



**Ysgol Uwchradd
Prestatyn
High School**



Annual Governors' Report to Parents 2016 - 2017

Meeting 15th November 7.00pm

In the Learning Centre

Chair of Governors: **Mrs. L. Davenport**
Headteacher: **Mr. N.T. Foley**



This report will be presented to Parents and Guardians at the Annual Parents' Meeting to be held on **Wednesday 15th November at 7.00pm in the Learning Centre**. This will be followed by the AGM for the PTA and your attendance at both meetings would be appreciated.

School Governors

The school has a Governing Body consisting of LEA representatives, elected and co-opted members. The Governors during 2016/2017 were as follows:

Parent Governors	Date Elected	Term Ends	
Mrs. J. Newell	04.11.13	03.11.2017	
Mrs. S. Ecob	21.10.15	20.10.2019	
Mrs. C. Morgan	21.10.15	20.10.2019	
Mr. T. Obine	19.10.16	18.10.2020	
Mr. G. Vernon	19.10.16	18.10.2020	
Mr. G. White	08.02.17	07.02.2021	
LEA Governors			
Mrs. S. Frobisher	14.12.16	13.12.2020	<i>Re-elected</i>
Mrs L. Davenport	31.01.15	30.01.2019	
Mr. R. Yates	22.10.14	21.10.2018	
Mr. T. Flynn	01.09.12	31.08.2016	<i>Re-elected</i>
Mr. E.J. Evans	17.12.14	16.12.2018	<i>Resigned June 2017</i>
Teacher Governors			
Miss E.J. Davies	04.11.13	03.11.2017	
Mrs. S.L. Macdonald	21.09.16	20.09.2020	<i>Resigned July 2016</i>
Mr. G. Bennett	08.02.17	07.02.2021	
Staff Governor			
Mrs. C. Williams	03.10.12	02.10.2016	<i>Term of office ended</i>
Mrs. M. Jones	21.10.16	20.10.2020	
Community Governors			
Mr R. Hughes	11.02.13	10.02.2017	
Mr. D. Edwards	11.02.13	10.02.2017	
Mr. A. Jones	05.03.14	04.03.2018	
Mrs. S. Naughton	13.07.13	12.07.2017	<i>Resigned June 2017</i>
Mrs. W. Jefferson	21.09.16	20.09.2020	



Mr N. Foley - Headteacher was also a member of the Governing Body.
The Clerk to the Governors is Mrs E. Thomas.
Mr. J. Molloy is the Link Officer to Denbighshire LEA.

Mrs. L. Davenport (Chair of Governors) and Mrs. E. Thomas (Clerk to the Governors) are both available via Prestatyn High School.

During the academic year from September 2016 to July 2017 the full Governing Body met on 7 occasions. The Finance Committee also met twice a term. The budget for the financial year 16/17 is included in this report together with the budget for the previous year for comparison. Other subcommittees of the governors are usually concerned with appointments and appeals.

Governors are now able to claim legitimate expenses from the school budget. As yet no expenses have been claimed.

Governor Attendance at Meetings - September 2016 to July 2017

Name	Full Governors Possible	Actual	Finance Committee Possible	Actual	Appoint when required	Appeals when required
L. Davenport	7	7	6	6	8	
D. Edwards	7	5	6	5		
A. Jones	7	5	6	5	3	
S. Frobisher	7	7	6	6	8	
S. Naughton	7	2				
R. Hughes	7	5				
J. Newell	7	4				
T. Flynn	7	5				
E.J. Davies	7	5			6	
E.J. Evans	7	4				
S. Ecob	7	5				
C. Morgan	7	6				
Mr. T. Orbine	6	4				
Mr. G. Vernon	6	6				
Mrs. M. Jones	6	6				
Mrs. W. Jefferson	7	6				
Mr. G. Bennett	4	4				
Mr. G. White	4	4				

Annual Report to Parents

2016-17

The following summary relates to progress towards our improvement plan during the school year 2016-17. It is divided into the same sections as those used under the common inspection framework. The report also includes statistical analyses of exam results and a budget statement. We have incorporated comments on progress towards our post-inspection action plan in the relevant sections. Copies of the full action plan are available from the school.

At the time of the January 2017 school census, Prestatyn High School had 1568 on roll with 315 in the sixth form compared to 1663 on roll with 349 in the sixth form in 2016.

1.1 Standards

Performance at both Key Stage 3 and Key Stage 4 is judged against schools the Welsh Government judge to be similar based on a range of criteria including the percentage of pupils who are entitled to free school meals. They use this information to group schools into bands then divide the schools into quartiles. Quartile 1 represents the top performing 25% of schools in that band. We are also placed within a 'family' of similar schools for further comparisons, as well as being compared with other Denbighshire schools and the Welsh average. In our family of 11 schools, we are third most challenged based on our context.

KS3

Performance at key stage 3 was mostly encouraging. The level 5 core subject indicator (achieving the target level in English, maths and science) was just below the median and placed the school in the 3rd quartile. When placing performance into the national benchmarking quartiles, art, ICT, MFL and Welsh were all in quartile one with English, D&T, Geography and History in quartile 2. Maths and science were in quartile 3 and music and PE in quartile 4. Particularly pleasing was performance at the upper levels with many subjects in either quartile 1 or 2. This gives the school great satisfaction and our expectations are very high for these pupils at GCSE.

KS4

Year 11 pupils sat a new suite of qualifications in both English, maths and maths numeracy. These qualifications have been designed to challenge students with less coursework and with greater rigour. Welsh Government have also amended BTEC qualifications. All BTECs now have an external coursework unit, nearly all are worth one GCSE and only two BTECs can be counted towards the L1 and L2 thresholds.

Title	14/15	15/16	16/17
L2+	58	54.2	53.1
Benchmark	3	3	2
L2	94.9	89.2	68.2
Benchmark	1	3	2
L2 English	68.6	63.8	68.6
Benchmark	3	4	2
L2 Maths	67.2	66.5	62
Benchmark	2	3	2
L2 Sc	78.5	91.2	69
Benchmark	4	2	3
Capped 9			347.4
Benchmark			3

The table opposite demonstrates the good progress made by the school. Due to our excellent English and maths results (L2+) we have secured our position in the top 50% of Welsh schools and continue to work hard to be in the top 25% of schools. Many non-core subject also performed well which contributed to the L2 and ensuring PHS was in quartile 2. A 19% increase in English language outcomes which secured our place in quartile 2. A 5% reduction in maths – lower than the national trend which sees us in quartile 2. Quartile 3 for science outcomes which is partly down to less students opting for BTEC science – an action plan is in place.

There was slight underperformance in relation to the Capped 9 (student's best 9 GCSE results which must include English language, maths and numeracy, two science qualifications and 4 other GCSEs) due to science outcomes.

Despite these challenges we are extremely pleased and proud that we have maintained our position with 53% of our cohort of 240 pupils achieving 5 high grade passes (grade C or above) including English language and maths. This bucked the national trend with many Welsh schools seeing a significant reduction.

Pupils achieving A*-C in English language have risen by 20% to 69% which is unprecedented and is a real sign that the changes we are making are having a significant impact on improving the life chances of our young people.

Outcomes in maths saw a 5% reduction from 67% to 62%. The national trend saw a 10% reduction; whilst pleased with the outcomes, we are not complacent, and will work hard to continue to improve standards.

Outcomes in science saw a 23% reduction and places the school in the 3rd quartile. This reduction can be partly explained due to less students studying BTEC science. Areas of weakness have been identified and immediate areas for development are being implemented. These will feature in the school's improvement plan.

Performance in the indicator that includes all subjects (the level 2 threshold) continues to be pleasing with 68% achieving the equivalent of at least 5 high grade passes. This is a source of particular pride as it enables our pupils to progress to level 3 courses, either in the 6th form or further education. 96% of pupils achieved 5 passes of any grade showing our curriculum allows all pupils to achieve.

When benchmarked against schools with similar FSM %, Prestatyn High School is in the top 50% of schools in Wales for most key indicators and is above the Denbighshire and Welsh averages.

Top Y11 achievers included:

Louise Barnard (11A*, 1A)
Tomos Davies (6A*, 4A, 1B, 3C)
Antoine Saliceti (5A*, 3A, 4B, 1C)
Jobe Swales (4A*, 1A, 4B)
Matthew Wong (3A*, 6A, 3B)
Hollie Pike (3A*, 5A, 4B)
Noah Bennett (3A*, 3A, 4B, 3C)
Charlotte Davies (2A*, 7A, 3B)
Sophie Roberts (2A*, 6A, 5B, 1D)
Victoria Birchenough (10A, 4B)
Sam Bastow (8A, 2B, 2C, 2D)

Niamh McCormack (8A*, 3A, 2B)
Jack Wynn (5A*, 7A, 2B)
Euan Miller (4A*, 5A, 4B)
Sarah Higham (3A*, 8A, 1B)
Ellie Macdonald (3A*, 5A, 4B)
Amy Gibbons (3A*, 4A, 4B, 1C)
Callum Williams (3A*, 4A, 3B, 4C)
Victoria Slugocki (2A*, 7A, 2B)
Owen Riseley (1A*, 6A, 5B, 1C)
Joshua Bubb (9A, 2B, 3C)
Hollie Porter (6A, 4B, 3D)

KS5

In the sixth form, 97% of learners eligible achieved the level 3 threshold though the average points score was below comparators at 624 it was an improvement of 42 points on the previous year. This can partly be accounted for by the improvement in the A*-C grade performance from 54% to 70%. It is clear that much more work needs to be done to ensure that our 6th form students are achieving the top grades at A-level. This will continue to be a high priority going forward this year and in the years to follow.

Among the top achievers were:

Holly Miller A*AA
Robin Back AAA
Mollie Herd D*D*D*, Distinction,
Amelia Scott AAB

Rohan Williams A*AA
Mollie Jones D*D*D*D*
Olivia Ward AAB
Sam Douglas AAB

Kieyara Tabingo D*AB
Lucy Horsfield D*AB
Adam Forman ABB
Caitlin Rowlands ABB
Adam Wynne ABB.

Daniel Furneaux AAB
Lewis Dawson ABB
Zarnaz Hadi ABB
James Salisbury ABB,

We are delighted that most 6th formers have gone on to study subjects they are passionate about at degree level. 91 students progressed to higher education at universities all over the country and not one Yr13 student has been recorded as NEET for the second year in a row. Well done the class of 2017!

Curriculum Support

In January 2017, there were 296 pupils in key stages 3 and 4 on the school's Special Needs Register at school action, school action + and with statements, this equates to approximately 22.5% of the pupils, a 2.5% drop on last year. At key stage 5 there were 22 students, equating to 9% of the 6th form students. Overall 22 pupils (around 1.3% of the school population) have a statement of Special Educational Need. Special arrangements for pupils with specific and other learning difficulties who met the criteria were obtained from the appropriate examining boards for their external examinations. It is really encouraging that most of the year 11 pupils on the register managed to achieve the L2 threshold, equivalent to 5 high level passes.

More able and talented

More able and talented pupils continue to be identified, supported and monitored from the point of transitions to external exams. 12% of our KS4 pupils achieved at least 5 grade A* or A* equivalent which is just below the Denbighshire average.

Disadvantaged pupils

A national priority for all schools is to support the performance of disadvantaged pupils. Our teaching approaches are inclusive for all pupils with the school open from 08.00 until 16.00 with many enrichment activities/sessions ongoing. We make full use of the pupil deprivation grant and ensure it is used effectively to ensure each pupil maximises his/her time at school. Outcomes at the L2+ performance indicator saw the school performing better than the Denbighshire average.

Literacy and numeracy

The school continues to prioritise literacy and numeracy and to work on embedding the National Framework across the curriculum. Pupils writing is developing well and very positive feedback has been received from Estyn. KS3 levels in English improved with 91% of pupils achieving level 5 or above. In maths the KS3 levels took a slight dip, however, 91% of pupils achieved level 5 or above. In the National Reading and Numeracy tests the school progressed in line with other schools in the Local Authority. The structured reading system Accelerated Reader has been introduced in year 7 and there is a real focus on pupils' independent reading.

Welsh

Standards in Welsh 2nd language are good. 92.6% of our year 9 pupils achieved L5+ at key stage 3, above Denbighshire and Welsh averages and placing us in the 1st quartile.

Performance at GCSE shows great promise with 64% of the year 11 cohort sitting the full course qualification with a 68% A*-C pass rate.

1.2 Wellbeing

Attendance remained a key priority with the whole school attendance target in 16/17 being raised to 96%. All About Attendance continued to be used to introduce initiatives, maintain the focus and rewards. The SSA team was restructured to allow for one member of the SSA team to focus only on attendance and add additional capacity to the attendance strategy and support quality assurance of the policy and practices within the school. Attendance rose by 0.1% to 93.1% at the end of the academic year. The school remains in the bottom quartile for attendance. Of the absence, 4.4% was due to illness or medical reasons (4.7% in 15/16) and 0.6% was due to holiday absences (0.7% in 15/16). Unauthorised absences accounted for 1.1% of absence (1.7% in 15/16) and the school continues to implement the DCC fixed penalty notice system to address this. Persistent absentees (those with attendance below 80%) was at 5.7%.

Behaviour also remained a key priority last academic year. During the course of the year, additional capacity was added to support this priority by allocating a second member of the SLT to have a behaviour focus. The pastoral structure also changed to set up a year based system rather than a house based system to come into effect from Sept' 17. In the Summer term, Student Support Assistants began working with a year group ready for the Heads of Year who were starting in September. An amended behaviour structure and policy were introduced which set out clear expectations on staff and pupils from the start of the academic year. Exclusions rose in 16/17 to support these high expectations on pupil conduct.

2.1 Learner experiences

The school continues to provide a broad and balanced curriculum with an extensive range of options at key stages 3 and 4. A range of vocational and academic course allow all pupils to pursue courses in which they can achieve. Given the size of our 6th form and the partnership with Rhyl 6th, we offer nearly 50 level 3 courses.

The new specifications for English and Maths are now being delivered and all KS4 pupils are now studying for the skills based Welsh Baccalaureate qualification. All KS4 pupils are also studying the full course Welsh language qualification. Both of these new compulsory qualifications are having some very pleasing outcomes so far.

Other events that supported the formal curriculum included:

- Year 12 had a one day induction in Edge Hill University;
- Year 12 students attended a Welsh Baccalaureate Conference;
- Year 12 students attended Oxbridge Conference at Aintree;
- Year 12 students – Geography 'Changing Places' urban fieldtrip;
- Carol Concert at Prestatyn Parish Church 1st Dec 2016: choir, orchestra, soloists, band;
- KS4 English Students trip to Lowry Theatre – Oct 2016;
- SK4 English Students trip to Southport Teacher to watch Blood Brothers – Feb 2017;
- Operation Christmas Dog trip to the Abandoned Animals – Dec 2016;
- Monstrum School Production – Feb 2017;
- Summer Production Night - 40 pupils - All Years;
- Maths did the UK Maths Trust Challenges: Junior Challenge for Year 8 and Intermediate Challenge for Year 10;
- Christmas Fayre – Yr11 BTEC Business Students and some Yr12 Welsh Bacc Students;
- Public Services Army Day;
- STEM Roadshow;
- KS3&4 Dance students hosted a Dance Show – April 2017;
- KS4 Fashion students attended the Clothes Show in Birmingham;
- Drama & Dance students attended a Dance Workshop at Octagon in Bangor;
- Geography Dept trip to Iceland – Feb 2017;

- History Dept trip to Munich – Feb 2017;
- Languages Dept trip to Opal Coast – May 2017;
- Football trip to Madrid – May 2017
- Yr.9 Hospitality students attended Jamie Oliver’s Hospitality Trip – March 2017;
- Biology fieldtrip – July 2017
- KS4 students attended DoE Assessed Expedition – July 2017;
- Yr.10 MAT students attended ‘Maths is your future’ – July 2017
- Public Services students attended Police Firing Range –April 2017, Fire Service Visit – July 2017 and a map reading walk – June 2017.

2.2 Teaching and assessment

The school has worked hard to progress the quality and consistency of teaching. From September 2016 significant improvements in planning, assessment, marking and standardisation have taken place. All subjects now produce high quality medium term planning in the form of Learning Plans. Each Learning Plan will give details of the Skills, Knowledge and Understanding to be developed during each term/half term, these are shared with pupils and also with parents via the school website. A common assessment framework has been introduced to accurately track pupil progress. Key assessments are followed by high quality constructive feedback and pupils respond by correcting and improving their work. Learning Plans contain pre-planned homework and all homework is printed on yellow paper. All the developments relating to teaching and assessment are underpinned by a rigorous system of quality assurance. Book reviews and lesson observations show a significant improvement in teaching and assessment.

With regard to literacy and improving the accuracy of pupils writing, Estyn judged the school to have made strong progress. They observed that “non-negotiable rules for the presentation of work have been implemented since September 2016. These are well understood by pupils and they have had a clear impact on the quality of presentation. Most books are well presented, neat and well organised. The spelling, punctuation and grammar of most pupils is good. They make few mistakes and correct accurately when required. Many pupils produce well-organised extended pieces of writing and the majority of pupils express themselves well using a wide range of general and subject specific vocabulary.”

2.3 Care, Support and Guidance

Pastoral issues continue to remain high and sometimes challenging. This includes safeguarding and mental health issues. The school continues to work closely with a range of outside agencies to support such matters and despite the budget pressures on the school, the need for pastoral and support staff remains great. The school is working tirelessly to improve the culture and ethos within the school and in the community.

2.4 Learning Environment

The site management team do an excellent job in maintaining a positive learning environment. The school employs a very effective daytime cleaner who ensures toilet facilities are kept in good order. A ‘follow you printing’ system allows all pupils and staff to print off their work in high quality multi-function devices located around the site.

Redevelopment of the school site is ongoing and we are looking forward to the completion and hand over of the new toilet facilities in blocks 1 and 3 imminently. These facilities will give all pupils a better, more hygienic and safer experience when using the toilets. These refurbishments have also included new drinking water points for all pupils.

Ongoing improvements to the safety of the school have included additional fencing and new large back gates, leading to the whole school site now being secure.

The school building is continuously being modernised and decorated, led by Steve Dennis and his team to make sure it is the best learning environment possible.

3.1 Leadership

An Estyn monitoring visit took place in March 2017 to look at the progress the school has made towards the 7 recommendations that were put in place in the last inspection. This visit was a great success and the inspectors highly praised the outstanding work going on in PHS, the rapid improvements that have happened in the school since September 2016 and the direction that the school is traveling.

The internal systems put in place to ensure the school delivers on the improvement plan and self-evaluation report are extremely effective in helping us implement our priorities and evaluate their impact. We have increasingly sophisticated data tracking systems to ensure all pupil progress is monitored and leads to specific and effective interventions, as required. Such approaches have been instrumental in seeing standards rise. During 2016/17 there were no changes to the permanent members of the senior leadership team but the associate leadership team programme has ceased. The 2016/17 academic year was the first year in post for the new head teacher Neil Foley. Many changes have been introduced since September 2016 and these changes have had a big impact on standards and outcomes in the school.

The school is fortunate to have such a committed and experienced governing body under the leadership of Mrs. L. Davenport, chairperson, who are passionate about the school and freely give of their time to support and challenge as required.

We would also like to thank our outgoing head boy and girl team (Luca Horton, Zarnaz Hadi, James Salsbury, Daniel Furneaux, Cordilia Palmley-Graham and Amelia Scott). We wish them well at university. Our new team have already made an impact and we look forward to working with them as they represent the student body over the coming year. (Sam Davidson, Jack Bailey, Josh Hayward, Lauren Safhill, Lauren Roberts and Charlotte Griffiths).

3.2 Improving Quality

We are constantly reflecting on progress towards our priorities through surveys, pupil panels and analysis of performance. Lesson observations and book scrutinies are regular features of our management practices and all help to inform our planning and support. All quality assurance measures indicate overwhelmingly that standards are rising across the whole school, in all departments and all year groups. The PTA is another useful sounding board for ideas and important point of contact for senior staff and parents.

3.3 Partnership Working

We have maintained strong partnerships with other local schools, especially within our cluster and family of primary schools. We meet regularly and really appreciate the strong bonds we have with them. The PR6 is another example of how joint working can enhance the experiences of learners. Within the town, good links having been developed with local businesses, churches and community services such as the youth service, Pop In, library, police and health providers. The ISPY network is another good example of what can be achieved when we work together.

Attendance at parents' evenings is very good overall, but we would encourage all parents and carers to engage with us whenever there is any concern. The school website has just been improved and modernised and is an increasingly effective means of communication with all stakeholders. The website, twitter account and Facebook page is updated regularly by our resource team.

3.4 Resource Management

As with all public services, there is financial pressure on the school but the budget is ably managed by the finance committee of the governing body. Supported by the governors, the Headteacher carried out a restructure and redundancy programme during the academic year where difficult decisions had to be made. The budget is now forecast to be balanced over the next 3 years and effective going forward into the future. A financial statement is included in the report. The school benefits greatly from the effective resource management of the admin, caretaking and technical teams and is very efficient in its use of resources.

Staff changes

A number of staff moved on at the end of the year. We would like to thank them for their commitment to PHS and wish them every happiness in the future.

- David Edwards has been promoted to Head of Welsh at Ysgol Elfed;
- Dr. Jon Partington, resigned after 9 years at PHS;
- David Williams has secured a position at College Cambria;
- Mike Atkin, teacher of Science retired after 15 years;
- Lowri Griffiths, teacher of Science has secured a position at Hawarden High School;
- Colleen Jones, teacher of Science has secured a position at Ysgol Emrys Ap Iwan;
- Sarah Biggin-Jones, promoted to Head of Humanities at Ysgol Elfed;
- Andrew White and Mike Dawson, both teachers of Maths resign after years respectively to pursue other careers;
- Lorraine Denton, has secured a position at Ysgol Elfed;
- Joanne Synnuck, Head of Art took early retirement;
- Peter Hughes, teacher of Design & Technology, moved to Abu Dhabi;
- Louise Thornton, promoted to Head of Design & Technology, at The Maelor School;
- Linda Jackson, Head of English, left to pursue other interests after 35 years at PHS;
- Claire Richards, secured a position at Anthur Tefi;
- Josh Richards, secured a position at Alyn Industrial;
- Michele Hooper, Admin Assistant took voluntary redundancy after 10 years at PHS;
- Julie Davies, HLTA took voluntary redundancy after 15 years at PHS;
- Jeremy Kent, Cover Supervisor, has secured a position with the Youth Federation;
- Fiona King, E&C Coordinator, has secured a place at university to study social care;
- Edwina Wares, First Aid Assistant, moved to Scotland;
- Marlene Purnell, Teaching Assistant, secured a position as a care assistant;
- Karen Parry, Teaching Assistant resigned.

We are pleased to welcome: Ravinder Lotay, Natalie Rhodes and Brian Whiteley (Teachers of Maths), Jamie Rasmussen, Phillip Baxter and Laura Hall (Teachers of Science), Paige Riddings and Vania Tong (Teachers of English), Bethany Parsonage (Geography Teacher), Katherine Larkin (History Teacher), Alison Roberts (Welsh Teacher), Ross Howcroft-Jones (Welsh Bacc Teacher), Matthew Hughes (Humanities Teacher), Nathan Dennis (Caretaker), Karen Shackleton, Kieron Leighton and Annie Lewis (Teaching Assistants), Joe Dobbins (IT/Resources Asst).

New Positions within the school following restructure:

Ella Davies	Head of English	Maureen Morecome	Head of Science
Gareth Bennett	Head of History	Donna James	Head of ICT
Gareth Daltry	Head of Creative Arts	Kirsty Garside	PSE Coordinator
Lucy Pender	Welsh Bacc Coordinator	Claire Jones	Subject Leader – Art
Ben Davies	2 nd in English	Trish Povey	English Coordinator
Sean Davies	2 nd In PE	John Roberts	2 nd in Geography
Rachel Haydock	2 nd in ICT & Digital Lit	Holly Reece	2 nd In RE
Kate Roberts	Transition & HoY7	Trayza Williams	HoY 8
Rebecca Wood	Transition & HoY7 (Acting)	Sian Baker	HoY 9
David North	HoY 10	Nichola Logan	HoY 11
Emma Tate	AHoY 7	Frankie Thompson	AHoY 8
Virginia Dobbins	AHoY 8	Adam Cliffe	AHoY 9
Judy Shaw	AHoY 10	Mike Corbett	AHoY 11
Hannah Masson	Attendance Champion	Liane Larter	KS4 Champion
Michelle Jones	HLTA Manager	Sian Canty	Office Manager
Einir Williams	Deputy HoY 7	Ceri Madoc-Jones	Deputy HoY 8
Julia Parry	Deputy HoY 9	Bev Delacoe	Deputy HoY 10
Jemma Powell	Deputy HoY 11		

School Improvement 2016 – 2017 (summary of main priorities)

A. Priorities for **ALL** staff:

- A1. Improve attendance to a minimum of 96% - aspirational target
- A2. Raise standards in: i) Level 2+ indicator to 60% ii) Level 2 indicator to 75%
- A3. Reduce the impact of poverty on attainment by raising eFSM pupils' performance to i) L2+ 34% ii) L2 44%
- A4. Raise the standards of education in relation to skills:
 - A4i raise the standards of education in literacy;
 - A4ii raise the standards of education in numeracy; and
 - A4iii raise the standards of education in digital literacy.
- A5. Improve the quality and consistency of teaching and assessment
- A6. Improve the behaviour of a few pupils
- A7. Continue to develop the Welsh ethos and bilingualism

M. Priorities for a **MAJORITY** of staff:

- M1. Increase the accountability and consistency of leadership
- M2. Improve the rigour and effectiveness of self-evaluation and improvement planning
- M3. Staff/6th form to be encouraged to support pupil engagement and participation

S. Priorities for **SOME** staff:

- S1 Improve the standards of physical literacy
- S2 Increase the effectiveness of student leadership in school life
- S3 Further develop the leadership and management aspects of the Prestatyn High School and 6th Form.
- S4. Develop consistently high standards in sixth form teaching and assessment
- S5. Continue to revise the curriculum and embed any changes in light of Welsh Government review and KS4 performance
- S6. Review the allocation of learning accommodation and address shortcomings
- S7. Develop further the role of the governing body in school leadership
- S8. Support community learning links
- S9. Improve links with parents/carers
- S10. Develop practices to support staff wellbeing
- S11. Ensure effective medium term financial planning.
- S12. Review whole school MIS systems.

4.0 Latest developments

Leadership and Management

- Year teams now in place leading to rapid improvements in behaviour, attendance and outcomes
- A single member of the SLT now responsible for whole school behaviour – within the pastoral structure
- A new post created of KS4 Intervention Champion help support Y11 and ensure the highest possible outcomes

Safeguarding

- New back gates to improve site security and safeguarding
- All 6th Form students now wear lanyards
- Members of the public can no longer enter the building without going through the reception area
- Broken fences now fixed – yards now secure
- Yards organised so pupils are easily monitored and managed
- All duty points changed and amended so that all students are supervised at all times

Behaviour, Attendance & Uniform

- The highest of standards
- Uniform policy followed and insisted upon – no exceptions
- New uniform to be investigated
- All staff challenge the pupils and each other
- Culture and ethos within the school greatly improved
- Work ongoing to improve behaviour in the community and on social media
- Behaviour policy regularly updated and improved to make it fully effective
- Development and implementation of a new Anti-bullying policy and handbook
- Attendance policy revised: Home visits, stage system of intervention, predictive phone calls and meetings when patterns are established
- A new post created of Attendance Champion help support all pupils and Year teams to ensure the highest possible attendance to school

School organisation

- Toilet refurbishments underway and block 1 toilets to be in use before Christmas
- Block 3 toilets will be ready for use before February 2018
- Year group yards working well with additional equipment being added regularly
- Activities, enrichment clubs and sports equipment to be used to assist with unsupervised time periods
- Duty points and school procedures changed to focus on key areas and critical areas of the school
- No pupils out of lesson unless exceptional reasons
- All teaching posts in the school now filled with qualified teachers in each role
- School restructure and organisation review completed successfully
- The new curriculum and timetable is working well and increasing progress in all years

- The new school day and timings are having a marked effect on behaviour and progress
- Lunch time (now split) is a calm environment allowing all pupils to get food in good time from the diner, snack centre or the new Deli Counter
- School improvements and painting is still ongoing

Teaching, Learning, Assessment and Marking

- There are no new strategies or initiatives
- The new strategy of book presentation and marking now embedded
- All departments now fully engaged with the policy
- T&L and books praised by all visitors including Estyn and GwE
- The school is now used as an example of good practice by Estyn and GwE
- Learning plans are now of high quality within most departments. Those departments whose LPs are not up to the high standards we demand are receiving support
- Homework and assessments clearly highlighted at the beginning of the learning plan
- Parents have access and understand what their son/daughter is learning by looking in books or the LP will be published on the website
- Marking policy based around quality feedback and response now embedded
- All departments and subjects fully compliant with the assessment policy. All assessment schedules have a midpoint assessment (APP) and a Summative assessment (SA) in each learning plan
- Targets now set according to prior attainment and are always aspirational / above expected progress
- Enrichment activities are now available after school and a full timetable has been published
- School minibuses have been purchased and are in use

Transition

- The School Holiday Education Programme was a great success and even featured in an article in the Guardian August 2017
- A full programme of transition and outreach is in place for our local primary schools. This will include literacy and numeracy strategies developed and delivered by our department leaders

Future Planning

- NEW UNIFORM – 2017/18 big project
- Fencing around the front of the building
- Emphasis on transition into 6th form to support and increase numbers
- Coffee facilities for 6th Form: Costa / Starbucks / Nero
- Continue to improve the ethos and culture in the school
- Continue to improve pupil behaviour in the community
- Improve PHS reputation in the community
- Build the PHS brand in the community

This report uses data for 2017 for LA and Wales comparative information

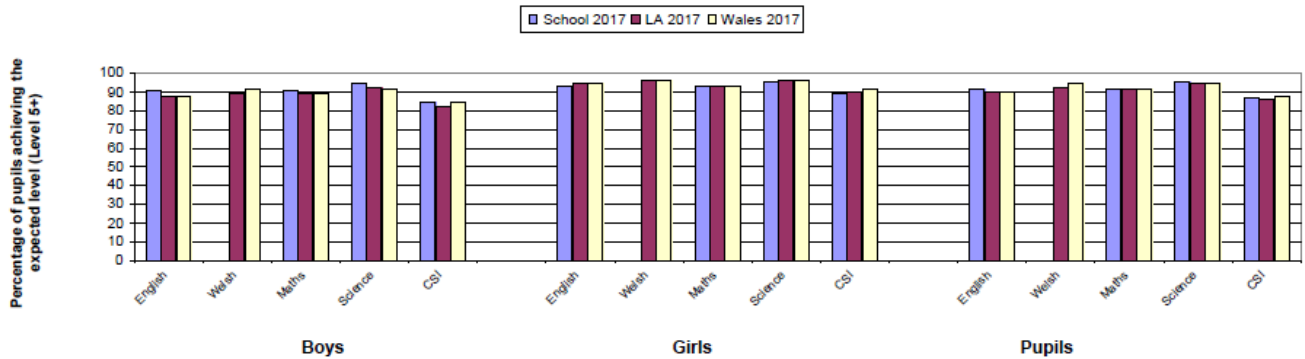
Prestatyn High School
Denbighshire

LA/School no: 663/4014

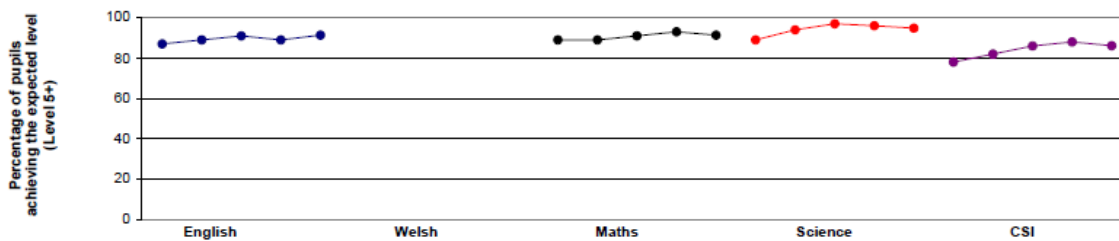
School comparative information: National Curriculum Assessments 2017
Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017
English	90	87	87	92	94	94	91	90	90
Welsh	0	89	91	0	96	96	0	92	94
Maths	90	89	89	92	93	93	91	91	91
Science	94	92	91	95	96	96	95	94	94
CSI	84	82	84	89	90	91	86	86	87



School Performance over time (2013 - 2017)



Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator: To achieve the CSI a pupil must achieve at least the expectant level 5 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2015 for LA and Wales comparative information

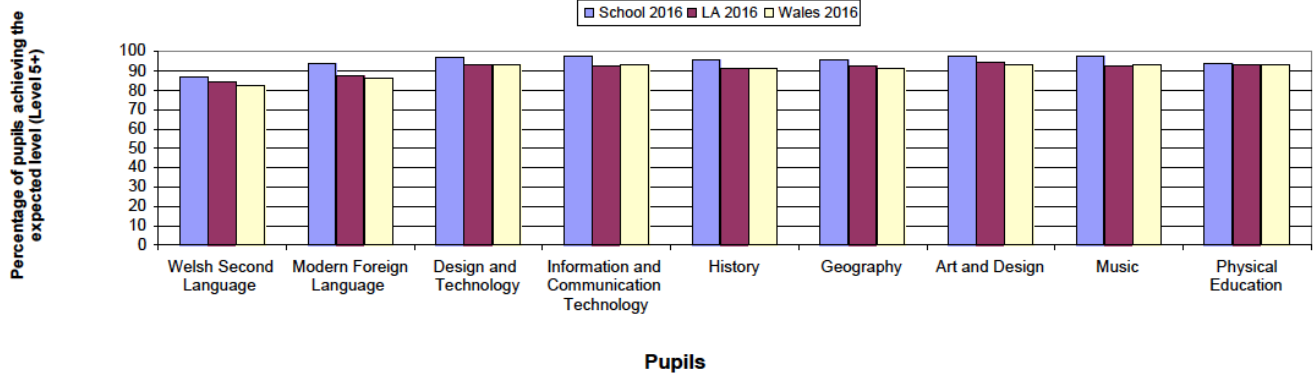
Prestatyn High School
Denbighshire

LA/School no: 663/4014

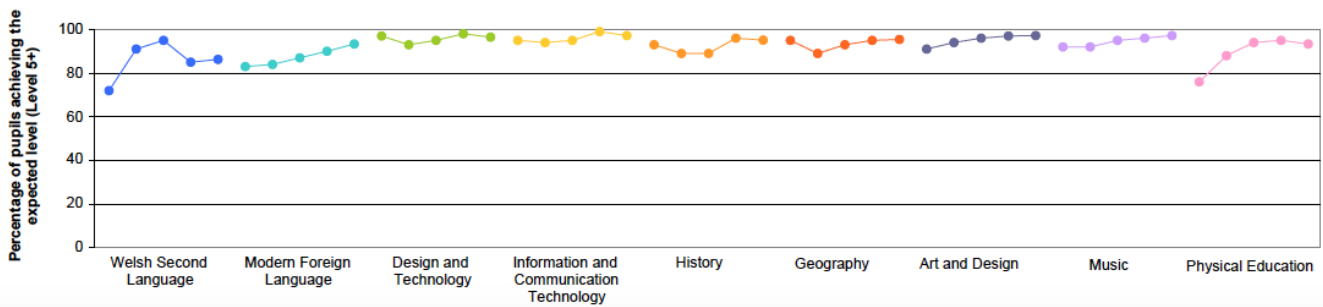
School comparative information: National Curriculum Assessments 2015
Key Stage 3

Percentage of pupils achieving the expected level (Level 5+)

	Boys			Girls			Pupils		
	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016
Welsh Second Language	81	80	76	93	89	89	86	84	82
Modern Foreign Language	92	84	81	95	89	90	93	87	86
Design and Technology	94	90	90	99	96	96	96	93	93
Information and Communication Technology	97	91	91	98	95	95	97	92	93
History	93	89	88	98	94	94	95	91	91
Geography	94	90	88	97	94	94	95	92	91
Art and Design	96	92	90	98	97	97	97	94	93
Music	96	90	90	99	94	96	97	92	93
Physical Education	96	93	92	91	94	94	93	93	93



School Performance over time (2012 - 2016)



Notes:

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2017 : 240
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	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	96	68	53	347	322	432
LA Area 2016/17	99	90	64	50	333	309	444
Wales 2016/17	99	94	67	55	350	325	456
School 15/16/17	65	..	..	..	..	225	455
School 14/15/16	33	..	..	..	..	121	487

Number of boys in Year 11 who were on roll in January 2017 : 118
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	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	95	60	48	329	304	398
LA Area 2016/17	99	88	58	46	317	293	412
Wales 2016/17	99	93	62	51	337	313	432
School 15/16/17	64	..	..	..	..	216	424
School 14/15/16	31	..	..	..	..	116	461

Number of girls in Year 11 who were on roll in January 2017 : 122
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	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	98	75	57	365	339	464
LA Area 2016/17	99	93	69	54	350	326	478
Wales 2016/17	100	96	72	59	364	338	482
School 15/16/17	66	..	..	..	..	233	486
School 14/15/16	34	..	..	..	..	126	513

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QiW) at <https://www.qiw.wales/>
 Average capped 9 / 8 wider point scores are calculated using the best 9 / 8 results but must include certain subjects. See notes for further details.
- (2) Data not available.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2017 : 240

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 2016/17	69	69	0	69	59	60	62	45
LA Area 2016/17	63	59	78	67	53	56	58	48
Wales 2016/17	67	64	73	76	59	57	62	53
School 15/16/17	67	67	0	80	..	..	..	..
School 14/15/16	66	66	0	90	..	..	..	..

Number of boys in Year 11 who were on roll in January 2017 : 118

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 2016/17	63	63	0	63	59	60	63	36
LA Area 2016/17	56	52	70	64	53	56	59	44
Wales 2016/17	60	56	64	73	57	57	62	49
School 15/16/17	60	60	0	78	..	..	..	..
School 14/15/16	56	56	0	90	..	..	..	..

Number of girls in Year 11 who were on roll in January 2017 : 122

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 2016/17	75	75	0	75	59	59	61	52
LA Area 2016/17	70	67	85	70	54	55	58	52
Wales 2016/17	75	72	82	78	60	56	63	57
School 15/16/17	75	75	0	82	..	..	..	..
School 14/15/16	76	76	0	90	..	..	..	..

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (DAQW) at <https://www.qiw.wales/>
- (2) Note that the denominator for this indicator is the number pupils in Year 11 who entered Welsh First Language, rather than the total number of pupils in Year 11
- (3) From 2017 onwards Welsh and English literature qualifications do not count in the calculation of the CSI.
- .. Data not available.

A Level Results 2017*

GCE Results 2016.17													
Subject	Entries	A*	A	B	C	D	E	Other	Total	A*-A	A*-B	A*-C	A*-E
Applied Business	18	1	3	3	7	4	0	0	18	4	7	14	18
Archaeology	4	0	1	1	1	0	1	0	4	1	2	3	4
Art	9	0	2	2	4	0	1	0	9	2	4	8	9
Biology	13	1	1	4	3	2	1	1	13	2	6	9	12
Chemistry	6	0	1	3	2	0	0	0	6	1	4	6	6
Computer Science	5	0	0	1	0	2	2	0	5	0	1	1	5
Drama	7	0	0	2	1	4	0	0	7	0	2	3	7
Economics	1	0	0	1	0	0	0	0	1	0	1	1	1
English Literature	14	0	2	2	5	4	1	0	14	2	4	9	14
Film Studies R6	3	0	0	1	0	2	0	0	3	0	1	1	3
Geography	11	0	2	3	2	2	1	1	11	2	5	7	10
History	31	0	2	10	13	6	0	0	31	2	12	25	31
ICT	16	0	0	1	3	7	2	3	16	0	1	4	13
Law	6	0	2	0	2	2	0	0	6	2	2	4	6
Mathematics	16	0	5	3	5	1	0	2	16	5	8	13	14
Media Studies	8	0	1	2	3	1	1	0	8	1	3	6	8
Physical Education	3	0	0	0	0	0	0	3	3	0	0	0	0
Physics	2	0	0	0	0	0	1	1	2	0	0	0	1
Product Design	5	0	0	0	4	1	0	0	5	0	0	4	5
Psychology	7	0	1	2	2	1	1	0	7	1	3	5	7
Religious Studies	34	2	4	9	12	5	2	0	34	6	15	27	34
Russian	1	0	1	0	0	0	0	0	1	1	1	1	1
Sociology	19	1	1	4	9	4	0	0	19	2	6	15	19
Textile	1	0	0	0	1	0	0	0	1	0	0	1	1
Welsh 2nd Language	3	0	0	0	1	1	1	0	3	0	0	1	3
	243	5	29	54	80	49	15	11	243	34	88	168	232

BTEC Level 3 Results 2017

BTEC Results 2016.17											
Subject	Total	D*	D	M	P	Q	U	D*-D	D*-M	D*-P	Fail
Applied Law	1	0	0	1	0	0	0	0	1	1	0
Applied Science	21	4	7	7	3	0	0	11	18	21	0
Dance	15	10	3	1	1	0	0	13	14	15	0
Fashion and Clothing	5	3	1	1	0	0	0	4	5	5	0
Health and Social Care	20	16	2	2	0	0	0	18	20	20	0
Public Services	16	9	4	3	0	0	0	13	16	16	0
Sport	5	2	2	1	0	0	0	4	5	5	0
Travel and Tourism	13	9	1	3	0	0	0	10	13	13	0
	96	53	20	19	4	0	0	73	92	96	0

*Based on all pupils taking a GCE level course, regardless of age/year group

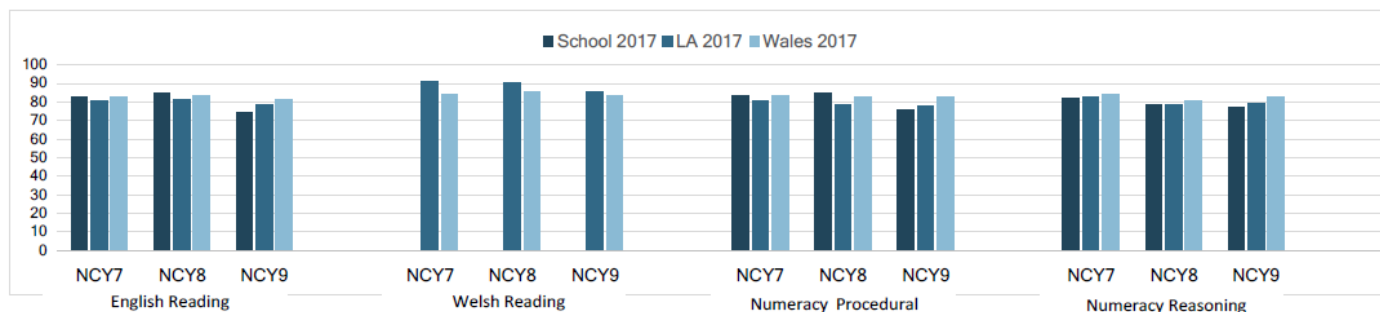
School Comparative Report: National Reading and Numeracy Tests

Age-standardised score: Age-standardised scores enable you to compare each pupil to all other pupils in Wales of the same age (in years and months) who took the same tests in April and May 2017.

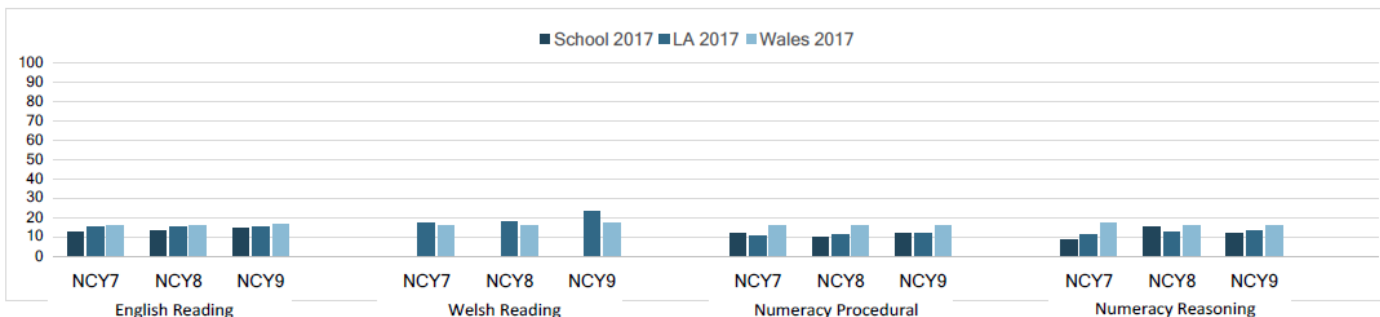
Percentage of pupils within each range of scores:

NCY	English Reading			Welsh Reading			Numeracy Procedural			Numeracy Reasoning			
	School	LA	Wales	School	LA	Wales	School	LA	Wales	School	LA	Wales	
	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	
7	<85	17	19	17	-	9	16	17	19	17	18	17	16
	Between 85 - 115	70	65	67	-	74	69	71	70	68	74	72	67
	>115	13	15	16	-	17	16	12	11	16	8	11	17
8	<85	15	19	17	-	9	15	15	21	17	22	22	19
	Between 85 - 115	71	66	68	-	73	69	75	68	67	63	66	65
	>115	13	15	16	-	18	16	10	11	16	15	13	16
9	<85	26	21	19	-	14	16	24	22	17	23	21	17
	Between 85 - 115	60	64	65	-	63	67	64	66	67	65	66	67
	>115	15	15	16	-	23	17	12	12	16	12	13	16

Percentage of pupils achieving a score of 85 and above:



Percentage of pupils achieving a score of 115 and above:



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quarter 1	School is in the top 25 per cent.
Quarter 2	School is in the top 50 per cent but not the top 25 per cent.
Quarter 3	School is in the bottom 50 per cent but not the bottom 25 per cent.
Quarter 4	School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 15 per cent and up to 20 per cent eligible for FSM

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
English		89		91	91	94	
Welsh		91		95		98	
Maths		90	91	92		94	
Science		93	95	95		97	
CSI		85	86	88		91	

The benchmarks have been calculated using a three-year average for Free School Meal data.

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Progress Measure

The progress measure enables you to compare the performance of your own pupils with all pupils who took the same test in the same year group. The

progress measure makes it possible to track relative performance over time.

The tables below summarise the progress measure for your school, along with your local authority and Wales for comparison. You can:

- compare the relative performance of different cohorts of pupils at a given point in time
- compare the relative performance of a single cohort of pupils at different time points

Percentage of pupils achieving an average or above average progress measure:

NCY	English Reading					Welsh Reading					Numeracy Procedural					Numeracy Reasoning				
	School 2015	School 2016	School 2017	LA 2017	Wales 2017	School 2015	School 2016	School 2017	LA 2017	Wales 2017	School 2015	School 2016	School 2017	LA 2017	Wales 2017	School 2015	School 2016	School 2017	LA 2017	Wales 2017
7	85	86	81	80	82	-	-	-	90	84	92	84	84	82	85	93	87	82	83	84
8	81	81	83	80	82	-	-	-	89	85	82	80	83	78	81	85	82	78	78	81
9	81	75	78	81	83	-	-	-	86	85	80	74	80	80	84	89	73	77	79	82

Mean progress measure (excludes disapplied or absent pupils):

NCY	English Reading					Welsh Reading					Numeracy Procedural					Numeracy Reasoning				
	School 2015	School 2016	School 2017	LA 2017	Wales 2017	School 2015	School 2016	School 2017	LA 2017	Wales 2017	School 2015	School 2016	School 2017	LA 2017	Wales 2017	School 2015	School 2016	School 2017	LA 2017	Wales 2017
7	999	1001	1001	1001	1001	-	-	-	1003	1003	1000	1000	998	998	998	1001	1001	997	999	999
8	996	1000	1001	1001	1001	-	-	-	1001	1001	995	999	999	998	998	999	1000	1002	1002	1002
9	997	998	999	1001	1001	-	-	-	1003	1003	995	995	997	997	997	998	998	997	999	999

PRESTATYN HIGH SCHOOL - 2015/16

BALANCES	Balance brought forward	404,898
BUDGET ALLOCATION	Budget Allocation	7,281,426
EMPLOYEES	ALL TEACHING SUPPLY INCLUDING AGENCY	57,240
	TEACHING STAFF	4,499,281
	ADMINISTRATION	538,496
	TECHNICIANS / WORKLOAD	194,933
	STUDENT SUPPORT / INCLUSION	217,276
	S E N	273,224
	EXAM INVIGILATORS	17,042
	CARETAKING	120,687
	MIDDAY SUPERVISION	39,001
	TRAINING	3,494
	MEDICAL EXAMINATIONS	810
	STAFF ADVERTISING	0
		5,961,484
PREMISES	REPAIRS & MAINTENANCE	21,785
	DCC BUILDING MAINTENANCE	14,819
	MOBILES (1216 - Elliot Grp)	9,284
	MAINTENANCE OF GROUNDS	9,729
	ELECTRICITY	51,034
	GAS	12,004
	CLIMATE CHANGE LEVY	2,406
	LOCAL TAXATION	99,349
	WATER	19,081
	CARETAKING MATERIALS	7,293
	PEST CONTROL	-
	REFUSE COLLECTION/SKIP HIRE	12,025
		258,808
TRANSPORT	TRAVELLING EXPENSES (2810+2910)	1,431
	HIRING OF BUSES / MINIBUSES	12,715
		14,146
SUPPLIES	POSTAGES	11,376
	TELEPHONES	10,676
	GOVERNORS' CLERK	-
	TV LICENCES	689
	NON STAFF ADVERTISING/MARKETING	6,632
	CAPITATION	93,452
	CAPITATION - NEW COURSES	6,076
	FURNITURE/EQUIPMENT	3,140
	RENTALS	17,586
	SOFTWARE LICENCES - WHOLE SCHOOL	5,895
	1-1 NOTEBOOKS	44,314
	INSURANCES	54,199
	EXAM FEES (4316)	184,736
	SUBSCRIPTIONS	127
	MISCELLANEOUS COSTS	1,652
	PUPIL COURSES	67,205
	INTERNAL TRANSFERS - PR6 Transport	24,977
	PROJECTS - REWARDS	2,868
	POOLED SCHEME - SICKNESS	86,949
	POOLED SCHEME - INVESTIGATIONS	24,834
	POOLED SCHEME - MATERNITY	36,117
		683,502
AGENCY	ADULT MEALS	8,604
	HIRE OF LEISURE CENTRE	109,793
	CLEANING CONTRACT	131,490
	PLAS CEFNDY RECHARGE	31,341

	PERIPATETIC MUSIC	23,924
	DCC DATA SERVICES	32,280
	DCC ICT ADMIN + GAIA ADMIN NETWORK CHARGE	14,339
	GAIA I.T CONTRACT (5329)	129,766
	COUNSELLING SERVICE	31,181
	OFF SITE INSURANCE	707
	SUPPORT SERVICES	120,186
		633,611
INCOME	INDUCTION & EPD	(7,681)
	MISCELLANEOUS GRANTS (9144)	(3,131)
	MISCELLANEOUS INCOME (9731)	(34,293)
	PERIPATETIC MUSIC	(4,984)
	SEN RECOUPMENT	(40,013)
	TELEPHONE/OTHER INC. (9620)	(140)
	PRIMARY SCHOOLS SLA	(42,694)
	WELSH BACC. (9146)	
	GRANT FOR LACs	(5,380)
	SCHOOL FUND CONTRIBUTIONS	(75,348)
		(213,665)
	NET EXPENDITURE	7,337,887
	SURPLUS / DEFICIT FOR YEAR	348,437
	SURPLUS / DEFICIT FOR YEAR AS % OF TOTAL BUDGET	4.79%

PRESTATYN HIGH SCHOOL - 2016/17

DESCRIPTION	ELEMENT	TOTAL
BALANCES	Balance brought forward	349,716
BUDGET ALLOCATION	Budget Allocation	7,058,081
EMPLOYEES	ALL TEACHING SUPPLY INCLUDING AGENCY	40,964
	TEACHING STAFF	4,523,620
	ADMINISTRATION & COVER ASSISTANTS	509,791
	TECHNICIANS / WORKLOAD	195,186
	STUDENT SUPPORT / INCLUSION	208,895
	S E N	297,514
	EXAM INVIGILATORS	21,512
	CARETAKING	130,514
	MIDDAY SUPERVISION	60,107
	TRAINING	6,158
	MEDICAL EXAMINATIONS	857
	STAFF ADVERTISING	2,703
		5,997,819
PREMISES	REPAIRS & MAINTENANCE	33,411
	DCC BUILDING MAINTENANCE	14,477
	MOBILES (1216 - Elliot Grp)	8,510
	MAINTENANCE OF GROUNDS	8,107
	ELECTRICITY	62,676
	GAS	34,360
	CLIMATE CHANGE LEVY	3,178
	LOCAL TAXATION	100,559
	WATER	13,950
	CARETAKING MATERIALS	8,353
	REFUSE COLLECTION/SKIP HIRE	9,739

		297,320
TRANSPORT	TRAVELLING EXPENSES	3161
	HIRING OF BUSES / MINIBUSES	14641
		17,802
SUPPLIES	POSTAGES	14,076
	TELEPHONES	5,911
	TV LICENCES	146
	NON STAFF ADVERTISING/MARKETING	5,582
	CAPITATION/REWARDS	86,428
	CAPITATION - NEW COURSES	3,852
	FURNITURE/EQUIPMENT	914
	RENTALS	26,250
	SOFTWARE LICENCES - WHOLE SCHOOL	5,644
	1-1 NOTEBOOKS	56,421
	INSURANCES	54,199
	EXAM FEES (4316)	174,055
	SUBSCRIPTIONS	428
	MISCELLANEOUS COSTS	6,999
	PUPIL COURSES	89,462
	INTERNAL TRANSFERS - PR6	31,692
	SCHOOL IMPROVEMENTS	43,556
	POOLED SCHEMES	136,156
		741,770
AGENCY	ADULT MEALS	10,888
	HIRE OF LEISURE CENTRE	97,308
	CLEANING CONTRACT	129,193
	PLAS CEFNDY RECHARGE	31,872
	PERIPATETIC MUSIC	23,216
	DCC DATA SERVICES	31,525
	DCC ICT ADMIN + GAIA ADMIN NETWORK CHARGE	14,413
	GAIA I.T CONTRACT (5329)	130,187
	COUNSELLING SERVICE	31,181
	OFF SITE INSURANCE	719
	SUPPORT SERVICES	118,794
		619,295
INCOME	INDUCTION & EPD	(7,990)
	MISCELLANEOUS GRANTS (9144)	(1,120)
	MISCELLANEOUS INCOME (9731)	(41,884)
	PERIPATETIC MUSIC	(2,828)
	SEN RECOUPMENT	(56,852)
	TELEPHONE/OTHER INC. (9620)	-
	PRIMARY SCHOOLS SLA	(45,593)
	GRANT FOR LACs	(1,267)
	SCHOOL FUND CONTRIBUTIONS	(43,000)
		(200,534)
	NET EXPENDITURE	7,473,472
	SURPLUS / DEFICIT FOR YEAR	(65,675)
	SURPLUS / DEFICIT FOR YEAR AS % OF TOTAL BUDGET	-0.93%

DESTINATIONS

