



GOVERNORS' ANNUAL REPORT 2018

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This annual report of the governors relates to the 2017/18 school year

- 1 Throughout the year the governors of the school (together with their status and end of term of office) were:

Parent Governors	(x7)	LA Appointed	(x2)
Mrs J Hind	01/07/22	Cllr A Khan	01/09/20
Mr D Jones	01/01/19	Cllr D Milne	01/09/20
Mrs W Kitson	20/02/20		
Mr H Mirza	01/07/21		
Mrs N Richardson	11/11/22		
Mrs J Humphreys	11/11/19		
Mrs C Rudgley	17/05/22		
		Staff Governors	(x3)
		Mrs R Haslock (teaching)	16/10/21
		Mr M Mercer (non-teaching)	01/09/20
		Mr N Wilkinson (teaching)M	01.09/20

Community Governors	(x3)	Partnership Governors	(x5)
Mr R Darnell	18/11/19	VACANCY	
Mr C Warner	01/09/19	Mr H A Ferdinando	01/02/21
Mr A Keep	11/11/20	Mr G Hughes	01/09/19
		Mr J K G Jones	01/09/19
		Mrs J Humphreys	11/11/19
		Mrs A Monks-Roberts	23/09/19

Head-teacher (ex-officio)
Mrs S Sutton

Associate student Governors (x2)
Leah Scott 01/09/19
Gage Wilson-Noon 01/09/19

- 2 The **Chair of Governors**, up to 31st August 2018, was Mr J K G Jones who may be contacted through the school. The **Vice-Chair and Responsible officer** was Mr H A Ferdinando.

Governors with special responsibilities include:

Mr C Warner – Child Protection -Wellbeing/Looked after children (LAC);
Mr K Jones – Equal Opportunities; Student link
Mrs Nyssa Richardson - Additional Learning Needs (ALN)
Mrs J Humphreys - e-safety
Mrs J Hind – Food and Nutrition
Mrs W Kitson – Primary liaison
Mr D Jones – Health and safety

The **Clerk to the Governors** (Mrs Sarah Noke) may be contacted at the school.
(Ysgol Eirias, Eirias Road, Colwyn Bay, CONWY LL29 7SP
Tel – 01492 532025 e-mail: general@eirias.conwy.sch.uk).

- 3 There was no meeting requested by parents (In accordance with the requirements of the Schools Standards and Organisation (Wales) Act 2013) and subsequently there were no **resolutions** raised / passed as a result of the publication of last years' Governors Annual report.
- 4 The date of the next scheduled vacancy for a Parent governor is January 2019. Just before that date applications from those eligible will be invited via the school web-site. If there are more applications than there are vacancies a ballot will be organized.

- 5 The number of students in school remains stable at approximately 1400.

In September 2018 there were approximately 93 full-time equivalent teachers and 50 full-time equivalent support staff.

- 6 The projected recruitment into the 6th form in September 2018 was again in line with previous years.

The schools **results** in the summer 2018 public examinations were excellent and in most subjects continued the overall trend of improvement noted over recent years. The school had excellent 'A' level, GCSE and vocational qualification results. Details of these **examination results** and of **the assessment results (comparative data) for key stage 3** are given in **Appendix 1**. In summary, GCSE results were as predicted; 'A' level pass rate was over 99% and close to 60% were at the top A*-B grades.

95% of the sixth form students took up the offers they were holding from a wide range of universities.

- 7 The school works successfully to a comprehensive **Additional Needs policy** (*Policy No. 43*), which aims to support under-achievers both through individual tuition and small classes in the schools' Special Needs Department, EPIC Unit and by additional teacher help in other classes outside this department.

Similarly, enrichment work is arranged for those to whom the syllabus proves less challenging (**More able and talented Policy** (*Policy No. 9*)). Each class activity is designed to provide for the different needs of each student as far as is possible.

- 8 Around 65% of Year 11 students stay-on to attend the 6th form. Charts showing the destination categories of school leavers at 16 and at 18 are shown in **Appendix 1**.

- 9 The school uses a wide range of strategies in order to raise student achievement and to create an environment that is conducive for teaching and learning. These strategies are reviewed regularly to ensure they deliver maximum positive impact. A variety of grade improvement classes were held prior to the main examinations and professional learning coaches spent a day on revision techniques.

The school has a well embedded transition programme which focuses on both feeder and non-feeder primary schools alike.

- 10 Students have continued to excel in very many **sporting** and artistic activities, both in curriculum subjects and after school as extra-curricular interests and in local clubs/societies. Students have successfully participated in a wide range of sporting events at local, county, national and international levels. The high quality standard sports facilities available within the Eirias Park Sports Complex provide well for a wide range of physical sports activities – students make extensive use of these facilities. The school is an active participant with the **national Healthy Schools Initiative** and has successfully achieved the Active Mark.

The extensive and impressive range of visits and extra-curricular activities, together with opportunities for extra personal study, provided daily for one hour after school and freely available to all students continues to be very well supported. We continue to encourage those who do not attend to consider the benefits of this extra-curricular facility.

Students, during the last year, have participated in over 100 trips and these have included students travelling extensively, for example, to Peru, Belgium, Austria and Iceland.

- 11 Discipline is enforced where necessary and a very small number of students have been excluded from school for various periods where, in the opinion of the Head-teacher and Governors, their attendance and behaviour detracted from the education and well-being of other students and staff. We continue to require that all students conform to school rules at all times and attend school regularly and arrive punctually. As a result of appropriate staffing and consistent implementation of the schools' behaviour related policies the number of exclusions remains consistently low.

The effective utilization of the electronic registration and automated alert procedures has continued to help reduce the level of unauthorized absences, improve the level of attendance and reduce the frequency of truancy. The average **attendance** rate in 2017/2018 was 94.4% which was marginally below target. Of the absences 4.2% were authorized and 1.4% unauthorized. We strongly discourage students being taken out of school for holidays during term time. Further attendance details are shown in **Appendix I**. The current attendance target (for 2018/19) is 95.5%

- 12 The schools' delegated budget has been properly managed and extremely well controlled. The Governors continue to maintain financial prudence against future fluctuations in funding and have retained a positive balance – a significant proportion of which has to be utilized to balance the new year budget because of the significant funding reductions. A **balance sheet** is given in **Appendix 1**.

In accordance with current policy no travel and subsistence allowances have been paid to governors.

- 13 The School's **policy documents** have been reviewed and revised to take account of recent procedural and practical changes and to align with the school's policy review timetable (apart from those that require review on an annual basis all other policies are reviewed on a 3 year rolling cycle). The policy documents are available at the School and via our web site, www.eirias.co.uk. Details of the amendments made to the policy documents are recorded in the school's 'Policy document change register'.

The policies reviewed/amended throughout the year include:-

Policy number	Policy title
5 (Issue 10)	Whole school pay
6 (Issue 11)	Charging and remissions
8 (Issue 7)	Display
11 (Issue 11)	Lettings
12 (Issue 7)	Health and safety
14 (Issue 7)	Staff grievance
15 (Issue 20)	Admissions
18 (Issue 7)	Sex and relationships education
19 (Issue 12)	Child protection
20 (Issue 9)	Staff attendance
21 (Issue 8 + 9)	Staff development
23 (Issue 7)	Examinations
24 (Issue 7)	Trade Union and Professional associations
25 (Issue 7)	Competence
26 (Issue 7)	Department finances
27 (Issue 5)	International
28 (Issue 7)	Professional assessment and development - support staff
30** (Issue 8)	Quality assurance
32 (Issue 9)	School uniform
34 (Issue 7)	Collective Worship
37 (Issue 8)	Teaching and learning
38 (Issue 12)	TOR Committees and Panels
39 (Issue 7)	Drugs
42 (Issue 7)	Pupil attendance
43 (Issue 10)	Additional Needs
44 (Issue 4)	Administration of medicines
45 (Issue 13)	Performance management
49 (Issue 4)	Food and Fitness
50 (Issue 4)	Pupil exclusion
51 (Issue 4)	Governors allowances
52 (Issue 4)	Whistle blowing
53 (Issue 4)	Finance
54 (Issue 4)	Provision of work for pupils not in school
55 (Issue 4)	PSE

56** (Issue 8)	Educational visits
62 (Issue 3)	Staff attendance management
64 (Issue 3)	School toilet
70 (Issue 2)	Personnel management (July 2017)
71 (Issue 2)	Social media
72 (Issue 2)	Local Government pension policy statement
74 (Issue 1)	New policy – Malpractice policy for portfolio based qualifications

- 14 The numerous **strategies, targets** and objectives contained in our regularly reviewed Self-evaluation and School Development Plan (SDP) are without exception, on course for completion by their scheduled dates. The SDP document, which is based upon the continuous self-evaluation processes (including analysis of the Core Data Set) is available at the School. The agreed prime targets are contained in the four main **'Whole School Targets'** shown in **Appendix 1**. As has been the case for the last 10 years or so Whole School Target number 1 always relates specifically to student performance – 'To enhance student performance'.
- 15 The Governors confidently advise that the School has had another very successful year – a result of effective teaching, sound management and good student attitude. We recognize the ability, commitment and enthusiasm of teachers and support staff, and the voluntary responsibilities taken by parents.
- 16 The school **prospectus** is available in printed, CD or web-site format. Annually updated inserts include the most recent examination results, attendance/absence details and a range of other relevant information. The contents of the prospectus are designed to meet national requirements.

A separate prospectus/information book is available for the 6th Form (Years 12 and 13).

Specific details about the **curriculum** and the organization of education and teaching methods are contained in the prospectus. The curriculum subjects are organized into ten Faculties – Mathematics; Science; Technology; Humanities; English; Modern Foreign Languages; Welsh; Business and Communications, Welsh Baccalaureate and Physical Education.

Details of **term dates and session times** are available for current and future years on the School web site. The school day starts at 8:50 and ends at 3:00 with a 40 minute lunch break. Lesson periods are of 50 minutes duration.

Term dates for the 2017/2018 year were:-

Autumn term – 5 th September to 22 nd December	Half term 27 th October – 5 th November
Spring term - 8 th January to 23 rd March	Half term 9 th February – 18 th February
Summer term – 9 th April to 20 th July	Half term 25 th May – 3 rd June

Term dates for the 2018/2019 year are:-

Autumn term – 5 th September to 21 st December	Half term 26 th October – 5 th November
Spring term - 7 th January to 12 th April	Half term 22 nd February – 4 th March
Summer term – 29 th April to 19 th July	Half term 24 th May – 3 rd June

- 17 **Links with the community** are considered very important aspect of school life and through a variety of initiatives and liaisons these continue to be enhanced and strengthened. Many £1000s have been raised for local, national and international charitable causes. Links with other Conwy secondary schools and Llandrillo College have been reinforced through the extensive programme of collaboration. Links with several other North Wales secondary schools have been established in conjunction with our involvement as a lead practitioner school for MFL and Science. A significant number of staff work closely with other schools as part of GWE Lead Practitioner Roles.
- 18 The School adheres closely to all its **equal opportunities** related policies and its **Strategic equality plan**. However, due to the school being located in five separate buildings and up to three floor levels full access for any person with disability is not always practical (The LA has made suitable provision for these in other schools in the county for those with mobility disabilities).

A copy of the schools' **Accessibility Plan** is available at the school. Although the newer buildings within school are fully DDA (Disability Discrimination Act) compliant, the older buildings, spread over 2 or 3 levels are not. Appropriate arrangements are made for students (or parents) with a disability.

All students attending school are fully integrated in all aspects of school life.

The annual safeguarding report has been completed in accordance with Welsh Government requirements.

19 There was one formal **complaint** received during the year. This was satisfactorily resolved at stage 1 of the school's complaint procedures.

20 The designated **language category** of the school is English.

In accordance with current legislation Welsh is taught to all students up to Key Stage 4 (GCSE) level. At Key Stage 5 (AS and A levels) Welsh is a selective subject. Although the incidental use of Welsh throughout the school is actively encouraged no subject is taught through the medium of Welsh. Most students follow the full GCSE Welsh course. First language Welsh GCSE course was added to the school's curriculum two years ago.


21 Adequate toilet facilities are available for both students and staff in each of the school teaching/learning blocks. Cleanliness of these facilities is monitored frequently throughout each school day by the site management staff, and are cleaned at least after the end of the school day by the school's team of cleaners.

22 Last year the schools **health and wellbeing** survey showed that the pupils in Ysgol Eirias across all year groups are above the national average for eating one or more portions of fruit and vegetables this is a result of our whole school approach in promoting a healthy diet. The breakfast club, open to year 7 students, has contributed to all year groups apart from year 9 girls being above the national average for eating breakfast on a school morning. Our PSE framework has included more sessions from outside agencies, including Conwy youth service, CEOP (Child Exploitation and Online Protection) advisors and Careers Wales.

Cooking lessons for key stage three have all been updated to give students more experiences of cooking nutritional healthy meals with the strive to ensure all leavers of Ysgol Eirias are competent cooks.

Our Conwy Education Health and Wellbeing Officer will be conducting an audit to ensure our restaurant is compliant with the appetite for life measure with members from the ESP, and governor Mrs Julie Hind. The menu in the restaurant has already been tailored to suit our pupils and to include more seasonal dishes.

53 students are completing the bronze award for duke of Edinburgh and enjoying the physical challenges.



J K G Jones
Chair of Governors

Date January 2019

If you have any questions regarding any aspects of this report please complete the reply slip below and return it to The Clerk to the Governors (Mrs S Noke) at the school address.



Ysgol Eirias
Governors Annual Report – 2017/18 year

Question Number	Question detail

Signed **Parent of** **Year group**
Date.....



APPENDIX 1

Governors' Annual Report 2017/2018

STATISTICAL INFORMATION

- Examination results details
 - Key Stage 3 – Year 9 assessment levels• comparative data
 - Key Stages 4 and 5 - SSSP
- Destination of school leavers
- Attendance and absence details
- Whole school targets (WSTs)
- Finance - Balance sheet

Year 9 Assessment Levels - Comparative Data

In line with Welsh Government requirements, this sheet gives details of school achievement across the ability range during this academic year, and a national comparison.

Teacher Assessments : Ysgol Eirias : 2018

	Percentage of students at each level									
	D	N	2 or below	3	4	5	6	7	8 or above	
English	0.0%	1.4%	0.0%	1.9%	2.4%	47.4%	35.4%	11.5%	0.0%	Saesneg
Maths	0.0%	1.4%	0.0%	0.5%	3.3%	43.5%	35.4%	14.8%	1.0%	Mathemateg
Science	0.0%	1.4%	0.0%	1.0%	1.4%	32.5%	29.7%	29.7%	4.3%	Gwyddoniaeth
Modern Foreign Language	1.0%	1.4%	0.0%	2.9%	10.0%	40.7%	18.2%	16.7%	9.1%	Ieithoedd Tramor Modern
Welsh	0.0%	2.0%	0.0%	2.0%	14.4%	22.3%	39.1%	20.3%	0.0%	Cymraeg
Art	0.0%	1.4%	0.0%	0.5%	7.7%	36.4%	34.9%	12.4%	6.7%	Celf
Design & Technology	0.0%	1.4%	0.0%	0.5%	7.2%	41.1%	31.6%	16.3%	1.9%	Dylunio a Thechnoleg
Geography	0.0%	1.4%	0.0%	0.0%	5.7%	34.9%	36.8%	21.1%	0.0%	Daearyddiaeth
History	0.0%	1.4%	0.0%	0.0%	6.2%	39.2%	36.4%	15.8%	1.0%	Hanes
Information Technology	0.0%	1.4%	0.0%	0.0%	5.3%	35.4%	35.9%	21.1%	1.0%	Technoleg Gwybodaeth
Music	0.0%	1.4%	0.0%	0.0%	4.3%	78.9%	14.4%	1.0%	0.0%	Cerddoriaeth
Physical Education	0.5%	1.4%	0.0%	0.0%	1.9%	19.1%	48.3%	25.8%	2.9%	Addysg Gorfforal
Cymraeg	0.00%	2.00%	0.00%	2.00%	14.40%	22.3%	39.1%	20.30%	0.00%	Cymraeg

Teacher Assessments : National Comparison

	Percentage of students achieving level 5 or above			
	School (2018)	Conwy (2017)	Wales (2017)	
English	94.0%	91.0%	90.0%	Saesneg
Maths	95.0%	92.0%	91.0%	Mathemateg
Science	96.0%	95.0%	94.0%	Gwyddoniaeth
Modern Foreign Language	85.0%	86.0%	87.0%	Ieithoedd Tramor Modern
Welsh	82.0%	92.0%	94.0%	Cymraeg
Art	90.0%	94.0%	94.0%	Celf
Design & Technology	91.0%	95.0%	93.0%	Dylunio a Thechnoleg
Geography	93.0%	93.0%	92.0%	Daearyddiaeth
History	92.0%	95.0%	92.0%	Hanes
Information Technology	93.0%	95.0%	94.0%	Technoleg Gwybodaeth
Music	94.0%	96.0%	93.0%	Cerddoriaeth
Physical Education	96.0%	96.0%	93.0%	Addysg Gorfforal
Core Skill Indicator	93.0%	89.0%	87.0%	Dangosydd Pynciau Craidd

Key :
 All levels are given as national Curriculum Levels
 D = Disapplied under sections 364-367 of the education act
 N = Not awarded a level for reasons other than disapplication

Achievement of the Skills Challenge by pupils in Year 11

	Percentage of pupils in Year 11 who:		Percentage of boys in Year 11 who:		Percentage of girls in Year 11 who:	
	Achieved the Foundation or National Skills Challenge Certificate at KS4	Achieved the National Skills Challenge Certificate at KS4	Achieved the Foundation or National Skills Challenge Certificate at KS4	Achieved the National Skills Challenge Certificate at KS4	Achieved the Foundation or National Skills Challenge Certificate at KS4	Achieved the National Skills Challenge Certificate at KS4
School 2017/18	99	94	98	90	100	97
LA Area 2017/18	89	73	87	67	90	79
Wales 2017/18	87	73	84	66	90	81
School 16/17/18	..	..	..	..	..	..
School 15/16/17	..	..	..	..	..	..

Achievement of the Welsh Baccalaureate by Pupils in Year 11

	Percentage of pupils in Year 11 who:		Percentage of boys in Year 11 who:		Percentage of girls in Year 11 who:	
	Achieved the Foundation or National Welsh Baccalaureate at KS4	Achieved the National Welsh Baccalaureate at KS4	Achieved the Foundation or National Welsh Baccalaureate at KS4	Achieved the National Welsh Baccalaureate at KS4	Achieved the Foundation or National Welsh Baccalaureate at KS4	Achieved the National Welsh Baccalaureate at KS4
School 2017/18	97	55	96	52	98	57
LA Area 2017/18	87	47	85	43	88	52
Wales 2017/18	85	51	82	45	89	58
School 16/17/18	..	..	..	..	..	..
School 15/16/17

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2018: 129		Number of boys aged 17 who were on roll in January 2018: 58		Number of girls aged 17 who were on roll in January 2018: 71	
	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score
School 2017/18	99	963	100	949	99	975
LA Area 2017/18	97	797	95	746	99	845
Wales 2017/18	98	740	97	692	98	781
School 16/17/18	100	908	100	893	100	920
School 15/16/17	100	882	100	866	100	895
	Achieved 3 or more A level Grades A*-A or equivalent	Achieved 3 or more A level Grades A*-A or equivalent	Achieved 3 or more A level Grades A*-A or equivalent	Achieved 3 or more A level Grades A*-A or equivalent	Achieved 3 or more A level Grades A*-A or equivalent	Achieved 3 or more A level Grades A*-A or equivalent
School 2017/18	15	68	14	57	16	77
LA Area 2017/18	11	52	11	46	12	58
Wales 2017/18	13	58	13	50	14	64
School 16/17/18	12	67	10	59	14	74
School 15/16/17	11	67	9	61	14	72

Achievement of the Advanced Skills Challenge Certificate and Welsh Baccalaureate by Pupils aged 17:

	Percentage of pupils aged 17 who:		Percentage of boys aged 17 who:		Percentage of girls aged 17 who:	
	Achieved the Advanced Skills Challenge Certificate	Achieved the Advanced Welsh Baccalaureate	Achieved the Advanced Skills Challenge Certificate	Achieved the Advanced Welsh Baccalaureate	Achieved the Advanced Skills Challenge Certificate	Achieved the Advanced Welsh Baccalaureate
School 2017/18	93	84	95	88	92	82
LA Area 2017/18	75	63	72	61	78	65
Wales 2017/18	69	60	65	55	72	64
School 16/17/18	..	..	..	..	..	..
School 15/16/17	..	..	..	..	..	..

PUPILS in Year 11

Number of Pupils in Year 11 who were on roll in January 2018: 202

Percentage of pupils in Year 11 who:

	Entered at least one qualification	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold including a GCSE pass in English or Welsh first Language and Mathematics	Achieved 5 or more GCSE grades A*-A or equivalent	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil
School 2017/18	100	99	77	56	20	378	350
LA Area 2017/18	99	93	64	51	15	342	317
Wales 2017/18	99	94	67	55	18	350	324
School 16/17/18	100	98	77	61	18	..	342
School 15/16/17	100	98	78	63	17	..	339

Number of boys in Year 11 who were on roll in January 2018 : 94

Percentage of boys in Year 11 who:

	Entered at least one qualification	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold including a GCSE pass in English or Welsh first Language and Mathematics	Achieved 5 or more GCSE grades A*-A or equivalent	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil
School 2017/18	100	98	74	53	15	368	339
LA Area 2017/18	99	93	59	46	11	330	305
Wales 2017/18	99	92	61	50	14	335	311
School 16/17/18	100	97	73	56	10	..	327
School 15/16/17	100	97	73	58	7	..	322

Number of girls in Year 11 who were on roll in January 2018 : 108

Percentage of girls in Year 11 who:

	Entered at least one qualification	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold including a GCSE pass in English or Welsh first Language and Mathematics	Achieved 5 or more GCSE grades A*-A or equivalent	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil
School 2017/18	100	100	79	59	28	388	358
LA Area 2017/18	98	94	69	55	20	356	330
Wales 2017/18	99	95	73	61	22	365	338
School 16/17/18	100	100	81	66	26	..	357
School 15/16/17	100	100	82	69	26	..	356

PUPILS in Year 11

Number of pupils in Year 11 who were on roll in January 2018 : 202

Percentage of pupils in Year 11 who

achieved an A*-C Grade in:

	English /Welsh	English	Welsh(2)	Science	Maths	Maths/ Numeracy	Best of Maths	Core subject indicator (3)
School 2017/18	64	64	33	79	59	67	70	56
LA Area 2017/18	61	59	70	62	54	58	62	50
Wales 2017/18	65	63	74	63	59	58	64	53
School 15/16/17	71	71	32	76	..	..	..	60
School 14/15/16	74	74	31	74	..	..	..	62

Number of boys in Year 11 who were on roll in January 2018 : 94

Percentage of boys in Year 11 who

achieved an A*-C Grade in:

	English /Welsh	English	Welsh(2)	Science	Maths	Maths/ Numeracy	Best of Maths	Core subject indicator (3)
School 2017/18	55	55	0	81	64	71	74	53
LA Area 2017/18	53	51	65	59	53	60	62	45
Wales 2017/18	56	54	65	60	57	58	62	48
School 15/16/17	62	62	20	75	..	..	..	56
School 14/15/16	64	64	29	72	..	..	..	57

Number of girls in Year 11 who were on roll in January 2018 : 108

Percentage of girls in Year 11 who

achieved an A*-C Grade in:

	English /Welsh	English	Welsh(2)	Science	Maths	Maths/ Numeracy	Best of Maths	Core subject indicator (3)
School 2017/18	71	71	67	78	56	64	67	59
LA Area 2017/18	68	67	75	66	55	57	61	54
Wales 2017/18	74	72	83	66	62	58	65	58
School 15/16/17	79	79	42	77	..	..	..	65
School 14/15/16	83	83	33	76	..	..	..	68

Eirias High School
School Type : Comprehensive 11-18
Linguistic Delivery : English medium

SSSP 2018
LA/School No. 662/5402

Number of SEN Unit/Special Classes 2018: 0

Number of pupils on Roll in NCY 11 2018: 202

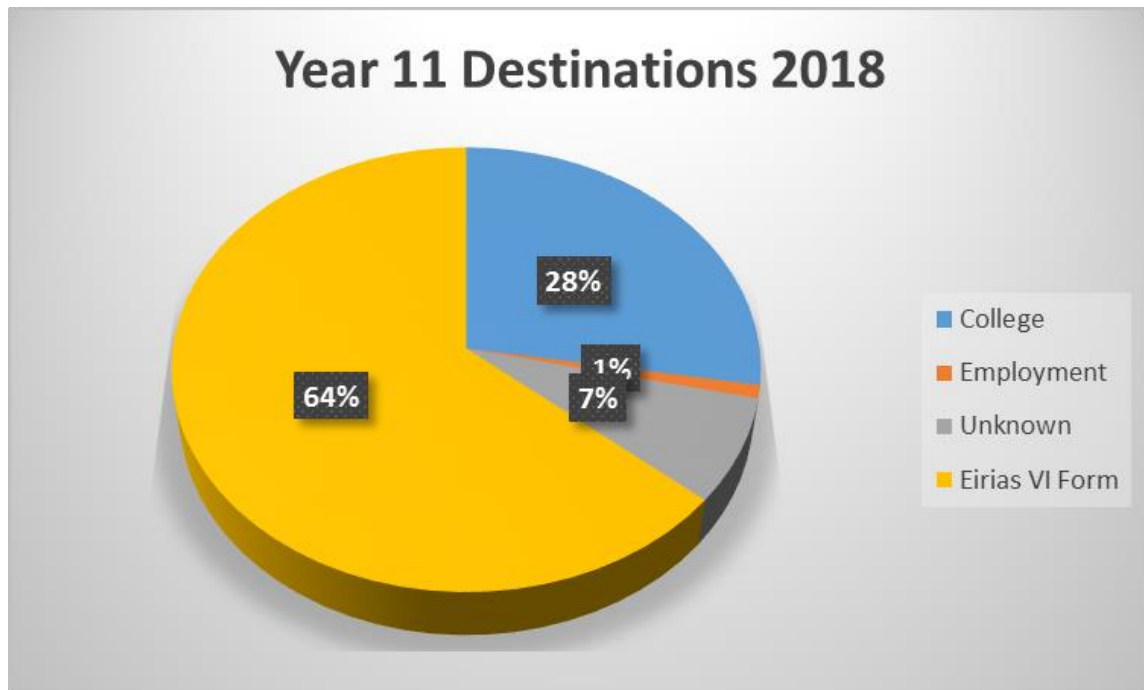
Percentage of compulsory school age pupils eligible for FSM 16/17/18* : 12.9

Percentage of pupil in year 11 on SEN register 2018: 12.4

.. Data not available

* Used for all Free School Meal benchmarking tables. The indicator is only shown for mainstream secondary schools.

Year 11 and Year 13 Leaver Destinations June 2018



Attendance Update

04/09/2017 AM to 25/05/2018 PM														
	Year Group 7		Year Group 8		Year Group 9		Year Group 10		Year Group 11		Year Group 12		Year Group 13	
	Sessions	%	Sessions	%	Sessions	%	Sessions	%	Sessions	%	Sessions	%	Sessions	%
Attendances	68335	95.52	62870	95.31	60018	94	68704	93.35	62008	93.86	41358	94.67	36507	91.26
Authorised absences	2574	3.6	2639	4	2716	4.25	3511	4.77	2821	4.27	1697	3.88	2422	6.05
Unauthorised absences	630	0.88	452	0.69	1112	1.74	1363	1.85	1232	1.86	633	1.45	1073	2.68
Possible Attendance	71539	0	65961	0	63846	0	73597	0	66061	0	43688	0	40002	0
Including														
Approved Educational Activity	758	1.06	1324	2.01	1627	2.55	1986	2.7	2659	4.03	1251	2.86	1916	4.79
Lates before reg closed	735	1.03	1161	1.76	1524	2.39	2854	3.88	2576	3.9	992	2.27	994	2.48
Lates after reg closed	5	0.01	0	0	0	0	0	0	8	0.01	52	0.12	148	0.37
Unexplained absences	0	0	0	0	1	0	0	0	0	0	0	0	5	0.01
Missing Marks	0		0		0		0		0		0		0	

May 2017/18				
	Whole School		Statutory Age	
	Sessions	%	Sessions	%
Attendances	399800	94.0	321935	94.4
Authorised absences	18380	4.4	14261	4.2
Unauthorised absences	6495	1.6	4789	1.4
Possible Attendance	424694	0.0	341004	0.0
Including				
Approved Educational Activity	11521	2.9	8354	2.5
Lates before reg closed	10836	2.5	8850	2.6
Lates after reg closed	213	0.1	13	0.0
Unexplained absences	6	0.0	1	0.0
Missing Marks	0		0	

May 2016/17			
Whole School		Statutory Age	
Sessions	%	Sessions	%
388322	93.25	311660	93.37
19878	4.82	15624	4.68
8158	1.93	6628	1.96
416358	0.00	333912	0.00
8966	2.37	5367	1.57
11831	2.73	9966	2.92
630	0.16	433	0.13
0	0.00	0	0.00
0		0	

May 2015/16			
Whole School		Statutory Age	
Sessions	%	Sessions	%
349842	94.1	268545	94.5
18199	4.7	13582	4.4
67861	1.2	66564	1.1
369220	0.0	282006	0.0
8971	2.1	5613	1.4
9214	2.2	7291	2.2
473	0.1	269	0.1
32	0.0	9	0.0
0		0	

Ysgol Eirias – Whole School Targets 2017 - 18



Target	Staff	Current Evaluation	Evidence	Impact	Additional Budget Implications
The school is committed to achieving the best possible standards of attainment and achievement for our learners regardless of background, gender or academic ability.					
Enhancing Student Performance <ul style="list-style-type: none"> To enhance student performance by achieving GwE value added target <p><i>Highlights:</i></p> <ul style="list-style-type: none"> Outcomes at KS3, KS4 and KS5 	SSN	<p>KS3 (2017): English 97% (91.4%), Mathematics 96% (92%), and Science 98% (95%) (% Conwy 2016 comparison)</p> <p>KS4 (2017): Current tracking data shows that we are making progress towards target.</p> <p>KS5 (2017): Current tracking data shows that we are making good progress to achieve 60% at the A*-B threshold.</p>	<p>KS3 (2017): CSI average of 88.2%</p> <p>KS4 (2017): Unverified 2017 KS4 data places the school at 63.7%; in close alignment with the 2017 target of 66%</p> <p>KS4 (2016): L2+ 66.4%, exceeding 64% target. Gender gap: female/male - 10.1%, LA -6%, family 7%, Wales -7% FSM benchmarking places the school in the LQ for L2/L2+ threshold and the UQ for L1 threshold. L1 99.5%, LA 98.8%, LA 94.5%, Family 95.3%</p> <p>KS5 (2017): Unverified 2017 KS5 data places the school at L3 97.7%. A*-A 35.6%, A*-B 60.4%</p>	<p>KS3 (2018) CSI 91%</p> <p>KS4 (2018) Capped 9: 365 WBQ: 61% National pass L2+: 66% L1: >99% FSM L2+: 40%</p> <p>KS5 (2018) A*-B: 60% A*-A: 35%</p>	N/A
Target	Staff	Current Evaluation	Evidence	Impact	Additional budget implications

The four core principles of the new Donaldson curriculum resonate across the both the school and lessons. We see effective, targeted use of assessment data by teachers in order to plan for quality pupil learning experiences. Formative assessment is prevalent in lessons and across our assessment structures as a whole. A mastery approach in curricula focuses on the delivery of skills in keys stage three ensuring pastoral and performance outcomes in key stage four and five. Teachers are supported in their own professional learning through well planned coordinated career development pathways and through the provision of support that is backed by research. The new professional teaching standards inform, guide and enrich performance management.

<p>Teaching</p> <ul style="list-style-type: none"> • Pedagogical Principles <p><i>Highlights:</i></p> <ul style="list-style-type: none"> - 5 Lesson Themes <i>Progress; Challenge; Respect; Engagement; Independence</i> - Using assessment data to plan for learning - Mastery approach in curricula. - Evidence based practice - The new Teacher Standards 	<p>PJS ZES</p>	<p>Donaldson's 4 core purposes are largely evident within school. Scope to provide a more systematic and purposeful learning provision tailored to individual needs and increasing the depth of pupil learning. Challenge and Independent learning require additional focus in enhancing skills, broadening knowledge and raising standards of achievement.</p> <p><i>Assessment needs to activate learners as instructional resources for one another and to promote ownership of their own learning. Based on QA evaluations of Exercise books, a less summative and more formative approach is required. At present, variations are evident in subject areas regarding how progress and outcomes are assessed and how the results of assessments</i></p>	<p>T&L Survey results (2017):</p> <p>Rating of 1 (Not pleased) to 4 (Very pleased), 67.6% & 26.1% of pupil responses were 3 and 4 respectively re. progress. 79.3% of pupils felt teachers were Good or Very Good re. challenge in lessons. 72% of pupils considered themselves good independent learners. 60.4% and 29.7% rated teaching as 3 and 4 respectively (Not satisfied 1 to Very satisfied 4).</p> <p><i>Estyn inspection findings R3;</i></p> <p><i>Exercise book QA; T&L Survey 2017: 6.3% answered Not at all, 24.3% A little, regarding Teacher's comments for homework and whether this helped them to understand what to do better</i></p>	<p>Reflection of Donaldson's core purposes through lessons in 5 resonating themes:</p> <p>Progress; Challenge; Respect; Engagement; Independence</p> <p>Pupils make identifiable progress with assessment criteria used to benchmark progress and inform future learning which is then acted on by pupils</p> <p>Resilient and engaged pupils using metacognitive strategies to problem solve and improve their own learning</p> <p>Utilisation of new and existing technologies and educational resources to increase independent learning</p> <p>Support networks (within and across Faculties) to identify excellent practice (subject and methodological expertise; classroom craft skills) and address areas for further support and development</p> <p><i>Effective use of assessment data in planning for learning</i></p> <p><i>Creation of a formative assessment model exemplified by:</i></p> <ul style="list-style-type: none"> • Supporting learning for all and aligned to the '4 core purposes'; • That acts as a tool to help teachers to check progress on a regular basis and plan for learning; • Supporting effective peer and self-assessment e.g. Re-drafting, Questioning; • Incorporating 'Responsive teaching'; 	<p>N/A</p>
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		<p><i>are then used e.g. Homework, Mocks.</i></p> <p>Progressive approach to SOW, taking into account building blocks within each year. However, progression within topics from one year to the next is not linked appropriately to deeper learning. Corrective procedures to be linked with teacher feedback post assessment.</p> <p>Variety of rich tasks being used. Deep learning is inconsistent though, with feedback not always acted upon. All learners need appropriate challenge. Effective formative assessment should be used to support deep learning for all.</p> <p><i>Engagement has been evident via a range of programmes. Research on Growth Mindset has also been conducted via visits to schools. The validity and dissemination of school based projects across school has been varied.</i></p>	<p>Faculty SOW; Exercise Book QA</p> <p>Exercise Book QA</p> <p><i>iNet, GwE, Curee and Masters Programmes</i></p>	<ul style="list-style-type: none"> • <i>Encouraging teacher/learner collaboration and raising pupil autonomy.</i> <p>Mastery approach in curricula</p> <p>A Learning cycle where feedback moves learning forward. SOW to provide provision for:</p> <ul style="list-style-type: none"> • Testing pre-requisites and building upon prior knowledge. Encouraging learners to make connections with prior learning; • Rich tasks involving creative thinking to reframe and solve problems, challenging learners to take measured risks; • Purposeful feedback leading to corrective procedures and advancing learning; • Spaced learning to consolidate knowledge. <p>Effective delivery of 'deep' skills in key stage 3</p> <p>Rich tasks that deepen understanding and:</p> <ul style="list-style-type: none"> • Build upon prior knowledge; • Challenge learners to think for themselves; • Engage learners in communicating ideas; <p>Staff engagement with research backed teaching strategies</p> <p><i>Staff feeling empowered by research with collaboration of quality practice.</i></p> <ul style="list-style-type: none"> • <i>Action Research Groups providing collaboration opportunities regarding</i> 	<p><i>Some cost implications for any training</i></p>
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		<p>Performance Management continues to evolve. All staff members have an assigned coach and the process is overseen by a senior member of staff.</p> <p>The school has been involved in the trialling of the new teacher standards and was instrumental in their set-up.</p> <p>The lesson reflection (QA) documentation has successfully introduced a coaching approach to lesson observation; mirroring the new Estyn inspection arrangements</p>	<p>Performance Management policy</p> <p>WST 2 2015/16 – 16/17</p> <p>Lesson reflection/QA documentation</p>	<p><i>teaching/learning enquiries and sharing experiences;</i> <i>Coaching provision to facilitate the learning enquiry and support research</i></p> <p>Use of the new teacher standards in Performance Management</p> <p>The 5 pedagogical strands from the teacher standards to link with the 5 lesson themes as detailed above.</p> <p>Linkage with performance management and the lesson reflection sheet</p> <p>Standards included in pastoral reflections.</p> <p>Review and training of coaches in the summer term.</p>	
Target	Staff	Current Evaluation	Evidence	Impact	Additional Budget Implications
<p>We lead collaborative working within and across the school that has a clear focus on impact for pupil learning. Pupils are encouraged to learn from each other in the classroom through carefully planned collaborative teaching strategies. Cross curricula groups are based on pedagogical principles and encourage a shared understanding of teaching and learning. The use of IRIS is widespread across the school and enables us to create a 'best practice' hub for all areas of school practice – classroom teaching, wider pupil activities, extracurricular activities, staff professional learning. The idea of collaboration is further explored as our staff and learner Digital Leaders play a critical role in the implementation of the Digital Competence Framework.</p>					
<p>Learning</p> <ul style="list-style-type: none"> • Collaborative Learning <p>Highlights:</p> <ul style="list-style-type: none"> - Collaborative learning in classrooms - Digital literacy. 	<p>DM E HBL</p>	<p>Effective collaborative learning can be identified through lesson reflections but the sharing of good practice is largely faculty led. Performance Management coaches are faculty assigned and therefore currently channel best practice identified through the faculty area.</p>	<p>Lesson QA</p> <p>The Teaching and Learning Pupil Questionnaire Analysis 2017 shows that close to 20% of students rate that their ability to work with other students has improved only very little or a little bit over the academic year 2016-17.</p>	<p>Collaborative learning in classrooms:</p> <p>Use of WBQ as a starting point for sharing good practice.</p> <p>TPS to deliver on the training day in a carousel and to lead ARG.</p> <p>Focus for HoF in Term 2 via HoF meeting on January 8th.</p>	<p>N/A</p>

<ul style="list-style-type: none"> - <i>Pedagogy action research collaboration</i> - <i>Enhanced use of IRIS in construction of 'best practice hub'.</i> - <i>Collaboration with other schools/stakeholders that actively improves standards and practice in the classroom.</i> 		<p><i>The school is making good practice towards rolling out the Digital Competence Framework. A cross faculty team of staff and pupil Digital Leaders have undergone training and are ready to commence whole staff training.</i></p> <p><i>A staff audit has been carried out identifying action areas.</i></p> <p>Cross Faculty Meetings currently promote collaboration across faculties, however there are inconsistencies across groups.</p>	<p>Subject areas such as WBQ lend themselves to promoting collaborative learning opportunities and can be used as a vehicle for promoting good practice and cross faculty collaboration.</p> <p><i>Staff training</i> <i>Staff audit</i> <i>Digital Leaders</i></p> <p>PLC agendas, minutes, and subsequent action points.</p>	<p>Identification of best practice through Performance Management (Lesson Reflection) review cycle leading to collaboration of coaches and showcase through IRIS.</p> <p><i>Digital Literacy</i></p> <p><i>Further training to be delivered by the Digital Leaders.</i></p> <p><i>Use of the Digital Literacy Action Research group to offer support and training.</i></p> <p><i>Use of IRIS to showcase best practice.</i></p> <p><i>Use of after school drop-in sessions</i></p> <p><i>Digital leaders to run sessions with parents on social networking and other matters of interest/relevance</i></p> <p><i>Governing Body training on the use of Office 365 and how this can encourage collaborative working.</i></p> <p>Effective, impactful use of pedagogy based cross curricula groups resulting in a shared understanding of pedagogical principles and vocabulary</p> <p>Action Research Groups - a change to Action Research Groups will provide a common focus with all resonating from Donaldson's area of pedagogy to enhance teaching and learning. Action Research Groups to be based upon the pedagogical principles.</p> <p>Action Research is key to the success of the groups. IRIS can assist in creating 'communities' of good practice.</p> <p>Action Research Groups:</p>	
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		<p><i>IRIS is now being well utilised by a number of users and a bank of reflections for all users is being constructed. This includes a bank of training materials.</i></p> <p><i>There is a need to embed the use of IRIS into the performance management and lesson reflection culture of the school.</i></p>	<p><i>IRIS reflections</i></p>	<p>Digital Literacy (<i>Cross Curricula Expectations</i>) Welsh Bacc (<i>Collaborative Learning</i>) Mentoring (<i>Building on prior learning and Engagement</i>) Formative Assessment (<i>AfL</i>) Blended Teaching Literacy & Numeracy (<i>Cross Curricula Expectations</i>). ALN (<i>Positive Relationships</i>) Learner Autonomy Initiate the involvement of Dr Karl Hughes from Bangor to train staff in effective Action Research</p> <p><i>Enhanced use of IRIS in construction of 'best practice hub': IRIS to feed into all ARGs;</i></p> <p><i>Development of IRIS use with trainees and mentors and the ITE providers;</i></p> <p><i>Generic NQT support;</i></p> <p><i>Creation of LP group on IRIS community;</i></p> <p><i>Target pastoral through a programme of support for new tutors and NQTs and also Assembly good practice to support new HoL;</i></p> <p><i>Training for middle leaders and ARG leaders in IRIS.</i></p> <p><i>Collaboration with other schools/stakeholders that actively improves standards and practice in the classroom.</i></p> <p>Conduct an audit/review of current collaborations</p> <p>The sharing of good practice needs to be coordinated through Faculty meetings, staff training and the use of IRIS.</p>	<p>Supply costs – track GwE funding for LPs</p>
		<p>As the Pioneer network and Lead Practitioner involvement increases, it is important to ensure that the collaborations that staff are involved with are mutually beneficial. In addition, staff need to be able to cascade the benefits of collaboration to the whole school or departmental areas as appropriate. Collaborating has always been a key aspect of the Eirias culture but it has often been fairly one sided.</p>	<p>Estyn 2014 – Collaboration - Excellent GwE lead practitioners ITE Hub Pioneer network collaboration School to school collaboration</p>		

Target	Staff	Current Evaluation	Evidence	Impact	Additional budget implications				
The theme of 'community' is a recurrent idea explored throughout the recommendations of the Donaldson report; its importance in the embedding of the four purposes and its role in the creation of the Pupil Offer which maps out the experiences for each individual. The school is at the heart of the community; we see faculty and learning team links with employers, businesses, higher education institutes and external agencies. We work closely with parents, engaging them in the learning process, offering support where possible. More vulnerable areas of the community are supported by our family liaison officer and our education welfare officer resulting in increased performance and attendance.									
Focus Target <ul style="list-style-type: none">Build the position of the school in the community Highlights: <ul style="list-style-type: none">Increase the rollRepresentation of the school in the community and mediaInvolving parentsCommunity links/links with feeder primary schoolsRaising aspirations of vulnerable learners through exposure to community links	EC LKR	The pupil roll reflects the current demographic dip. Numbers of primary age are increasing. We have increased numbers through school by transfer from other local schools, and transfers into the area. Many of these have had significant issues impacting on behaviour and attendance The school has adopted an 'Open Door' policy encouraging	Current No on roll	New Yr 7		230	Increase the roll. Net increase in school roll from Year 7 – 11 and 12 – 13 Stabilisation of school finance. Greater scrutiny of pupils seeking to gain admission to the school mid-phase. Individual pastoral plans to be implemented for new arrivals seeking to minimise any negative impact. Representation of the school in the community and media.	Increased number increase the budget coming into school Decline in number will see budgets fall	
			Yr	In	Out	Net			Total
			7	11	1	10			212
			8	15	13	2			207
			9	23	7	16			234
			10	4	6	-2			216
			11	2	10*	-12			234
				65	37	+14			
			*Penrhos avenue Off role after Christmas						
			Number of cases taken to legal action FPN requested 43 Parental prosecution 5 Warning letters for court also issued Attendance 2016-17 93.3% Three students would have taken it over the 94% level No prosecuted would have achieved the target.						

	<p>community members and parents to view the school at work.</p>		<p>Staff and student body act as ambassadors for the school, both in school and in the wider community Healthy and confident</p> <p>All staff and pupils aware of their responsibility in attracting new pupils, both directly through exam results, stimulating lessons that are relevant and engaging etc. and indirectly in how they interact with pupils, parents and visitors.</p> <p>Recruitment becomes a whole school community based activity.</p> <p>Fewer comments from local community re pupil behaviour - Ambitious and capable</p>	<p>Cost implications of new photography</p>
	<p>The school has a media presence and recently commissioned the services of a PR company. The school has a Home Liaison Officer and the schools' ALN provision and support for more vulnerable pupils has been re-branded publicised.</p>	<p>Home liaison office role</p>	<p>Proactive, planned use of social media in order to publicise the schools' activities and the activities of our local community including a 'community notice board' approach to social networking.</p>	
	<p>The school has a social media profile utilising Facebook and Twitter in addition to the school website.</p>	<p>www.facebook.com/eiriashighschool</p>	<p>Website re-design to permit more flexibility and greater ease of management. Soften our advertising from formal artificial/posed images to those of happy smiling pupils in a natural pose.</p>	
	<p><i>Views from parents are sought at parents evening and on matters such as assessment and reporting.</i></p> <p><i>The schools' Home Liaison Officer is a critical link to more vulnerable members of our parent/learner community.</i></p> <p><i>The school runs a successful Fast Forward programme designed to work with parents and learners seeking support as part of the transition process.</i></p>	<p><i>Parents Evening questionnaires/results.</i></p> <p><i>Progress report consultation information.</i></p>	<p>Utilise our greatest assets in terms of advertising our standards, by using students as ambassadors</p> <p>Enhanced use of Home liaison officer.</p> <p><i>Involvement of parents</i></p> <p><i>Staff also understand the role (and needs) of the parent body. Communication is open and honest in both directions. Letters are free of jargon and complex vocabulary. Trips and activities are accessible to all, with a long run in to allow smaller payments over a longer period of time</i></p> <p><i>Ethical and informed</i></p> <p><i>Greater involvement of a wider cross section of families in feedback and involvement in school</i></p>	<p><i>Minor costs in drafting new more inclusive letters</i></p>

		<p>Links with local businesses, charitable organisations and the wider community are developing. The school has run two very successful WBQ community challenge weeks, demonstrating that local businesses are willing to support pupils. Students are involved in some fundraising events e.g. the food bank local charities. The Alumni programme is gathering momentum.</p>	<p>WBQ Community Challenge links Charitable works carried out by the school. Eirias Alumni records.</p>	<p><i>Greater use of electronic means of communication</i></p> <p>Community links/links with primary schools</p> <p>Use of local supporters into school to offer talks or sessions with individual pupils Faculty/pastoral links with local businesses, HEIs, cluster primary schools; visiting /supporting/learning from our feeder school colleagues and or charitable involvement/volunteering activities.</p> <p>Community links shown on our website. Teulu Eirias family tree used to demonstrate links</p> <p>More competitions similar to the enterprise challenge (£5 challenge) would encourage enterprise and creativity. The International award is due to end. ESP could be encouraged to write a new submission with the aim of being re awarded and involving pupils in becoming responsible enterprising and creative and ethical and informed citizens in a modern world</p> <p>Closer liaison with primary colleagues allowing greater purchasing power and economies of scale.</p> <p>Faculty and pastoral areas to develop close links with our feeder primary schools with a central point of coordination (DME)</p> <p><i>Raising aspirations and outcomes of vulnerable learners</i></p> <p><i>Investigate alternative appropriate courses, even in KS3, to be offered to those in EPIC for a longer period of time eg Literacy, Numeracy or Key Skills or Agored courses which can accumulate modules over KS3, to allow ALL pupils to access the curriculum. Impact of TRAC.</i></p>	<p>Some cost re promoting/developing the Teulu Eirias brand</p> <p>This may bring some return to the school through increased bulk purchasing power</p> <p><i>Potential new courses may have charges attached to them</i></p>
		<p>The school has a well-developed, very successful, transition programme. Some faculty areas have links with our primary colleagues. The school is currently pursuing a cluster Business Manager arrangement.</p> <p><i>New curricular changes and funding issues are restricting the range of subjects on offer to pupils. TRAC has the potential to help some young people but courses need to be planned around individual need. There is a risk of disengagement by some pupils</i></p>	<p>Year 7 Transition programme Fast Forward programme Business manager proposal Year 5 Transition Day Year 6 into 7 Open Mornings</p> <p><i>Vulnerability Index/attendance/L2+ FSM tracking data</i></p> <p><i>FSM L2+ : 23% (2017) FSM L2: 31% (2017)</i></p>		

		<p><i>Reduction in number of Vocational courses on offer as staffing is reducing. TRAC courses not always accessible because of core subjects on day TRAC course offered.</i></p> <p><i>The school has made good progress towards developing pupil resilience.</i></p>	<p><i>WST 4 2015/16 – 2016/17 Lesson QA</i></p>	<p><i>Planned progression of curriculum for individuals/small groups who may have difficulties in accessing the main curriculum while offering a broad and balanced curriculum for all This will create a 'Pupil Offer' that provides for ambitious and capable pupils whatever their ability level thus raising aspiration and expectation.</i></p> <p><i>Staff understand the significance of teaching the whole child taking into account the needs of the individual pupil – AN FSM LAC etc. Evidenced in performance of pupil groups.</i></p> <p><i>Demonstration of pupil resilience in learning to be present in lessons as part of the 5 resonating themes of lessons.</i></p>	
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Ysgol Eirias

FINAL ACCOUNTS - EXCLUDING SCHOOL HOLDING ACCOUNTS (SCHOOL FUND)

Balance Sheet

At 31 March 2018

		Current Year 2017-18 £	Previous Year 2016-17 £
Current Assets			
Stocks		-	-
Debtors		63,314	37,648
VAT due		24,906	31,182
Prepayments and Accrued Income		140,701	31,608
Investments - Main Account		-	122,752
 Cash in Office, at Bank and Deposits			
- Main Premium Account	581,788		
- Main Current Account	120,000		
- Main Petty Cash	400		
Plus Main Account Unpresented Receipts	0		
Less Main Account Unpresented Cheques	-60,992		
		641,197	
 <i>Total Cash in Office, at Bank and Deposits</i>		<i>641,197</i>	<i>39,434</i>
 Total Current Assets		870,118	262,624
 Current Liabilities			
Creditors		42,697	36,941
Accruals		4,570	27,719
Contribution to Capital Reserve		-	-
Creditors payment run		668,873	-
 Total Current Liabilities		716,140	64,660
 Net Current Assets		153,977	197,964
 Represented by:			
 Main Account		153,977	197,964
		153,977	197,964

Approved by the Governing Body on

and signed on its behalf by:

Chair of Governing Body

Headteacher

Responsible Officer

Business Manager