

Whitmore High School

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Governors' Annual Report to Parents 2021-2022

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Letter from the Chair of Governors

Dear Parents

On behalf of the Governing Body at Whitmore High School, I am pleased to introduce our Governors' Report to Parents for the academic year 2020/21.

As Governors, we have a duty to share information and, as stakeholders, you have the right to be kept informed and hold us to account for the quality of education your child receives. In this report, we, the governors, take the opportunity to summarise the responsibilities and activities of the Governing Body. My thanks, as always, to my colleagues on the Governing Body, who give of their time, energy and expertise freely and enthusiastically.

The year saw significant disruption in a number of areas as we all struggled to cope with the effects of the coronavirus pandemic. Although no substitute for face-to-face teaching, the School did move very quickly to provide a range of virtual tools to support students' distance learning. The efforts of all – teachers, support staff, parents, carers, and students – to make these tools work effectively is recognised and appreciated.

Any feedback about the information contained in this report would be most welcomed.

Antonia Forte, BEM
Chair of Governing Body
Whitmore High School

Whitmore High School Governing Body 2021-2022

Governors play an important role in the life and management of the school. In a voluntary capacity, they give their time and expertise in order to hold the Executive Head, Head of School and Senior Leadership Team to account, support the school, its staff and pupils and promote Whitmore High School in the local and wider community.

Full Governors meetings are normally held every half term. For further information or access to the minutes of the meetings please contact WhitmoreHigh@valeofglamorgan.gov.uk

The following people have been appointed as Governors at Whitmore High School and made up the Governing Body at the start of the current academic year (September 2021). For information about any vacancies, please contact the Clerk to the Governors.

<u>Local Authority Governors</u>	
Antonia Forte	Chair of Governing Body
Victoria Baldwin	Vice Chair of Governing Body
Sian Davies	Committee Chair [Resources]
Matthew Griffiths	Committee Chair [School Improvement & Standards]
Patrick Valentino	Committee Chair [Stakeholder Engagement]
<u>Community Governors</u>	
Julian Forsyth	Committee Chair [Premises]
Kathy Riddick	Committee Chair [Student Offer]
Ian Protheroe	
Zuzanna Rowles	
Richard Hicks	
<u>Parent Governors</u>	
Stephen Cole	
Jon Hewitson	
Janine Price	
Lara Sargent	
Angela Boffy	
Ghislaine Van Der Burgt	
<u>Teaching/Staff Governors</u>	
John Lloyd	Teacher
Bethan Thorngate	Teacher
Clare Viney	Staff
Vince Browne	Executive Headteacher
Innes Robinson	Head of School
Jackie Rule	Clerk to Governing body

School Leadership

Executive Head teacher	Dr V Browne	
Head of school	Mr I Robinson	
Leader of KS3 (Year 7)	Mr M Hutton	huttonm6@hwbcymru.net
Leader of KS3 (Year 8)	Mr D Manley	manleyd6@hwbcymru.net
Leader of KS3 (Year 9)	Mr C Burrows	burrowsc19@hwbcymru.net
Leader of KS4 (Year 10)	Mr J Lloyd	lloydj214@hwbcymru.net
Leader of KS4 (Year 11)	Mrs K Thomas	thomask534@hwbcymru.net
Leader of KS5 (Year 12&13)	Mr R Bourton	bourtonr@hwbcymru.net
Leader of Learning in English	Mrs M Palmizi	palmizim1@hwbcymru.net
Leader of Learning in Maths	Mrs B Gelling	gellingb@hwbcymru.net
Leader of Learning in Science	Mr D Gamble	gambled3@hwbcymru.net
Assistant Headteacher – KS3	Mr N Emery	emeryn1@hwbcymru.net
Assistant Headteacher – Behaviour	Mr M Kennedy	kennedym21@hwbcymru.net
Assistant Headteacher – Autism Base	Mrs M Prosser	prosserm54@hwbcymru.net
Assistant Headteacher – 6th Form & curriculum	Mr R S Jones	jonesr1337@hwbcymru.net
Associate Assistant Headteacher – Safeguarding	Mr D Williams	williamsd775@hwbcymru.net
Associate Assistant Headteacher – KS4/Teaching & Learning	Miss S Morgan	morgans319@hwbcymru.net
Associate Assistant Headteacher – ITE Lead School Coordinator	Mrs A Walters-Bresner	waltersa55@hwbcymru.net

Category of the school

Whitmore High School is an English medium secondary school.

Term dates 2021-2022

Autumn term	02/09/2021	17/12/2021	<i>Half term</i>	25/10/2021	29/10/2021
Spring term	04/01/2022	08/04/2022	<i>Half term</i>	21/02/2022	25/02/2022
Summer term	25/04/2022	22/07/2022	<i>Half term</i>	30/05/2022	03/06/2022

INSET Days:

Thursday 2 Sept 2021 is a designated INSET day for all LEA Maintained Schools.
Friday 11 March 2022 and Wednesday 8 June 2022 will be whole school INSET days

Significant dates:

Christmas Day	Saturday 25 December 2021
New Year's Day	Monday 3 January 2022
Good Friday	Friday 15 April 2022
Easter Monday	Monday 18 Apr 2022
Early May Bank Holiday	Monday 2 May 2022
Spring Bank Holiday	Thursday 2 June 2022
Platinum Jubilee bank holiday	Friday 3 June 2022

The school does not authorise holidays in term time. This means that any holidays taken will be recorded on the end of year report as unauthorised absences.

Curriculum and Assessment

"The school curriculum in Wales should be defined as including all of the learning experiences and assessment activities planned in pursuit of agreed purposes of education." (*Successful Futures, 2015*)

"The Curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it." (*Curriculum for Wales Guidance*)

The new [Curriculum for Wales](#) has been developed and we are working towards implementation from September 2023. The school's curriculum follows statutory requirements and the requirements of the National Curriculum. Whitmore High School endeavours to ensure that a broad and balanced curriculum is provided to its students. We seek to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare our pupils for the opportunities, responsibilities and experiences of adult life.

The current curriculum at Whitmore High School supports the aims, ethos and values of the school by:

- promoting each student's intellectual, aesthetic, moral, physical and social development
- ensuring that equality of opportunity in access to the curriculum is an entitlement
- providing students with opportunities to be happy and successful learners
- Setting high expectations, to ensure students become independent learners, and attain the knowledge, skills (including learning skills), understanding and qualifications for success in the 21st Century.
- creating an ethos which demands high regard for self and others, and ensures that each student makes a positive contribution to the community and wider society
- providing a stimulating, challenging and supportive curriculum which meets the needs and interests of all learners and celebrates success for all
- developing dynamic and meaningful partnerships between the School and the wider community which have, at the core, the aim to raise attainment and promote learning as a lifelong activity. ICT plays a crucial role in all aspects of the School life and the achievement of all of our objectives
- promoting the need to live a healthy lifestyle

THE NATIONAL CURRICULUM

In addition to supporting the aims, ethos and values of our school, our curriculum meets the statutory requirements of the Secondary Curriculum and the three key aims for all young people; namely that all young people should be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

The curriculum at KS3 and KS4 follows the National Curriculum. PHSE or wider curriculum days, along with morning tutor time, give ample opportunity to cover a planned and coordinated programme of personal, social and health education, along with careers advice and guidance.

Objectives relating to the curriculum aims of Whitmore High School are:

1. That pupils should become aware of their abilities and in so doing should develop them to their maximum potential. They are expected to acquire skills in speaking and listening, literacy and numeracy, ICT and thinking.
2. That pupils should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
3. That all pupils should be offered a curriculum that has breadth and depth. It must be tailored to each pupil and satisfy their requirements.
4. That pupils who leave Whitmore High School should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. That pupils who leave Whitmore High School should:
 - be confident in their dealings with adults and peers;
 - be able to develop good working relationships with others;
 - have knowledge of a wide range of cultures and through this come to respect the rights and needs of others;
 - be able to make good moral judgements;
 - have developed a sound appreciation of the need for learning that will last for the rest of their lives;
 - be adaptable enough to react to the needs of a fast changing world.
6. Pupils are provided with personal, social, health and citizenship education reflects the school's aims and ethos.
7. There is effective careers guidance and a programme of enterprise education.
8. There are appropriate programmes of activity for pupils including a commitment to develop and personalise learning in formal and informal contexts.

CURRICULUM ORGANISATION

Our taught curriculum is delivered through a two week timetable with each day divided into 5 teaching periods and form tutor time. The timing of the day is as follows:

Year Group	Period		Start Time	
<i>All</i>	<i>Lesson 1</i>		<i>8:40</i>	
<i>All</i>	<i>Lesson 2</i>		<i>9:40</i>	
<i>7, 8</i>	<i>Break</i>	<i>Tutorial</i>	<i>10:40</i>	<i>10:40</i>
<i>9, 10, 11, Sixth</i>	<i>Tutorial</i>	<i>Break</i>	<i>11:00</i>	<i>11:00</i>
<i>All</i>	<i>Lesson 3</i>		<i>11:20</i>	
<i>7, 8</i>	<i>Lunch</i>	<i>Lesson 4</i>	<i>12:20</i>	<i>12:20</i>
<i>9, 10, 11, Sixth</i>	<i>Lesson 4</i>	<i>Lunch</i>	<i>12:45</i>	<i>1:20</i>
<i>All</i>	<i>Lesson 5</i>		<i>1:45</i>	
<i>All</i>	<i>Buses/Home</i>		<i>2:45</i>	

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion, or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. A variety of student info such as access arrangements/ SEN type/ SEN need/ ethnic origin/ national Literacy and numeracy scores can be obtained via the Data Info sheets for each class on the school MIS and additional info where required may be obtained from the school SENCO or wellbeing dept. Staff are encouraged to use this information plan for individual student needs.

KEY STAGE 3

The curriculum for Years 7, 8 and 9 is as follows (with a coordinated programme for PHSE (Personal, Social, Health education) that runs through subject lessons and tutor time). The curriculum is based on a 50 lesson (1 hour) fortnight. We aim to prepare students for study at Key Stage 4 through an emphasis on the skills and knowledge that will be required in Years 10 and 11.

In addition to the formal taught timetable, students have the opportunity to take part in specific learning activities organised throughout the school year which take the place of normal lessons. This will involve field trips, concerts, guidance sessions, citizenship, extra-curricular activities to develop experiences in enterprise, sport, and life-skills.

KEY STAGE 4

The curriculum in Years 10 and 11 gives students choices for KS4 studies but within an overall framework that ensures they enjoy a broad and balanced education including the Welsh Baccalaureate. All students follow a common core of subjects and supplement this with option choices. A structured guidance programme ensures that option choices meet the needs of the individual student as far as possible.

In Years 10 & 11 students follow a core curriculum of GCSEs (or equivalent) in English Literature and Language, Mathematics and Numeracy, Science – Double, Applied or Triple, Equality & Diversity, Welsh 2nd Language, Foundation/National Skills Challenge Certificate - along with core PE (non-examined).

This Core Curriculum is supplemented with an Options Curriculum of four additional subjects. Option blocks are formed based upon the student free choices, staffing availability and sufficient numbers to run a particular course. Students are given a choice of options (within the limits of 4 Option choice columns) but guidance is given to ensure that courses are appropriate, and the curriculum is broad and balanced. Prior to choosing their options, all Year 9 students undertake a guidance programme in which includes taster sessions, parents' evenings and discussion with the Head of Year and Options Coordinator as to the suitability of their final choices. Courses are studied until the end of Year 11.

Post 16 (Key Stage 5)

Post-16 delivery is done within Barry 6th Form in a joint delivery with our sister school Pencoedre High School. Prior to choosing their options all Year 11 students follow a similar programme to Year 9 pupils and undertake a designed guidance programme which includes taster sessions, parents' evenings and an individual interview with a senior member of staff as part of making their final choice. Our sixth form prospectus provides information about the courses available to students, the entry requirements, and the support available to help students progress through the sixth form and on to their chosen destination.

The post-16 curriculum is designed to ensure progression from Year 11 and on to university, further education, training or employment.

We have a broad Key Stage 5 Curriculum on offer, including BTEC, Cambridge Technicals and GCE subjects. All subjects offered within Barry 6th Form are Level 3. All students in Barry 6th Form also study for the Advanced Skills Challenge Certificate. The subjects on offer include:

GCE Art – Fine Art or Textiles	GCE English Literature	GCE Mathematics	GCE Religious Studies
GCE Photography	GCE French	GCE Further Maths	GCE Sociology
GCE Biology	GCE Spanish	L3 Diploma Food & Nutrition	L3 Diploma Medical Science
L3 BTEC Sport	GCE Geography	L3 BTEC ICT	GCE Theatre Studies
L3 BTEC Business Studies	GCE History	GCE Geology	AS/ A Level Welsh
GCE Health & Social Care	GCE Applied ICT	GCE Physics	<i>L3 BTEC Music Performance</i>
GCE Chemistry	GCE Music	GCE Product Design	L3 BTEC Dance
GCE English Lang/Lit	L3 CamTec Performing Arts	GCE Psychology	<i>Resits in GCSE Maths and English</i>

Typical entry requirements for Year 12: 5 A*- C at GCSE or equivalent. Most subjects insist on a minimum of a C in their subject, although there are exceptions where the Leader of Learning may allow entry to a course with C grades in similar subjects when not taken as a GCSE.

Entry requirements for Year 13: A minimum of an E grade at AS (with any exception at the discretion of the Leader of Learning). Students study either three or four AS levels (or equivalencies) normally in year 12. In addition, we also run the Advanced Skills Challenge Certificate as a key component of our sixth form Curriculum- this is a mandatory subject study area for all students.

In Year 13 some students will reduce their A levels to three or in some cases 2 (through agreement with the head of Sixth Form). In the sixth form AS and A level options subjects are given 8 hours a fortnight. The Advanced Skills Challenge Certificate is afforded 4 lessons per fortnight – with drop sessions for a two-week cycle at the end of year 12.

Option blocks A-E are formed based upon the student choices, staffing availability and sufficient numbers to run a particular course.

ADDITIONAL CURRICULUM INFORMATION

DISAPPLICATION

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to emphasise a particular curriculum area; and
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the pupil and parent.

RELIGIOUS EDUCATION

Religious Education is available to all pupils in line with statutory requirements. Parents have the right to withdraw their children from religious education.

Collective Worship

All pupils from Years 7 – 11 are expected to take part in daily collective worship. The worship is mainly of a broadly Christian character, but it is not distinctive of a particular Christian denomination. Parents have the right to withdraw their children from collective worship. Parents should inform the Head in writing if they wish to withdraw their child from collective worship.

From 2006, Sixth Formers have been enabled by legislation to make their own decisions about attending collective worship.

The school has a programme of collective worship involving whole-school assemblies on a rota, and tutor group assemblies over the two week cycle- details of this are available in the school handbook.

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE)

The school provides relationships and sexuality education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's relationships and sexuality education policy is available to parents. It has regard for the government's guidance in The Curriculum for Wales – Relationships and Sexuality Education Code.

In accordance with the law, RSE will be a mandatory requirement in the Curriculum for Wales for all learners from age 3 to 16. This means that all learners must receive this education. There will be no right to withdraw from RSE in the new curriculum.

POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE AND GAMES

All pupils from Years 7 - 11 are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice in the first instance, or other reasons agreed with the school. Prolonged periods of exemption must be supported by a medical certificate from an appropriate practitioner. Where students are excused for short or long periods of time, they are expected to accompany the normal class and undertake appropriate coaching or work related tasks.

EXTRA-CURRICULAR ACTIVITIES

As well as timetabled (1 hour per fortnight) slots for Years 7, 8 and 9 activities, the school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum including accessing a 5x60 programme. All pupils have opportunities to take part in the provision.

Sporting activities have recommenced and there Whitmore High School participates in team sporting competitions with other schools in the area. A full programme of activities and up to date results are published via our twitter account [@WhitmoreHighPE](#)

HOMEWORK

The school expects homework to be set – see Policy

ADDITIONAL LEARNING NEEDS (ALN)

The school's ALN/Inclusion policy clearly outlines the processes in place to support pupils with ALN.

Admissions for pupils with ALN are through the LA's normal admissions process. If a pupil has an IDP (individual development plan) or statement additional support will need to be put in place by the school or local authority. Pupils accessing the Specialist Autism Base are admitted through the local authority's specialist placements admissions panel. This process is currently being reviewed and clarified.

The Equality Act of 2010 clearly outlines the need to support all pupils and ensure parity of provision.

Whitmore High school is a new, purpose-built building. Accessibility was therefore considered at the planning stage. We have several students with physical disabilities who are able to independently navigate the school building. In addition to this clear processes are in place to support students with a range of disabilities through the guidance and support of the school's Inclusion team.

The Disability Discrimination Act (DDA) 1995 defines a disabled person as one who has "a physical or mental impairment which has a substantial and long-term adverse effect on a

person's ability to carry out normal day-to-day activities". This would include, for example sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial. These provisions do not apply to special schools.

CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Wellbeing Dept.

If the issue is not resolved parents should make an official complaint in writing to the Headteacher.

Curriculum Planning and Monitoring

It is the responsibility of curriculum and subject leaders to plan and manage the curriculum and assessment for their subject areas. Exam board regulations/ specifications and QIW must be reviewed and monitored to ensure subject choices are valid/ permissible. Subject Leaders report back via scheduled line management meetings and from departmental minutes regularly to the SMT. Key Stage Coordinators play an important role in managing the options guidance process each year. Annual reports on the curriculum are made to the Pupil and Curriculum Committee of the Governing Body and, via the termly Headteacher's report, to the full Governing Body.

This policy will be monitored by a member of the Senior Leadership Team who will report to the Head on its implementation on a regular basis.

The Head Teacher will report to the Governing Body's Student Offer Committee on the progress of the policy and will recommend any changes.

Results 2021

GCSE Years 10 - 11

	English Lang	English Lit	Best Either English	Mathematics	Numeracy	Best Ma/Num	Science Grade 1	Science Double Grade 2	Biology	Chemistry	Physics	Best Single Science
Cohort =	138	104	138	138	138	138	92	48	46	46	46	138
%A*	7	14	12	15	3	16	3	0	24	24	15	12
%A	19	22	21	9	18	10	3	8	30	26	33	14
%B	25	24	21	30	17	30	11	13	30	30	26	14
%C	17	27	21	14	18	14	28	27	9	11	11	21
%D	22	20	17	20	26	21	14	27	2	4	11	11
%E	5	4	2	1	5	1	12	10	4	4	2	9
%F	1	3	1	2	2	2	13	4	0	0	0	9
%G	3	2	3	2	3	1	11	8	0	0	2	7
%U	1	0	1	5	6	4	4	2	0	0	0	3

Sixth Form Years 12-13:

% students 3 or more A*-A grades	33.0
% students 3 or more A*-C grades	80.7
% students 3 or more A*-E grades	100

Entries	6	2	17	9	4	13	10	14	14	5	5	9	17	2	61	17	9	3	8	19	1	7	
% A*	0.0	0.0	29.4	11.1	50.0	0.0	30.0	7.1	21.4	20.0	0.0	22.2	5.9	0.0	13.1	0.0	0.0	33.3	0.0	0.0	0.0	0.0	0.0
% A	66.7	50.0	23.5	44.4	50.0	30.8	30.0	21.4	28.6	40.0	40.0	11.1	35.3	0.0	19.7	5.9	44.4	33.3	25.0	26.3	100	42.9	
% B	0.0	0.0	41.2	0.0	0.0	23.1	30.0	7.1	35.7	20.0	40.0	44.4	17.6	100	37.7	29.4	11.1	33.3	25.0	31.6	0.0	57.1	
% C	16.7	50.0	5.9	33.3	0.0	23.1	10.0	21.4	7.1	20.0	0.0	11.1	11.8	0.0	27.9	29.4	22.2	0.0	37.5	21.1	0.0	0.0	
% D	16.7	0.0	0.0	11.1	0.0	15.4	0.0	28.6	0.0	0.0	20.0	0.0	29.4	0.0	0.0	23.5	22.2	0.0	12.5	21.1	0.0	0.0	
% E	0.0	0.0	0.0	0.0	0.0	7.7	0.0	14.3	7.1	0.0	0.0	11.1	0.0	0.0	1.6	11.8	0.0	0.0	0.0	0.0	0.0	0.0	
% U	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
% A*-A	66.7	50.0	52.9	55.6	100	30.8	60.0	28.6	50.0	60.0	40.0	33.3	41.2	0.0	32.8	5.9	44.4	66.7	25.0	26.3	100	42.9	
% A*-C	83.3	100	100	88.9	100	76.9	100	57.1	92.9	100	80.0	88.9	70.6	100	98.4	64.7	77.8	100	87.5	78.9	100	100	
Exam No.	Applied ICT GCE A2	Art GCE A2	Biology GCE A2	Chemistry GCE A2	Computing GCE A2	Drama & Theatre GCE A2	English Literature GCE A2	Geology GCE A2	Mathematics GCE A2	Music GCE A2	Photography GCE A2	Physics GCE A2	Sociology GCE A2	Hospitality & Catering BTEC	Skills Challenge Certificate GCE	Geography GCE A2	History GCE A2	Philosophy & Religion GCE A2	Product Design GCE A2	Psychology GCE A2	Spanish GCE A2	Sport BTEC Double	

Destination of school leavers

For pupils aged 15 or 16 at the start of the previous school year.	Number	%
The total number in the age group:	137	
The percentage who have since commenced a course at Whitmore High School as part of Barry Sixth Form:	78	56.93%
The percentage who have since commenced a course at another school or any course of further education:	40	29.19%
The percentage who have since commenced employment:	7	5.10%
The percentage who have since commenced training/apprenticeship:	2	1.46%
The percentage whose destination is unknown:	10	7.29%
For pupils aged 17 or over at the start of the previous school year.		
The total number in the age group:	57	
The percentage who have since commenced a course at another school or any course of further education:	3	5.26%
The percentage who have since commenced a course at another school or any course of higher education:	43	75.43%
The percentage who have since commenced employment	9	15.79%
The percentage who have since commenced training/apprenticeship:	1	1.75%
The percentage whose destination is unknown:	1	1.75%

Budget Summary

FINANCIAL STATEMENT FOR APRIL 2020 - MARCH 2021

DETAIL	ANNUAL BUDGET	INCOME / EXPENDITURE
	£	£
EMPLOYEES	4,188,000	4,124,683
TEACHING EMPLOYEES	3,453,160	3,403,993
NON TEACHING EMPLOYEES	578,402	539,940
GRANT EMPLOYEES	156,438	180,749
PREMISES	436,567	394,042
CLEANING AND DOMESTIC SUPPLIES	178,888	174,644
ENERGY	90,064	74,839
GROUNDS MAINTENANCE	5,590	2,160
RATES	115,025	115,025
REPAIRS & MAINT OF BUILDING	35,000	16,501
WATER SERVICES	12,000	10,873
SUPPLIES AND SERVICES	471,698	473,339
COMMS AND COMPUTING	37,000	73,459
EQUIP, FURNITURE & MATERIALS	81,000	53,056
GRANTS	45,621	44,204
SERVICES INCL CATERING AND EXAM FEES	221,013	213,212
SERVICES FROM LOCAL AUTHORITY	87,064	89,408
TRANSPORT	12,756	8,096
INCOME	-23,625	-73,214
GOVERNMENT GRANT	-378,372	-476,749
TOTAL	4,707,024	4,450,197

FUNDING	£	£
FORMULA BUDGET FROM LOCAL AUTHORITY	4,699,707	4,699,707
BROUGHT FORWARD BALANCE FROM 2019/20	7,317	7,317
TOTAL BUDGET	4,707,024	4,707,024

CARRY FORWARD BALANCE 2021-22		256,827
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There have been no expenses claimed by Governors and no gifts received.

