

**KNIGHTON Church in Wales Primary School**  
**SCHOOL/YSGOL GYNRADD TREFYCLAWDD**  
**Headteacher: Mary Strong**

## Full Governors Annual Report to Parents 2016-17

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**Knighton Church in Wales Primary**

The school governors' Annual Reports (Wales) regulations 2001 require that school governing bodies produce an annual report, a summary report of which must be circulated to all parents.

The report must be factual and relate to work of the governors during the previous academic year.

**We hope you will find this report both informative and useful. The purpose of the report is as follows:**

**It provides information on the activities which have been undertaken by pupils, staff, governors and parents.**

**It provides statistical information on pupil numbers and levels of academic attainment.**

**It celebrates the continuing improvement that is making Knighton an increasingly successful school.**

The Board of Governors would like to thank all those who contribute to our school's success. We applaud and celebrate the hard work and commitment of all our staff. We thank parents, carers and all those in the community who support our school and we are grateful for the fundraising and other work undertaken by Knighton Friends of School.

Action taken by the governing body to develop or strengthen the school's links with the community include the following:

Members of the governing body are linked to specific classes and areas of the curriculum. They attend class assemblies and then spend time in class looking at work and talking to parents.

All governors are invited to attend events that are also attended by parents. Several members are also members of the town council and represent the school's interest there. To improve the level and standard of

No parents' meeting was held this year. There were no requests from parents for a meeting.

**Names of the members of the governing body, their terms of office and the category to which they belong:**

### THE GOVERNING BODY

**Day to day management and organisation of the school is the responsibility of the Headteacher. The School's Governing Body manages general school policy and strategic planning. Governors serve for a period of four years.**

Name:	Appointed by:	Term of office ends:
Chair Mrs Julia Llewellyn-Robert	L.E.A.	31.08.2016
Sara Spencer	Parent Governor	31.05.2019
Councillor Peter Medicott replaced during the year by Councillor Angelique Williams	L.E.A.	31.05.2016  2021
Mrs Christine Baker	L.E.A.	31.05.2019
Reverend Melia Cope	Foundation	31.01.2016
Mrs Sarah Sanford	Foundation	31.08.2020
Mrs Eirlys Spawton	Foundation	31.01.2018
Mr Mark Painter	Teacher Representative	31.08.2018
Miss Mandy Evans	Non-teaching Staff	11.03.2018
Mrs Sarah Spencer	Parent Governor	31.05.2019
Mrs Rebecca Morgan	Parent Governor	30.09.2020
Mrs Vanessa Scott	Parent Governor	30.09.2019
Mrs Chris Bransford	Town Council	31.08.2017
Mr Andrew Kenyon Wade	Community Governor	11.03.2018
Mrs Mary Strong	Headteacher	
Mrs Diane Rees	Clerk to the Governors	

*Caru Duw, caru pawb, caru dysgy*



What a busy time the school had last year! Here are some of the highlights including: sports activities, trips, visitors, parent and community links and fundraising.

### September 2016

Our Eco Council was very busy as they went out to litter pick and encouraged us all to walk to school.



### October 2017

The school disco was great fun on Friday 21<sup>st</sup> October.

Archie Roberts went to the cross country competition in Llandrindod Wells and he came second!

Sally Vaughan, the town's major, came to talk to our School Council about who they could write to about the potential closure of our Sports Centre.

Miss Chidgey arranged for representatives from Severn Trent Water to come and talk to the children about how we use and conserve water.

The School Council walked down to Tuffin's to post letters to councillors and AMs in support of Knighton Sports Centre. FOS asked parents/carers to sign at the school gate at the end of the school day.

There was a drop-in session for members of the community to ask questions about the proposed closure in the Community Centre.

The School Council's letter to Powys included the following paragraph: 'As a School Council we are used to asking questions and getting answers to important questions from our Head Teacher and governors. We are also used to discussing important issues and listening to everyone's point of view: for example when we decide what playtime equipment to buy. Mr Graham Brown said he won't come to a public meeting and that he will do a drop-in session instead. We think we need to have a proper public meeting so that everyone can have a say together.'

Ms Hamer took Ruby, Ethan, Ryan and Maddi to the Bronze ambassadors training. The children, who were picked out of a hat, learned how to promote active lifestyles in school.

Fun House, run by Mrs Drakeford and Miss Davies proved VERY popular.



### November 2016

Mrs Stokes met with the School Council to improve lunchtimes by planning more games and ordering more equipment.

Representatives of the School Council attended the public meeting that they'd fought for, about the Sports Centre (see above) and asked wonderful, challenging, questions of the panel.

Kirsty Williams met with the School Council and the Children's Commissioner for Wales commended them for making their voices heard so clearly. The news item appeared on BBC Wales on-line.

Terry Williams ran some fabulous football sessions at lunchtime. Mr Husbands cut the grass so that KS2 could play football outside at lunchtime.

The school celebrated Harvest Festival at St Edward's Church.

Our Year 6 joined the Armistice Ceremony at the Cenotaph for the two minute silence.

Mimi and Wil, our mayor and deputy mayor, took part in the Remembrance Sunday Service and laid a poppy wreath from the school.

Tommy Huffer, Harrison Rees, Ethan Dodd, Jacob Price, James Spencer and Louis Scott represented all of Wales Cubs at the Royal British Legions Festival of Remembrance at St David's Hall in Cardiff. The Knighton Cubs group was selected out of all of the packs in Wales as they had represented themselves extremely well during other events and parades!

Louise Hardwick presented Recorder Club with new recorders from FOS and talked to the children about purchasing new playground equipment.

FOS raised £357 in a table-top sale.

Year 5 & 6 went to John Beddoes Campus to see a matinee performance of 'Through the Looking Glass'.

We raised £156 pounds for Pudsey!

The Star Rewards at Tuffins Petrol Station meant that school received £210

## **December 2016**

FOS helped Sally Vaughan with Carols around the Christmas tree.

They helped serve mulled wine and mince pies that parents/carers had donated.

The KS2 Choir sang at the Methodist Church.

The Foundation Phase Choir sang at the Switching on of the Lights in the Church Hall. Representatives of the School Council really enjoyed judging the fancy dress competition.

The KS2 Choir sang at the Hospital and Cottage View and at The Community Carol Service in St Edwards Church. A big 'thank you' to all the children involved and to Mr Thomas, Mrs Watts and Mrs Wilkinson for working so hard with them in preparation. Thank you to parents/carers who came to join in the celebration.

The Foundation Phase children and staff produced a wonderful Christmas show! We thought they were all super stars!

As always, we were very proud of our wonderful KS2 children for writing, designing and performing their production. Money raised from ticket sales for both productions went towards production costs. That year, amongst other things, we bought a new microphone for our hearing loop system which cost just over £400.

FOS cleared £500 from the Christmas production raffles.

Chaplin's Pantos came to school to perform their panto, The Magic Castle. It was AMAZING and EVERYONE was singing along! A big thank you to FOS for organising and paying for the event.



## **January 2017**

Our fantastic kitchen team were awarded 5 out of 5 for their Food Hygiene Award!



School Council updated their child-friendly anti-bullying policy and leaflet. They met with lunchtime staff and passed on ideas to FOS for new equipment to help make lunchtime play more interesting.

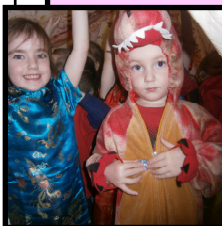
Friends of School put together a recipe book to raise funds. Our mayor picked a FP and KS2 winner, from the recipes submitted, who won a mini baking kit!

Sarah in the office started using Facebook to let parents/carers know about such things as cancelled clubs.



## **February 2017**

Foundation Phase children dressed up for Chinese New Year. They wore something red, gold or dressed as an animal. They spent a wonderful day making Chinese food, lanterns, maps and doing dragon dances.



Barcud Coch and Aderyn Du had an exciting visit from Tudur Rees who organised fun games to develop the children's Welsh.

Cnoc-y-Coed worked with Mr Burrows, the Music teacher at John Beddoes Campus. He was SO impressed with our children; he

said that they were completing work that he usually does with Y7 and Y8 children!



## **March 2017**

As usual, we invited children to dress up in Welsh costume or Welsh National Sport's Kit to celebrate St David's Day.

Miss Davies ran a 'School Readiness Programme' aimed at parents/carers of children in pre-school and Nursery who were interested in learning how best to support their child's reading skills.

Y4 had a splashy morning orienteering around Nash Woods in the rain. Everyone said that they had a great time.

FOS won a chance to be included in a Tesco Community Fund "Bags of Help" grant.

In Waste Week activities related to recycling took place all week! On Friday 10<sup>th</sup> March, KS2 children had the opportunity to come to school wearing something recycled. Thanks to Miss Chidgey for organising this.

As part of Fair Trade Fortnight, all our children visited Tuffins to look at Fair Trade products.

On World Book Day all children were invited to dress up as their favourite character from a book.

Many thanks to Lin Rees and her team from Barclays who came in to work with the Y5/6 children. The children really enjoyed the IT related activities.

Emma Darling, Ed Jones and Joe Burnett brought a variety of farm animals in to school for the Y2 children to study and write a report about.

Y6 children had FUN working with Science and Technology projects at Bedstone.

FOS ran a Bingo fund-raiser on Friday 31<sup>st</sup> March at the Knighton Hotel.

The Children's Centre ran an under 5s fund-raising 'Eggstravaganza'.

On Red Nose Day, Friday 24<sup>th</sup> March, our children donated 50p towards 'Comic Relief' and came to school dressed in something red. We raised £108.55!

Yrs 3, 4, 5 & 6 had a wonderful trip to Warwick Castle.







## July 2017

Foundation Phase 'Jungle Day'. Thank you to all FP staff who made this day such fun for our younger children.

Foundation Phase enjoyed a trip to the Safari park whilst Key Stage Two went to Warwick castle. Thanks to Friends of School for supporting these outings.



The Y6 children had a wonderful time at their Leavers' pool party which included; a bouncy castle, a fun splash and party food. Mrs Rimmer and Mrs Watts also had a wonderful time and demonstrated the positive relationship between teachers and pupils at Knighton. Many thanks to FOS for their contribution.

Entrepreneur Day (Fun Day), was organised by year 5 & 6 pupils on Monday 17<sup>th</sup> July.

Y5 and Y6 had a FANTASTIC time at Staylitttle outward bound centre. A huge "thank you" to Mrs Rimmer, Mrs Watts, Mrs Wood, Mr Brown and Rachel from the Sports Centre for giving up their time to make the trip possible and fun.



## Update on School Performance

Description / activity / priority	Strengths and Areas for Improvement
Standards	<p><b>Main strengths</b></p> <ul style="list-style-type: none"> <li>ü Almost all results at the end of FP show improved performance on last year or a three-year upward trend. All results match or exceed Wales and our family of schools.</li> <li>ü All results at the end of KS2 show improved performance on last year or three year upward trend. All results match or exceed Wales and our family of schools.</li> <li>ü The comparative report for the National numeracy procedural test shows that: Y2, Y3, Y4 and Y6 equaled or exceeded the number of pupils achieving an average or above average progress measure in the LA and Wales.</li> <li>ü Value added data shows that last year's Y6 pupils have achieved above expected levels when compared with their Y4 CAT scores:</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>To improve results for expected outcomes/levels at O5/L4 to compare more favourably with other schools with similar numbers of pupils receiving free school meals</li> <li>To improve attainment in Welsh across the school</li> <li>To improve attainment at +1 levels in literacy/English for boys</li> </ul>
Wellbeing	<p><b>Main strengths</b></p> <ul style="list-style-type: none"> <li>Positive impact of the School Councils on increasing impact of pupil voice in most areas of school life</li> <li>Pupil participation in a wide range of extra-curricular clubs and activities</li> <li>Excellent pupil behaviour</li> <li>Positive impact on friendship issues through use of pupil-led no-blame problem solving in Guardian Angel session</li> <li>Very good links with most parents</li> <li>Active Community links</li> </ul> <p><b>Future/ ongoing developments</b></p> <ul style="list-style-type: none"> <li>To continue improving attendance and for the school to perform in the upper 25% of similar schools.</li> <li>To develop a wider range of councils across the school in order to increase impact of pupil voice.</li> <li>To develop Emotion Coaching across the school.</li> </ul>
Provision	<p><b>Main Strengths</b></p> <ul style="list-style-type: none"> <li>Lessons are differentiated effectively with appropriate activities ensuring most pupils make good progress</li> <li>Lesson are planned in an effective series ensuring most pupils are able to recall previous learning and make good progress</li> <li>Activities allow opportunities to develop effective literacy and numeracy skills</li> <li>Most pupils know how to improve their work and can identify next steps in their learning</li> <li>Strong community and parental links support learning</li> </ul> <p><b>Ongoing developments</b></p> <ul style="list-style-type: none"> <li>To promote and increase the use of Welsh across the school through implementing 'Cymraeg Campus'</li> <li>To introduce the next two stands of Digital Competence Framework across the school</li> </ul>
Teaching	<p><b>Main strengths</b></p> <ul style="list-style-type: none"> <li>Effective data analysis for monitoring standards and identifying groups of learners shared across the school to avoid 'bottle necks' in standards</li> <li>Good relationships between all members of the school community</li> <li>Effective use of differentiation and assessment for learning techniques allows most pupils to make expected or better than expected progress</li> <li>Consistent use of positive discipline has developed productive relationships between nearly all pupils and teaching staff</li> </ul> <p><b>Ongoing developments</b></p> <ul style="list-style-type: none"> <li>SLT to ensure challenge for MAT boys during tracking meetings.</li> </ul>
Care, support and guidance	<p><b>Main Strengths</b></p> <ul style="list-style-type: none"> <li>Most pupils who access Centre support do so for numeracy and literacy and integrate seamlessly into their own class for the rest of their provision.</li> <li>Meetings with all teachers and TAs match pupils' needs to suitable programmes of support. Provision maps identify programmes that pupils have already followed and in which they have achieved success</li> <li>There is effective liaison between the school and all external agencies which support pupils with learning, physical and emotional needs</li> </ul> <p><b>Ongoing developments</b></p> <ul style="list-style-type: none"> <li>Deputy Head and Head teacher to develop staff and pupils as Emotion Coaches across the school</li> </ul>
Leadership	<p><b>Main strengths</b></p> <ul style="list-style-type: none"> <li>The SDP includes measurable milestones to evaluate progress each term and is developed and shared with all stakeholders.</li> <li>Positive impact of the school's values and attitudes on pupils and learning</li> <li>Effective use of Senior Leadership Team in moving the school forward</li> <li>Continued effective challenge and accountability of the Governing Body to support school improvement and directly monitor standards</li> </ul> <p><b>Ongoing developments</b></p> <ul style="list-style-type: none"> <li>Lesson observations and planning scrutinies to focus on development of numeracy, literacy, IT and Welsh.</li> <li>Follow-up meetings to look at feedback and ways forward to close any gap in provision</li> </ul>

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# KNIGHTON C.in W. SCHOOL/YSGOL GYNRADD TREFYCLAWDD

## Benchmark Data

(All Wales Core Data 2017)

### FOUNDATION PHASE

#### FOUNDATION PHASE INDICATOR (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
92.9	91.5	89.6	87.3	6th	3

#### LANGUAGE, LITERACY AND COMMUNICATION - Outcome 5+ (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.4	92.3	89.9	88.1	2nd	2

#### LANGUAGE, LITERACY AND COMMUNICATION - Outcome 6 (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
50	47.2	42.2	38.1	7th	2

#### MATHEMATICAL DEVELOPMENT - Outcome 5+ (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
92.9	92.7	91.6	90.3	7th	3

#### MATHEMATICAL DEVELOPMENT - Outcome 6 (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
53.6	50	44.2	38.7	6th	2

#### PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL DIVERSITY - Outcome 5+ (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.4	96.8	96	94.7	8th	3

#### PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL DIVERSITY - Outcome 6 (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
75	69.4	71.2	61.3	5th	3



# KNIGHTON C.in W. SCHOOL/YSGOL GYNRADD TREFYCLAWDD

## Benchmark Data

### KEY STAGE 2

CSI (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.2	93.8	91.2	89.5	3rd	2

### ENGLISH Level 4+ (%) Overall level

96.2	95.8	93.2	91.1	5th	3
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### ORACY Level 4+ (%)

96.2	95.8	94	91.4	5th	
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### READING Level 4+ (%)

96.2	93.4	92.9	90.5	4th	
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### WRITING Level 4+ (%)

96.2	93.8	88	86.6	5th	
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### ENGLISH Level 5 (%)

57.7	51	47.9	44.7	4th	2
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### MATHS Level 4+ (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.2	95	92.8	91.6	5th	3

### MATHS Level 5 (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
61.5	57.1	49.4	47	4th	2

### SCIENCE Level 4+ (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.2	95	94.3	92.2	4th	3

### SCIENCE Level 5 (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
57.7	51	50	46.4	3rd	2

### KS2: COMBINATION OF EXPECTED LEVEL IN READING, WRITING AND MATHEMATICS (Level 4+ %)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.2	89.6	86.4	84.9	3rd	

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### Attendance 2016/17

	Attendance		Authorised
	Annual Target %	Actual %	Actual %
Summer 2017	95.2%	95.44%	3.05%
Spring 2017	95.2%	95.3%	4.27%
Autumn 2016	95.2%	95.14%	3.68%



### Numbers on roll 2016/17

	part	full
Autumn 2016	21	214
Spring 2017	23	214
Summer 2017	15	223



### Summary of Changes Since last Governors' Report

- Staffing and year group changes updated
- Changes to admissions
- Updates to Curriculum
- Changes to Governing Body

### Curriculum and organisation of education and teaching methods at the school:

(including details of any special arrangements in the curriculum or otherwise for particular categories of pupils, including those with a statement of special educational needs)

Up to Year 2, children follow an educational programme based on a document called Framework for Children's Learning in Wales for 3-7 year olds, known as the Foundation Phase. Through a series of play-based activities this prepares them for the start of the National Curriculum.

As children move into Y3 (and begin KS2) they follow the National Curriculum, which is taught throughout the rest of the school.

The school has fully embedded the literacy and numeracy programme of study which identifies clear annual expected outcomes. We use the programme of study to make sure that the teaching of literacy and numeracy skills is embedded in all subjects across the curriculum rather than focused on English, Welsh and Maths lessons alone.

This year we also developed our delivery of the new Digital Competency Framework.

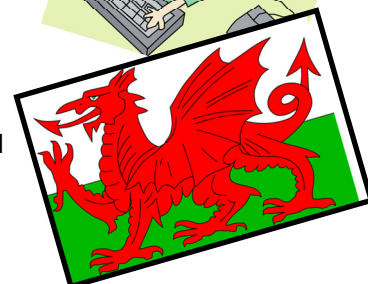
Teachers' planning includes themes which cross subject boundaries such as: Health Education; Education for Sustainable Development and Global Citizenship; Economic and Industrial Understanding; I.C.T.; Personal and Social Education; Sport and the Arts. We also ensure that the curriculum has a distinctly Welsh aspect (Curriculum Cymreig).

All children experience a wide range of teaching styles. These include whole class, mixed ability groups, gender groups, paired and individual approaches to learning.

The hours per week for lessons are based on the national recommendation:

Age 5-7 = 21 hours

Age 8-11 = 23.5 hours



## Pupil Tracking and Assessment

Children's progress is assessed regularly. 3x yearly standardised tests in reading, spelling and maths are used alongside teacher assessment to track children's progress.

As part of our regular monitoring systems, i.e. pupil tracking systems, we can identify children's strengths and weaknesses and ensure that they make the best progress. Children who are not quite 'on track' work in focus groups or receive some extra support such as extra time to read 1-1. These pupils are at a 'School Concern' level of intervention.

Pupils with more delay may require more time learning in smaller groups and may use some of the special support software available. These 'School Action' pupils will have an I.E.P. (individual education plan) which must be signed by parents and which outlines the 'different from and additional to' provision they will get in school.

Children who are identified as having significant delay are referred by the school to an Educational Psychologist, who might then recommend that the school provide extra support through our Specialist Centre or work with outside agencies such as Speech and Language therapists. These 'School Action Plus' pupils will also have an I.E.P.

A very small number of pupils may require a legal Statement of need.



The school's tracking documents are used to identify more able and talented children. These children are identified in planning and are encouraged with appropriately challenging work. Special skills, such as singing, are nurtured and celebrated in, for example, class assemblies and Christmas productions.

Our school liaises closely with social workers in respect of the educational needs of LAC pupils (children who are looked after by the Local Authorities) to ensure their needs are met, and effective and appropriate provision made, for these pupils.

Our school has and will continue to liaise closely with the Gypsy/Traveller support service as and when it is needed.

At the moment we have very small numbers of EAL pupils. Their needs are assessed when they start school and they receive support within the classroom as needed.

## Curriculum Cymreig

Our school is situated in a bilingual county and although the immediate area is English speaking we work hard to expose children to written and spoken Welsh.

All children are taught Welsh during the week and it is used incidentally in all lessons alongside instructions in English. Examples include asking children to sit, stand, come in and go out and listen quietly. Incidental Welsh is also used around the school and we make increasing use of bilingual and Welsh language notices.

Welsh is the usual language of communication in the corridors around school in the following way:

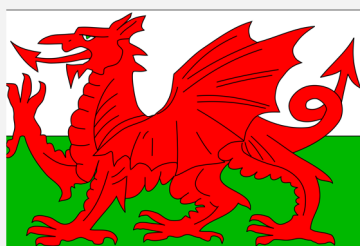
Most pupils from the Foundation Phase up are able to say or ask simple everyday things such as 'bore da', 'sut wyt ti?' and 'pwyt ti?'

Many KS2 pupils can ask and answer questions to do with feelings, what the weather is like and where they live.

In class assemblies we greet parents and carers in Welsh and invite a response in Welsh.

Timetabled Welsh lessons take place every week. Patterns of language covered are reinforced during the week.

Information about end of key stage results in Welsh are passed on to feeder secondary schools or primary schools in the case of a child transferring to another school. Information from our tracking document, which gives an indication of a pupil's achievement between end of key stage results, can also be passed on as required.





## Health and Wellbeing

### Toilets:

The 3s setting has four toilets for pupils and one for adults. In the main building there are four separate toilet facilities for children: one dedicated to the Nursery and Reception classes, one for boys, one for girls and a disabled toilet all of which are cleaned daily.

Information about the action taken to promote healthy eating and drinking by pupils of the school.

We work very hard to be a healthy school. We constantly encourage healthy eating, regular exercise, and positive behaviour strategies. All school staff work together to provide opportunities for pupils to voice their concerns, offer their views and suggestions and be involved with general school development.

Pupils are expected to eat only fresh fruit or plain dried fruit such as raisins at break time. The school office sells fresh fruit for 30p during morning break.

This is also an excellent opportunity for children to practise using money.



### Guardian Angels

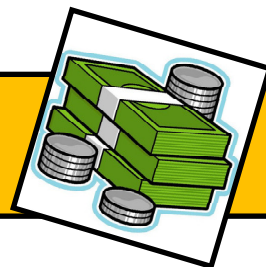
Bullying is taken very seriously by all staff and is dealt with in a structured, positive way. All pupils are encouraged to tell any member of staff if they are worried and this message is reinforced through circle time, displays and assemblies. These also provide opportunities for discussion about what bullying is, and what it isn't. Bullying is defined as deliberately hurtful behaviour repeated over time. There is always an imbalance of power between the bully and the bullied; it is not a confrontation between equals.

Our 'Guardian Angel' scheme is then used to support a child with friendship issues or who is being bullied, to work with their friendship group to solve the situation in a positive way, and to assess how successful the outcome is. Typically, feedback and support is given over a three week period. If the children involved then say that the friendship issue has improved or the bullying has stopped, certificates can be given to the group to recognise the work they have done together. Very rarely, the work needs to be extended over a longer period and parents/carers are involved. Sometimes, although group work is successful, problems with the same group arise again at a later date. When this happens, the process starts again.



Please see our school website for this, and other policies.

## Expenditure Statement 2016/17



Teachers	400,781
Supply Insurance	15,704
Supply Teachers	42,052
Teaching Assistants	174,666
Clerical	30,093
Mid-Day Supervisors	21,154
Breakfast Club Staff	7,054
Employee Expenses	1,572
Repairs & Maintenance	8,210
Statutory Testing	5,140
Grounds Maintenance	3,670
Property Care	39,892
Electricity	5,158
Gas	5,752
Rates	12,515
Water / Sewerage	3,270
Canteen Equipment Costs	872
Capitation	11,481
Office Machinery	3,355
Office Stationery	53
Telephone	329
Postage	45
Breakfast Club Expenses	1,214
Core Package Services	7,801
Internal Purchases	3,036
Capital Expenditure	1,850
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<b>TOTAL EXPENDITURE</b>	<b>806,720</b>

The total amount of any travelling and subsistence expenses paid to governors: None

Details of any school gifts:  
FOS £1200.50

Star Rewards £210

penses paid to



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