Ysgol Gynradd
COEDPENMAEN
Primary School

Together we care. Together we learn. Together we achieve.
Gyda'n gilydd rydym yn gofalu, dysgu a chyflawni.



Governors Annual Report to Parents
2025-2026

It gives me great pleasure to reflect on another successful and rewarding year at Coedpenmaen Primary School. Once again, our school community has demonstrated its commitment to providing a happy, nurturing and inspiring environment where every child is encouraged to thrive, achieve their potential and develop a lifelong love of learning. It has been a year of continued progress, exciting opportunities and positive experiences for our pupils, and one in which we have continued to build on the many strengths of our school.

A key priority throughout the year has been our continued investment in professional learning and staff development. We firmly believe that investing in our staff is investing in our children. Through ongoing professional development, collaboration and the sharing of good practice, we continue to strengthen the quality of teaching and learning across the school. Our staff have embraced opportunities to develop their knowledge, skills and expertise, ensuring that our pupils benefit from high-quality teaching, engaging learning experiences and the very best opportunities to succeed. This commitment to continuous improvement remains central to everything we do.

Our curriculum continues to be a particular strength of the school, and we are extremely proud of the progress made in its development. Our Curriculum Lead has been involved in a Welsh education policy group, contributing to discussions and developments at a wider level while bringing valuable knowledge, insight and expertise back into school. This involvement has further strengthened our approach to Curriculum for Wales, ensuring that our provision remains ambitious, relevant and responsive to the needs of our learners. We are confident that our curriculum is in a very strong position, providing children with rich, meaningful and exciting learning experiences that develop their knowledge, skills, confidence and independence. We will continue to reflect, refine and build upon this excellent work.

We have also placed considerable emphasis on improving and developing our school environment. We recognise that the spaces in which children learn, play and grow have an important impact on their wellbeing, happiness and overall school experience. Throughout the year, we have worked hard on the continued development of our forest area. Improvements to our communal hall and the older boys' and girls' toilets have also been important areas of focus. These developments are part of our ongoing commitment to providing a welcoming, stimulating and well-maintained environment that our pupils, staff and families can be proud of.

One of the most rewarding aspects of the year has been the wealth of opportunities and experiences provided for our pupils. Learning at Coedpenmaen extends far beyond the classroom, and we are proud of the wide range of educational visits, enrichment activities, clubs and experiences that have taken place. We have



continued to welcome external agencies and organisations into school, providing children with opportunities to learn from others, develop new interests and broaden their understanding of the world around them. These experiences play an important role in developing confidence, independence, resilience and aspirations, while also creating wonderful memories. Above all, it has been fantastic to see our children enjoying school life, embracing new challenges and making the most of the opportunities available to them.

Parental engagement has also remained an important focus throughout the year. We recognise that strong relationships between home and school are essential to children's success, and we have been delighted to provide numerous opportunities for parents and carers to become involved in school life. Through events, celebrations, opportunities to share learning and other activities, we have continued to strengthen these valuable partnerships. We are extremely grateful for the support, encouragement and involvement of our families, and we remain committed to ensuring that parents and carers feel welcomed, informed and valued as part of the Coedpenmaen community.

Our governing body has continued to play a very active and visible role in the life of the school. Governors have been regular visitors, supporting lunchtime clubs, spending time with pupils and staff, and working alongside children on activities within the wider community. Governors have also been actively involved in the school's self-evaluation processes, working with leaders, staff and pupils to celebrate our successes, evaluate our provision and identify priorities for further improvement. This direct involvement is invaluable, allowing governors to gain a genuine understanding of everyday school life and ensuring that our strategic decisions are informed by the experiences and voices of our pupils and staff.

As with many schools, financial pressures and budget constraints continue to present significant challenges. One of the key factors affecting our school budget is the reduction in pupil numbers, as the funding we receive is closely linked to the number of children on roll. When pupil numbers decrease, including when children move to other schools, this has a direct impact on the funding available to us and, ultimately, the resources and staffing we are able to maintain. It is important that our school community understands this connection and the challenges it presents when planning for the future.

This year, these financial pressures have meant that we have had to make some difficult decisions to ensure the long-term financial sustainability of the school, including a reduction in staffing. We are pleased that these changes have been managed entirely through voluntary redundancies, with arrangements that have worked positively for the staff involved. Throughout this process, the governing body, Miss Ansell-Jones and the leadership team have worked closely together to manage these changes with sensitivity, care and consideration, while recognising the valuable contributions of all our staff.

Despite these challenges, our commitment to providing the highest possible standard of education remains unchanged. We will continue to manage our



resources responsibly, make carefully considered decisions and work hard to maintain the wide range of opportunities, experiences and support that our pupils deserve. We are extremely proud of what Coedpenmaen Primary School offers its children and families, and we remain focused on strengthening our school community, celebrating our successes and ensuring that Coedpenmaen continues to be a school that families are proud to be part of.

I would also like to take this opportunity to recognise the dedication and leadership of our headteacher, Miss Ansell-Jones, and the wider leadership team. Their commitment to school improvement, professional development and the wellbeing of our pupils and staff has been instrumental in another successful year. Alongside our dedicated teaching and support staff, they work tirelessly to ensure that Coedpenmaen remains a positive, inclusive and supportive school where children feel safe, valued and inspired to achieve. The strength of our school lies not only in the quality of education we provide, but also in the relationships, care and sense of community that underpin everything we do.

Finally, I would like to express my sincere thanks to Miss Ansell-Jones, the leadership team, all our teaching and support staff, my fellow governors, parents, carers and the wider school community for their continued hard work, dedication and support. Most importantly, I would like to celebrate our wonderful pupils. Their enthusiasm, achievements, kindness, curiosity and positive attitudes are what make Coedpenmaen Primary School such a special place.

We can look back with great pride on another successful year, not only in terms of the progress we have made as a school, but also in the opportunities, experiences and memories we have created for our children. Despite the challenges facing education, our commitment to providing the very best for every pupil remains unwavering. As we look ahead, we do so with ambition, optimism and a shared determination to continue building on our successes, ensuring that Coedpenmaen Primary School remains a place where children are happy, feel valued, love learning and are given every opportunity to flourish.

Chair of Governors
Coedpenmaen Primary School

CBC Michael Powell
Chair of Governors
Coedpenmaen Primary School



Governors' details

The Clerk to the Governing Body is Dr Marium Haque, Director of Education and Inclusion, Valleys Innovation Centre, Navigation Park, Abercynon, CF45 4SN.

The Chairperson of the Governing Body is CBC Michael Powell c/o Coedpenmaen Primary School, Coedpenmaen Close, CF37 4LE.

The following people are currently members of the Governing Body:

Name	Category of Governor	Appointed By	Retirement Date
Mrs Lisa Davis Mr Michael Oliver CBC Michael Powell	**LEA**	**Council Members**	18/11/28 09/11/2029 23/09/27
Mr Alun Caswell Mr Vitor Matos Ms Laura Dober	**Parent**	**Parents**	21/04/28 02/12/28 02/10/26
Mr Terence Murphy Mr Martin Phillips Mr Nicholas Sheldon	**Community Governor**	**Governing Body**	11/06/29 11/06/29 24/10/27
Cllr Simon Pritchard	**Minor Authority (If applicable)**	**Community Council**	21/05/29
Mrs Carley Walters	**Teacher**	**Teaching Staff**	11/11/28
Mrs Sarah Hier	**Staff**	**Non-Teaching Staff**	31/08/28
Miss Ansell-Jones	**Headteacher**		

When fully constituted this governing body is made up as follows

LEA Representatives	3
Parent Governors	2
Staff Representative	1
Headteacher	1

Community Governors	3
Teacher Governor(s)	1
Minor Authority (if applicable)	1
Total	12



The next election of parent governors took place in September 2026 however, there were no applications. Two parent governor vacancies remain.

Action taken by the governing body or school

Over the past year, the governing body has continued to play an active and supportive role in the life of the school, contributing to school improvement, curriculum development, pupil wellbeing and community engagement. Governors continue to meet regularly through the full governing body and its committees, including the Health and Safety Committee and Curriculum and Standards Committee, to review school priorities, monitor progress and support strategic decision-making.

Governors have continued to play an important role in the school's Monitoring, Evaluation and Review (MER) cycle, working alongside school leaders. This has included participation in learning walks, Listening to Learners activities and teaching and learning snapshot days. These opportunities have enabled governors to gain a deeper understanding of pupils' learning experiences and contribute meaningfully to school improvement. Mike Oliver, as Equity Link Governor, has continued to work closely with the school's Equity Lead to promote inclusion, wellbeing and equity and Lisa Davis has worked closely alongside our attendance school lead.

Governors have remained highly visible and supportive members of the school community, contributing to a wide range of events, enrichment activities and community partnerships. The Chair of Governors, Cllr Mike Powell, and Vice Chair, Mike Oliver, have provided invaluable support with the organisation of Christmas concerts at Trallwng Community Centre and the coordination of a free pantomime, Under the Frozen Moon, for younger pupils, alongside a community performance offering complimentary tickets to school families. Mike Oliver also organised the Poetry Together intergenerational workshops with poet Rhiannon Oliver and Men's Shed Pontypridd, while Cllr Mike Powell arranged brass music workshops following the Pontypridd Brass Band Festival.

Governors have also actively supported fundraising and wider school initiatives. Rhys Caswell assisted with the PTA Valentine's disco, while Cllr Mike Powell supported the PTA car wash fundraiser in partnership with Tesco and the Fire Service. Cllr Mike Powell also played a valuable role in the Year 6 Green Car project, helping to involve members of the wider community and enrich pupils' learning experiences.

The governing body remains committed to promoting equity, diversity and inclusion and ensuring that all pupils feel valued, respected and supported. Through their ongoing involvement in school self-evaluation, curriculum monitoring, enrichment opportunities and community engagement, governors continue to make a significant contribution to school life.



We are extremely grateful to all governors for their continued dedication, time and commitment to supporting our pupils, staff and wider school community.

Summer term 2026 policies ratified by the Governing Body:

- Staff discipline, conduct, capability and grievance procedure policy.
- Administration of medicine policy.
- Complaints policy.
- Data Protection policy.
- Freedom of Information Publication scheme.
- Health and Safety policy.
- Intimate care policy.
- Managing change policy.
- Procedure for investigating information security incidents and events policy.
- Procedure for reporting information security incidents and events policy.
- Teacher pay policy.
- Charges and Remissions policy
- Healthy Eating policy.
- Induction policy.
- Internet and acceptable use policy.
- RSE policy.
- Sun Safety policy.
- Teachers Directed Time policy.
- Whole School Positive Behaviour Management policy.
- Curriculum policy.
- Teaching and Learning policy.

Organisation, plans and policies

Governors are responsible for drawing up (in conjunction with staff) the School Development Plan. The plan identifies the direction the school will take over a three-year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The School Development Plan for the 2025-2026 academic year was approved by Governors. The targets set included short, medium, and long-term aims, and were regularly reviewed by the Governing Body.

Governors receive a detailed termly update from the Headteacher on progress against the School Development Plan, including key achievements, areas for further development and next steps. These updates enable governors to monitor progress, provide appropriate challenge and support, and ensure that school improvement priorities remain on track.

School development Priorities 2025/2026



Priority 1: Improve pupils' language skills across the curriculum so they can communicate confidently and effectively in different contexts

Very good progress has been made in strengthening phonics and Welsh language provision across the school. A consistent approach to phonics teaching and assessment is becoming established, while daily *Helpwr Heddiw* sessions have increased pupils' confidence and engagement in Welsh. Criw Cymraeg have also played an active role in promoting the use of Welsh throughout the school. Further work will focus on embedding these approaches and strengthening assessment and tracking.

Priority 2: Refine Curriculum for Wales, with a focus on progression to inform assessment.

Strong progress has been made in developing consistent approaches to assessment and curriculum delivery. Staff have received professional learning to strengthen their use of assessment information to support pupil progress, including vulnerable learners. Monitoring activities have identified strengths in teaching and learning and informed future improvement priorities. A Curriculum Summary has also been shared with parents to strengthen their understanding of the school's curriculum.

Priority 3: To develop the school's provision for pupils with ALN and embed our commitment to anti-racism, in order to create a fully inclusive environment.

Strong progress has been made against this pr

Additional Learning Needs (ALN): Improvements to Individual Development Plan (IDP) processes, pupil voice and progress tracking have strengthened support for pupils with additional learning needs. Many pupils are making appropriate progress towards their individual targets, with further work planned to ensure consistency across the school.
Wellbeing: The introduction of *Zones of Regulation* across all classes has helped pupils develop a greater understanding of their emotions and strategies to manage them. Further development of emotional wellbeing interventions and monitoring systems is planned.
Equity, Diversity and Anti-Racism: The school has continued to promote inclusion and diversity through pupil voice, stakeholder engagement and the development of the *Voices of Change* group. The Headteacher has also shared the school's developing practice with other schools across Rhondda Cynon Taf. Further work will focus on strengthening anti-racist education and providing pupils with a wider range of experiences that celebrate diversity.



School Dates 2026/2027

TERM	FROM	TO
Autumn 2026	Tuesday 1 September 2026	Friday 23 October 2026
Half Term	Monday 26 October 2026	Friday 30 October 2026
Autumn 2026	Monday 2 November 2026	Friday 18 December 2026
Christmas Holidays	Monday 21 December 2026	Friday 1 January 2027
Spring 2027	Monday 4 January 2027	Friday 5 February 2027
Half Term	Monday 8 February 2027	Friday 12 February 2027
Spring 2027	Monday 15 February 2027	Friday 19 March 2027
Easter Holidays	Monday 22 March 2027	Friday 2 April 2027
Summer 2027	Monday 5 April 2027	Friday 28 May 2027
Half Term	Monday 31 May 2027	Friday 4 June 2027
Summer 2027	Monday 7 June 2027	Tuesday 20 July 2027

Tuesday 1 Sept 2026 will be a designated INSET days for **all** LA Maintained Schools. The remaining INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff.

All schools will be closed on **Monday 3 May 2027** for the May Day Bank Holiday.

Significant dates:

- Christmas - Friday 25 December 2026
- Easter - Good Friday 26 March 2027
- Easter - Monday 29 March 2027
- May Bank Holidays
  - Monday 3 May 2027
  - Monday 31 May 2027

The school's policy for the Assessment of and Provision for Pupils with Additional Learning Needs is summarised as follows:

The school's policy for the identification, assessment and provision for pupils with additional learning needs is consistent with the requirements of the Additional



Learning Needs Code for Wales (approved by the Senedd on 23rd March 2021) under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The school's Additional Learning Needs Co-ordinator (ALNCo) Mrs Beth Griffiths works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them. From September 2026 Miss Carley Walters will be stepping up on secondment as ALNCo at the school.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

During the academic year 2025/2026 20 pupils were in receipt of an Individual Development Plan (IDP).

RCTCBC is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are therefore operated in line with the Authority's policy on school admissions which is contained in the publication Starting School Book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for Ysgol Bro Taf Comprehensive School however pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

It is the Authority's policy that all children, as far as is possible within the terms of the Education Act 1996 (amended by the Special Educational Needs and Disability Act 2001 and the Additional Learning Needs and Educational Tribunal Act 2018) should be educated in mainstream Welsh, English and dual language schools within their local communities. The Additional Learning Needs Code 2021 provides statutory advice to professionals regarding their roles and responsibilities and further guidance is provided within the Equality Act 2010.

The Additional Learning Needs and Education Tribunal Act 2018 clearly states that most pupils with additional learning needs should receive appropriate and inclusive additional learning provision within their local mainstream Welsh, English or dual language school. However, children with significant and very complex learning difficulties may be offered placement in a Learning Support Class within a mainstream school or in a special school. Children with significant and highly



complex social, emotional and behavioural difficulties may receive their education via RCT's EOTAS (Education Other Than At School) Provision. Decisions regarding specialist placements are made by the Access and Inclusion Service following consultation with parents, schools, health professionals and other relevant support services.

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy Plan and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and to improve the access to the school.

Sporting achievements

Throughout the year, pupils at Coedpenmaen have enjoyed a wide range of sporting opportunities, representing the school with pride, enthusiasm and excellent sportsmanship. Our Year 5 football team competed in the EFL Utilita Kids Cup, organised by Cardiff City FC Community Foundation, demonstrating fantastic teamwork, resilience and determination against strong opposition.

Our Year 5 and 6 rugby team achieved notable success at the Pontypridd Rugby Schools Competition, finishing as joint winners of the Plate competition without losing a single match. Willow Class also enjoyed the opportunity to participate in the T1 Rugby Festival at Cardiff Arms Park, developing their rugby skills, confidence and teamwork alongside the WRU.

Pupils also represented the school at the *Race Against Hate* event at the Michael Sobell Centre in Aberdare, alongside more than 1,300 pupils from across the region. A particular highlight was a pupil, who achieved an impressive 14th place out of approximately 200 competitors. Year 6 pupils also attended the Premier League Primary Stars Football Festival in Cardiff, supporting the *No Room for Racism* campaign and promoting inclusion, respect and positive sporting values.

Beyond team sports, we have celebrated some exceptional individual pupil achievements. A Year 6 pupil won a Green Car STEM competition in partnership with Cardiff City Football Club and was subsequently recognised with a prestigious Child of Wales Award in recognition of their achievements and involvement in the work



taking place at school. This is a wonderful example of how the school's enrichment opportunities help pupils develop their talents and achieve success.

We were also delighted to celebrate the outstanding achievement of a Year 4 pupil, who represented Wales at the Dance World Cup, achieving an incredible 6th place in the world. Competing against talented dancers from across the globe, this remarkable accomplishment reflects her dedication, perseverance and commitment.

Individual pupil achievements, both within and beyond school, are regularly celebrated and shared with our school community through ClassDojo and our monthly newsletters. This ensures that pupils' talents, efforts and successes are recognised and valued, helping to build confidence, celebrate personal achievements and inspire others.

We are extremely proud of all our pupils and their achievements. These experiences reflect our commitment to providing a broad range of opportunities that nurture individual talents, develop confidence and resilience, and encourage pupils to aim high. We are also grateful to our families, parent coaches and community partners for their continued support in making these opportunities possible.

Healthy eating and drinking

The school's Healthy Schools pupil group plays an active role in encouraging positive choices among their peers. Governors have reviewed policies, and supported activities that help pupils understand the importance of balanced diets and healthy lifestyles.

We also ask for parents' continued support in following Welsh Government guidelines, ensuring that children bring water to drink and a healthy snack, such as fruit or vegetables, each day. By working together as a school community, we can help every child to develop healthy habits, stay focused in class, and thrive both inside and outside of school.

Curriculum and organisation of education and teaching methods

Throughout the year, the school has continued to develop and refine its curriculum in line with the principles of the Curriculum for Wales, ensuring that learning experiences are engaging, purposeful and support the progression of all pupils. Building on developments from the previous academic year, staff have worked collaboratively to strengthen curriculum planning, with a particular focus on Key Concepts, progression milestones and ensuring that knowledge and skills build progressively as pupils move through the school.



Our whole-school topics, have provided meaningful opportunities for pupils to explore their identity, develop their sense of *cynefin* (belonging) and deepen their understanding of their role as ethical, informed citizens. Staff have continued to refine learning journeys to ensure clear connections across Areas of Learning and Experience (AoLEs), with pupils becoming increasingly confident in explaining the purpose of their learning and making connections between key concepts.
Further developments have taken place within Expressive Arts, including mapping progression across the school's two-year topic cycle and strengthening opportunities for pupils to develop skills in Digital Media. Staff have also focused on ensuring that classroom environments support independence, reflection and deeper learning.

Assessment and progression have remained key priorities, with staff receiving professional learning on the use of new cohort assessment trackers. These are supporting teachers to monitor pupil progress more effectively, identify gaps in learning and provide targeted support and challenge. Regular monitoring activities, including learning walks, curriculum reviews and scrutiny of pupils' work, have helped school leaders evaluate the impact of curriculum developments and identify next steps.

Governors have remained actively involved in overseeing curriculum development through the Curriculum and Standards Committee, receiving regular updates on curriculum planning, assessment and pupil progression. The school has also contributed to curriculum development at a national level, with Miss Olson joining the Welsh Government Curriculum Policy Group, providing valuable opportunities to share effective practice and remain informed of national developments.

Our continued focus is on providing a broad, balanced and inclusive curriculum that inspires curiosity, develops independence and ensures that all pupils have the knowledge, skills and confidence to succeed in their learning.

Welsh language

Coedpenmaen School teaches primarily in English, with Welsh taught as a second language, following the CSC Welsh Language Continuum to support pupils' progression and continuity of skills. Learners engage with Welsh through lessons, daily routines, assemblies, and wider school activities, helping to promote a positive attitude towards the language. While English remains the main language of communication, Welsh is increasingly embedded across the school, and pupils are growing in confidence using it in a range of contexts. Welsh was identified as a key area for development in 2025/2026**,** with a focus on enhancing pupils' fluency, confidence, and enjoyment of the language through targeted teaching, staff development, and purposeful opportunities to use Welsh meaningfully across school life.



Provision of school toilet facilities

The school is committed to providing clean, safe and well-maintained toilet facilities for all pupils and staff, with regular cleaning and checks throughout the school day. Significant improvements have been made to our facilities over the last year. The infant toilets were refurbished a few years ago and remain in very good condition. This year, the junior girls' toilets have been fully refurbished, with pupils from our *Voices of Change* group playing an active role in designing the new facilities, ensuring that pupil voice was central to the improvements. In addition, the older boys' toilets have been completely replaced with brand-new facilities. Staff toilets have also been redecorated and refurbished, providing an improved environment for staff. The Nursery and Reception toilets remain in a good condition. The school continues to monitor the condition of all toilet facilities and identify areas for future improvement, ensuring that pupils and staff have access to clean, safe and appropriate facilities.

Attendance

Regular attendance is essential to every child's learning, progress and wellbeing. Missing just two days each month can add up to almost four weeks of lost learning over an academic year, potentially affecting pupils' achievement, confidence and engagement in school.

During the 2025–2026 academic year, our overall school attendance was **92.4%,** narrowly missing our target of 93%. This was the first time in several years that the school had not achieved its attendance target. We have also identified an increase in persistent absenteeism, which remains an important area for improvement. Pupils who miss 19 days of school over an academic year reach approximately 10% absence and are therefore considered persistently absent.

We recognise that there are a range of reasons why children may experience difficulties attending school regularly. As an Inclusive Attendance School, we are committed to working positively and proactively with families to identify barriers to attendance, provide appropriate support and encourage positive attendance habits.

We were delighted to achieve the Inclusive Attendance Bronze Award accreditation in 2025–2026, recognising our commitment to developing a supportive and inclusive approach to improving attendance.

Looking ahead, improving attendance and reducing persistent absenteeism will remain key priorities. We will continue to strengthen our partnership with parents and carers through early identification, regular communication and targeted support, ensuring that every child has the best possible opportunity to attend school regularly, feel a sense of belonging and achieve their full potential.



The Welsh Government's attendance target remains at 95%, so we need to continue rebuilding towards this benchmark. We are increasingly seeing holidays taken during term time, which directly impacts pupils' learning and overall attendance. We strongly urge parents and carers to avoid taking holidays during term time and to support their child in attending school every day—together, we can give every pupil the best chance to succeed.



APPENDIX A

COEDPENMAEN PRIMARY SCHOOL

PROVISIONAL FINANCIAL STATEMENT FOR 2025/2026

EMPLOYEE COSTS	**Total Spent**
TEACHERS (including Headteacher/Supply/Reading support)	704,411
MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners)	57,738
A.P.T. + C (School Clerks/Nursery Nurses/School Aides) .	202,604
PREMISES RELATED	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY)	17,592
ENERGY	27,519
RATES	22,436
WATER	3009
CLEANING MATERIALS	1966
SUPPLIES, SERVICES AND OTHER EXPENSES	
SCHOOL EQUIPMENT AND FURNITURE	22,844
POSTAGE	0
TELEPHONES	1008
INSURANCE	38900
CLERKING GOVERNING BODY/FINANCIAL ADMINISTRATION/PERSONNEL	15211
USE OF DISTRICT FACILITIES	4597
MISCELLANEOUS	29,784
TOTAL:	1,149,619
INCOME	
WG	164,583
MISCELLANEOUS	78,795
TOTAL	243,379