



# Governor's Annual Report to Parents



**LEARNING TOGETHER,  
ACHIEVING FOREVER**

September 2018 – July 2019

This report follows the guidance offered in the School Governors' Annual Reports (Wales) Regulations 2011 (revised in May 2013)

### **Meeting to Discuss the Report**

During recent years, in schools across the country, the meetings to discuss the Annual Governors' Report to Parents have been poorly attended. As a consequence in October 2005 Government regulations were changed and now state that "The Governing Body is exempt from holding a meeting in any school year in which it gives to the Parents with the Annual Report a notice asking Parents to state in writing within a period of not less than 7 days if they require the meeting". If fewer than 5% of registered pupil's parents respond a meeting does not have to take place. **If you require the meeting to take place please inform Mrs Burke in writing by Friday 11<sup>th</sup> October 2019.**

Resolutions can only be passed if there are at least as many parents present as 20% of the number of pupils at the school. A report on any resolutions passed must be included in next year's Annual Report to Parents. Please note the Governors' Annual Report only includes information on the academic year from September 2017 to July 2018.

There were no resolutions passed at the previous annual parents meeting.

### **Agenda**

- Minutes from previous year if applicable
- Review of Report to Parents
- Any other business

### **Distribution**

It is appreciated that producing and distributing the full annual report to parents can prove costly for schools. The Regulations therefore allow for schools to make available the full report only to those parents who request it, and to issue a summary report for distribution to all parents.

### *A message from the Governors*

**Dear All,**

**On behalf of the Governing Body of Milton Primary School, I am delighted to present you with this report that describes the activities, developments and excellent progress of our school over the past year.**

**Milton Primary continues to strive towards being a centre for excellence, to develop children as independent and confident lifelong learners. We will continue in the coming year to work together to ensure that we have a school to be proud of, with the highest standards and achievement for all. In the year that follows we are looking forward to further development of our outdoor spaces through PFA support, embracing the new curriculum and building our own local curriculum, becoming a school that cultivates curiosity in our children through inquiry based learning.**

**This report also gives us an opportunity to thank the staff for their commitment and dedication to the education of our children. We would also like to acknowledge the whole Governing Body for the challenge, support and commitment that they give to the school.**

**Yours Sincerely,**

**The Governing Body**

# Milton Primary Governing Body

## What is a Governor?

The school is managed by the Headteacher and senior management team. Our role is to act as a critical friend as representatives of the community. We are able to put the interests of the children ahead of all other potential considerations. We support the school out in the community, making the most of the successes and its good name, and keeping parents and others informed of developments. We do our best to broadcast any difficulties imposed on us from outside. We support the school by giving whatever help we can to promote and develop the children's school life. We have a wide range of legal responsibilities. We appoint staff, ensure the National Curriculum is being delivered, and we are responsible for policy in areas which have some community sensitivity, such as discipline. Perhaps most of all, we make sure that the school makes the best possible use of resources. All this makes for a somewhat tricky job. It is impossible to please everyone all of the time, and that means well-established relationships between Governors and the school community are very important.



## Who is on the Governing Body?

<p><b><u>Chair of the Governors</u></b>                  Rev Stephen Blewett                  c/o Milton Primary School                  Hendre Farm Drive                  Ringland                  Newport                  NP19 9HB                  Tel: 01633 273505</p>	<p><b><u>Acting Clerk</u></b>                  Clerk to the Governors EAS                  Llanwern High                  Hartridge Farm Rd,                  Newport,                  Gwent                  NP18 2YE                  Tel: 01633 411116</p>
--	--

## School Challenge Advisor: Sarah-Jayne Waters

<p><b>Community Governors –</b>                  are invited to join the governing body due to their specialist skills, which are felt to add to expertise of the governors as a whole.                  Date in brackets is when the term of office ends.</p>	
Ms Jane Bayley (14.11.22)	Co-opted
Vacancy	Co-opted
Mrs Paulette Powell (23.01.23)	Co-opted
Rev Stephen Blewett (13.11.21)	Co-opted
<p><b>Newport City LA Governors</b>                  These are appointed by the local authority</p>	
Cllr Malcolm Linton (27.02.22)	LA Representative
Mrs Ann Culverwell (30.1.23)	LA Representative
Cllr Raymaan Hayat	LA Representative
Ms Umberen Ahmed (24.04.22)	LA Representative

<b>Parent Governors</b> are elected by parental vote We have a vacancy for 2 parent governors	
Mrs Alison Morrissey (11.12.19)	Parent Representative
Mrs Lianne Gilbert (31.12.22)	Parent Representative
Mrs Sarah Arthur (31.12.22)	Parent Representative
Vacancy	Parent Representative
Vacancy	Parent Representative
<b>Teacher Governor/ Staff Representative</b> are elected by the teachers and non teaching staff	
Mrs Corinne Burke	Headteacher
Miss Samantha Thomas (21.07.21)	Teacher Representative
Miss Bethan Instone (31.08.22)	Teacher Representative
Mrs Julie Hodge	Teacher Representative (non-voting)
Miss Gemma Lowe (23.11.19)	Staff Representative
Mrs Sian Clifford	Staff Representative (non-voting)

## Financial Statement

The school is formula funded according to Government regulations and received responsibility for its own budget in April 1993. The governors appoint a finance committee that sets and monitors the budget. Each school receives its funding from the Local Authority. The amount is based on pupil numbers. It pays for the general running costs of the school – payroll, books, equipment and maintenance work. The Headteacher consults with the Governing Body and staff to prioritise specific requirements, especially those laid down in the School Improvement Plan. The school aims to hold a contingency to safeguard staffing levels and pay for large projects e.g. refurbishment of buildings. If the school spends more than its budget share, the shortfall is paid out of the contingency.

We also have a school fund, where donations and money from special fund raising ventures are deposited. The money raised by the school makes a huge impact on our spending plans, enabling us to buy equipment and resources we would otherwise have been unable to have.

The Milton PFA have undertaken a number of fund raising events over this academic year and the money which has been raised is managed via their own account.

The school has received no gifts of money.

Governors of Milton Primary School do not claim travelling or subsistence expenses.

*See appendix 1 for Section 52 financial statement from LA*

## Comparative Information on School Performance

**2018-2019**

See appendix 2 for information published by DEWi

# Attendance



Attendance remains an area for improvement within the school. Our attendance levels are not at the expected 95% level. Children who are late to school also negatively affect our attendance percentages. The school works very hard to improve attendance with a variety of initiatives and rewards to encourage children to be in school.

The Welsh Government and Newport actively discourage holidays during term time.

The EWO is based in school and meets weekly with the school's attendance officer.

Targets for improvement of attendance and for Reducing Absence as agreed by the Governing Body 2018-2019

Attendance	Academic Year 2018 – 2019 Target	Academic Year 2018 – 2019 Actual
Attendance %	93.3	91.1

## Links with the Community

Links with the community are strong and the school is involved with the community on many levels.

**Parents** play an invaluable role in Milton Primary and we are especially grateful for the support parents give us when fund raising and with supporting home learning projects.

**Students** are welcomed at Milton Primary. We work in partnership with the University of S.E. Wales, Llanwern High School and Coleg Gwent.

## The Wider Community

The Flying Start Playgroup is situated on our school site and we have close links with the playgroup and the health visitors.

Activities this year:

- The police visited all year groups to talk about a variety of topics
- Fire Safety Officers came into school to work with FP and KS2 classes
- Hearing tests were carried out for Reception children
- Growth and Vision screening took place for Reception children
- The school takes part in the 'Designed to Smile' initiative and all FP children brush their teeth in school on a daily basis
- Dental nurses coated children's teeth with fluoride
- Parents and Governors were invited into school to join in with Christmas performances, Class Assemblies, Leaver's performances and Easter Bonnet celebrations.
- The children donated food items to Raven House Trust at Harvest time

- Lego Maths courses have been running all year for parents and their children
- All year groups attended a school trip to support their learning
- New intake meetings took place for Nursery, Reception and Y3 parents
- All classes held a 'meet the teacher' event in the first half term
- Open evenings were held in both the autumn and the summer term
- Fair Trade fortnight took place
- All children enjoyed a theatre production

## Assessment

Teachers carry out their own continuous assessment of children throughout the year, the results of these are monitored by curriculum leaders and the senior leadership team.

More formal assessments are made at the start of each school year through an on-entry baseline set by the Welsh Government. This gives teachers and parents an indication of where their children are when they start full-time education. It also provides the school with information to monitor progress throughout the children's time in primary school. At the end of Year 2, Year 3, Year 4, Year 5 and Year 6 formal teacher assessments take place along with tests set by the Welsh Government.

In accordance with reporting regulations, the school provides a summary of the school results at the end of Foundation Phase and at the end of Key Stage 2.

- A typical 7 year old will be assessed as Foundation Phase Outcome 5, a typical 11 year old will be assessed as National Curriculum Level 4
- An assessment of Outcome 6 is only achieved by a very small number of children by the age of 7, an assessment of Level 5 is only achieved by a very small number of children by the age of 11
- At any one time pupils are likely to reach a higher level in some areas more than others.

**The interpretation of school results is a complex matter and is only one indicator of the quality of education provided within a school.**

*See appendix 2 for the 2018 comparative data from DEWi*

## Target Setting

As a school we continually strive for improvement. We see the need to set specific targets which are attainable but challenging. We value the individuality of every child and aim to set individual targets as well as placing an emphasis on specific cohorts of children. The school derives its pupil targets from ongoing teacher assessment, supported by standardised tests in Reading and Mathematics. Our targets are regularly monitored, internally and by the local authority/ EAS to ensure that they rigorously reflect the abilities of specific cohorts of children. Targets are set on pupils achieving outcome 5 or above in Foundation Phase and pupils achieving Level 4 or above in Key Stage 2. These levels are the expected attainment for these specific year groups.

In September targets are set for all year groups, the targets are sent to the EAS along with the local school targets.

## School Policies

School policies, statutory documents and non-statutory documents and policies are reviewed and updated on a rolling programme.

## Term Dates

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	2.9.19	28.10.19	1.11.19	20.12.19
Spring	6.1.20	17.2.20	21.2.20	3.4.20
Summer	20.4.20	25.5.20	29.5.20	20.7.20

## Curriculum

Education has seen many changes over the past few years and this year has been no exception. The staff have been preparing for an updated curriculum which will come into effect in September 2022.

The whole approach to developing young people aged 3 to 16 will change. The new curriculum will have more emphasis on equipping young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.

They will also get a deep understanding of how to thrive in an increasingly digital world. A new digital competence framework is now introducing digital skills across the curriculum, preparing them for the opportunities and risks that an online world presents.

Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners.

The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.

### **The purpose of the new curriculum is to support our children and young people to be:**

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

### **It will have six 'Areas of Learning and Experience (AoLE).**

- Expressive arts.
- Health and well-being.

- Humanities (including RE which should remain compulsory to age 16).
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages).
- Mathematics and numeracy.
- Science and technology.

It will also include **three cross-curricular responsibilities: literacy, numeracy and digital competence.**

### Why it is changing?

Now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Advances in technology and globalisation have transformed the way we live and work. These changes have profound implications for what, and how, children and young people need to learn. After all, tablets and smart phones didn't even exist when the last curriculum was introduced in 1993.

Schools and teachers need more flexibility to respond to this environment, using a new curriculum which will promote high achievement and engage the interest of all children and young people to help them reach their potential.

The new curriculum will bring this about by making learning more experience-based, the assessment of progress more developmental, and by giving teachers the flexibility to deliver in more creative ways that suit the learners they teach.

This new approach was informed by Professor Graham Donaldson's independent review of curriculum and assessment arrangements in Wales, **Successful Futures** (pdf 1.7MB), in February 2015 which provided the foundations for a twenty-first Century curriculum shaped by the very latest national and international thinking.

### The Digital Competence Framework

The first element of the new curriculum to be developed was the **Digital Competence Framework** (external link).

The framework introduces and develops the skills needed to live and work in an increasingly online and digital world, ranging from communicating and collaborating to problem solving and handling online bullying.

Like literacy and numeracy it applies across all subjects, developing skills and confidence in learners that make them adaptable to changes in technology over time. The framework has four strands of equal importance. Each has a number of elements which explore the detail within it.

The strands are:

- **Citizenship** – which includes the elements of 'Identity, image and reputation', 'Health and well-being', 'Digital rights, licensing and ownership', and 'Online behaviour and cyberbullying'
- **Interacting and collaborating** – which includes the elements of 'Communication', 'Collaboration', and 'Storing and sharing'
- **Producing** – which includes the elements of 'Planning, sourcing and searching', 'Creating', and 'Evaluating and improving'

- **Data and computational thinking** – which includes the elements of 'Problem solving and modelling', and 'Data and information literacy'.

<https://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>

## Additional Learning Needs

The 'Special Educational Needs Code of Practice for Wales' was introduced in April 2002. The area is often referred to as 'Additional Learning Needs' (ALN). This term includes Gifted and Talented children and children with behaviour issues.

At Milton Primary we are committed to working with all children and their parents to ensure that the best provision is provided for all children to help them cope with or overcome their difficulties or challenges. The ALNCo (Additional Learning Needs Coordinator) is Mrs Emma Lee.

Deliberate efforts are made to ensure that curriculum development caters for all children including those with additional needs and that no pupil is excluded from any area of the curriculum. Children receive support either within the mainstream class or by working in small support groups. Close links are maintained with classroom teachers to ensure the success of action plans. All pupils with ALN are fully integrated within the school as a whole.

Regular review meetings are held involving all parties concerned. These meetings are to assess and monitor progress and to establish new targets. Support or guidance may be sought from the following professionals:

- ALN support teacher in the Local Authority
- Educational Psychologist
- Speech Therapist

## Pupils with Disabilities

Milton Primary School provides a safe, secure and stimulating environment for pupils across the ability range, including those with disabilities. The school will admit all pupils whose educational needs can be met from the resources provided to it and whose admission will not significantly detract from the needs of other pupils. Where children have a statement of ALN/SEN, their admission must be negotiated via the Local Authority's Statementing Officer. Pupils with disabilities will not be treated less favourably than other pupils.



The school site is reasonably level and although we have nine classrooms upstairs it is possible to relocate year groups if needed.

There are disabled toilets in the school and an accessibility plan is in place.

Milton Primary School provides a safe, secure and stimulating environment for children in including those with disabilities.

The school policy is that all children are treated equally, we are an inclusive school. Guidelines are followed as laid down in The Disability Discrimination Act.

## Equal Opportunities

The school's equal opportunities policy and aims highlight the importance of:

- Promoting equal access to all areas of the curriculum for all pupils, irrespective of race, gender, disability, ethnic origin, language, religion or cultural background
- Developing attitudes and ways of behaving that are appropriate to living in a society that wishes to eradicate racism and value diversity
- Access to a high quality education for all
- Treating boys and girls equally

## Welsh/Curriculum Cymreig

No children in the school speak Welsh as their first language.

Incidental Welsh is used daily in school. 'Y Gadair Boeth' (The hot seat) and the use of Welsh placemats (Key Stage 2) takes place daily and gives pupils the opportunity to practice relevant language patterns and asking and answering questions.

## Well-Being/ Healthy Living

The children only eat fruit at breaktime.

All Foundation Phase children are offered milk daily as part of a Welsh Government initiative.

All children are welcome to bring a water bottle to school that they can freely access throughout the day.

The school participates in the 'Designed to Smile' initiative. Foundation Phase children participate in cleaning their teeth on a daily basis.

# Sport and Extra Curricular Activities



The children in the Early Years are encouraged to be very active and there are many opportunities for playing outside. Bikes, timber trails, balls, skipping ropes and other small and large equipment all encourage early skills in sport.

All children have the required time for Physical Development/PE/Games sessions.

Staff ran a variety of clubs, these included:

Cooking club

Football club

Running club

Coding club

Choir

Rugby Club

## School Toilets

Our Foundation Phase toilets were refurbished a few years ago and are in good condition. Key Stage 2 toilets are functional and clean. Toilet training in the foundation phase and cleanliness after toileting is encouraged by all staff. The toilets are cleaned daily at the end of the school day by the school cleaners. It is sometimes necessary however due to the age of the children for staff to mop/ clean toilets throughout the day.

## Collective Worship

This is held daily. It varies in format throughout the week.

## Safeguarding Children including Child Protection

The school has an up to date policy for safeguarding children. All staff are aware of the procedures and points of contact.

## School Validation 2019 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

**Newport**

Milton Primary School

		N	D	W	Z	S	G	1	2	3	4	5	6	A
<b>Personal and social development, well-being and cultural diversity</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	1.8	1.8	10.5	43.9	40.4	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	0.0	5.7	26.4	66.0	0.0
<b>Language, literacy and communication skills (in Welsh)</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Language, literacy and communication skills (in English)</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	3.5	3.5	7.0	12.3	47.4	26.3	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.9	1.9	7.5	5.7	58.5	24.5	0.0
<b>Mathematical development</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	1.8	8.8	15.8	49.1	22.8	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.4	7.5	73.6	9.4	0.0

FPI \*\*

2019	66.7
2018	79.3

### Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

\*\* : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.

## School Validation 2019 (End of Foundation Phase Outcomes - Pupils)



(Table 2 of 2 - PUPIL NUMBERS)

**Newport**  
Milton Primary School

	N	D	W	Z	S	G	1	2	3	4	5	6	A
<b>Personal and social development, well-being and cultural diversity</b>	0	0	0	0	0	0	1	1	1	6	25	23	0
<b>Language, literacy and communication skills (in Welsh)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Language, literacy and communication skills (in English)</b>	0	0	0	0	0	0	2	2	4	7	27	15	0
<b>Mathematical development</b>	0	0	0	0	0	0	1	1	5	9	28	13	0

FPI \*\*

School	38
--------	----

Cohort = 57

### Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

## School Validation 2019 (KS2 - Pupils)



(Table 1 of 2 - PERCENTAGES)

### Newport

Milton Primary School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
<b>English</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	3.4	5.1	57.6	33.9	0.0	91.5
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.6	9.5	44.4	44.4	0.0	88.9
Oracy	2019	0.0	0.0	0.0	0.0	0.0	0.0	3.4	5.1	57.6	33.9	0.0	91.5
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.6	6.3	55.6	36.5	0.0	92.1
Reading	2019	0.0	0.0	0.0	0.0	0.0	0.0	3.4	5.1	52.5	39.0	0.0	91.5
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.6	9.5	44.4	44.4	0.0	88.9
Writing	2019	0.0	0.0	0.0	0.0	0.0	0.0	3.4	16.9	52.5	27.1	0.0	79.7
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.6	17.5	46.0	34.9	0.0	81.0
<b>Mathematics</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.7	6.8	54.2	37.3	0.0	91.5
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.5	52.4	38.1	0.0	90.5
<b>Science</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.7	5.1	61.0	32.2	0.0	93.2
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.9	58.7	33.3	0.0	92.1
<b>Welsh Second Language</b>	2019	0.0	0.0	0.0	0.0	0.0	1.7	5.1	11.9	66.1	15.3	0.0	81.4
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.6	12.7	66.7	19.0	0.0	85.7

Core Subject Indicator \*\*

2019	89.8
2018	87.3

### Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

\*\* : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

## School Validation 2019 (KS2 - Pupils)



(Table 2 of 2 - PUPIL NUMBERS)

**Newport**  
Milton Primary School

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	Cohort
<b>English</b>	0	0	0	0	0	0	2	3	34	20	0	59
Oracy	0	0	0	0	0	0	2	3	34	20	0	59
Reading	0	0	0	0	0	0	2	3	31	23	0	59
Writing	0	0	0	0	0	0	2	10	31	16	0	59
<b>Mathematics</b>	0	0	0	0	0	0	1	4	32	22	0	59
<b>Science</b>	0	0	0	0	0	0	1	3	36	19	0	59
<b>Welsh Second Language</b>	0	0	0	0	0	1	3	7	39	9	0	59

Core Subject Indicator \*\*

2019	53
------	----

Cohort = 59

### Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

<b>Milton Primary</b>		
<b>Financial Statement for Year Ending 31st March 2019</b>		
<b>2017/18</b>		<b>2018/19</b>
<b>Outturn</b>		<b>Outturn</b>
<b>£</b>	<b>Employees</b>	<b>£</b>
557,368	Teachers	1,069,819
126,384	Support Staff	367,570
9,020	Caretakers	32,351
8,234	Midday Supervisors	14,379
0	Cleaners	0
<b>Other Employee Costs</b>		
10,946	Supply Insurance Premium	19,035
98,026	Agency Staff	144,117
0	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
0	Advertising	0
0	Interview Expenses	0
0	Misc Employee Costs	350
<b>Energy</b>		
3,090	Gas	4,936
7,742	Electricity	11,924
11,782	Oil	14,407
53,655	<b>Capitation and ICT</b>	63,505
157,588	<b>SCC, EIG and PDG Expenditure</b>	28,274
<b>Premises Related</b>		
392	Hire of Facilities	673
12,288	Rates	21,974
34,424	Building Maintenance and Alarm Lines	11,060
5,146	Grounds Maintenance	8,494
3,793	Water	7,216
26,273	Building Cleaning Contract	45,040
1,490	Refuse Collection	3,075
2,231	Miscellaneous Premises	3,839
<b>Communications</b>		
86	Postage/Fax/Telex	124
3,922	Telephones	1,601
<b>Transport</b>		
0	Vehicle Maintenance	0
0	Vehicle Hire	0
0	Car Allowance	0
0	Travel Expenses	416
0	<b>Exam Fees</b>	0
<b>External Courses</b>		
890	School Funded Training	785
0	Sixth Form	0
42,249	<b>Central Services</b>	70,396
<b>Income</b>		
0	Lettings	0
0	Sales Income	0
0	Music Service Income	0
-4,166	Donations	-1,514
0	Miscellaneous	0
-19,802	Supply	-60,837
0	Exam Fees	0
0	Interest	-70
0	Rental Income	0
-102,827	EIG	0
-96,834	PDG/EYPDG	0
-4,960	Energy Compensation	0
0	Coaching Fees	0
-28,841	Other Grant and Contributions	-435,858
0	Reserve Transfer	0
0	After Schools Club	0
919,589	<b>Total Net Expenditure</b>	1,447,081
908,834	<b>Total Funding</b>	1,489,533
-10,755	In Year Surplus / Deficit	42,452
31,852	Prior Year Surplus / Deficit	21,097
21,097	<b>Accumulated Surplus / Deficit c/fwd</b>	63,549
2.32%	Balance as % of Funding	4.27%