Year 10 & 11	Mrs Hadfield	3.20 - 3.50	C1
	Band	All Years	Mrs Curry	3.20 - 4.30	Band Room
	Library	All Years	Mrs Allen	3.20 - 4.30	Library
	The Social Circle	All Years	Mrs Williamson	3.20 - 4.00	A11
	PE Fixtures	All Years	See Fixtures Board for info	3.20 - 4.30	PE
	Mixed Rugby Practice	All Years	PE	3.20 - 4.30	PE

Homework club:

- KS3 Support Room open until 4pm
- Library open until 4.30pm (Monday – Thursday)
- 4pm (Friday)





# How do we get our students to be successful?

- Excellent **student** support
- Exceptional **learning in lessons**
- Rewarding **enrichment** opportunities
- **Effective communication** with parents/carers





# IT Support

- Log ins and support
- How to get in – remote access on the website



MathsWatch  
MathsWatch



Google Classroom  
Google Workspace for E...

leftwichhigh.com



HOME

VACANCIES

CONTACT US

CALENDAR & EVENTS

MY TOOLS



- Multiple Platforms – individual letters have been sent
- Mr Ralph
- Email [admin@leftwichhigh.com](mailto:admin@leftwichhigh.com)

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